

SENIOR PROJECT HANDBOOK

2021-2022

**"Building Bridges to the Future"
AKA: Adulthood 101**

**BRADEN RIVER HIGH SCHOOL
6545 STATE ROAD 70 EAST
BRADENTON, FL 34203
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<https://www.manateeschools.net/bradenriver>

It is the Mission of Braden River High School to create strong, responsible leaders who value personal integrity, academic excellence, and civic involvement.

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Braden River High School

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Principal Carl Auckerman



September 30, 2021

Dear Senior:

In short order your high school years will conclude and your next chapter will begin. This is the last time you'll have the opportunity to showcase your skills and abilities through a self-directed learning opportunity. The Senior Project process allows you to choose an area of special interest, combine your knowledge and skills from various disciplines, and pique your curiosity while utilizing your talents.

Your Senior Project experience will involve true exploration. You will select a topic of your choice, gather knowledge through research, and interact with a professional in the community. This project should provide you the opportunity to grow your personal learning of your topic and demonstrate this growth. The culmination of your Senior Project is to give a formal speech in front of a team of judges and field questions from them about your topic. Finally, you will document your learning experiences through a detailed portfolio highlighting the knowledge gained from your learning journey.

This project will allow you to showcase your years of learning while allowing you to focus on a topic of interest to you. It also provides you the opportunity to be productive in any number of ways with potential positive impacts on our fellow citizens and our community. We are excited for you to get started and to see what you can accomplish with your projects.

We are proud of our Senior Pirates and wish you well in this endeavor.

Educationally Yours,

Carl Auckerman, Principal

The Mission of Braden River High School is to empower students to be strong responsible leaders who value personal integrity, academic excellence, and civic involvement.

You are offered the opportunity to practice the following real world skills that the business world has asked educators to provide:

- | | |
|---|----------------------------------|
| 1. Reading | 8. Presenting (written, oral) |
| 2. Listening | 9. Creating |
| 3. Organizing | 10. Using professional etiquette |
| 4. Time management | 11. Using technology |
| 5. Writing (descriptive, argumentative, reflective) | 12. Using interpersonal skills |
| 6. Researching | 13. Critical thinking |
| 7. Speaking | 14. Problem solving |

These skills also cover the Sunshine State Standards, the SACS evaluation criteria, and the school's mission statement.

So where do I begin?

Step 1: Selecting a topic

- When selecting a topic for your senior project, you need to make sure you follow these steps:
 1. Think about something that interests you in your academy. This can be something that you are curious about or a career interest for the future. If you are having difficulty choosing a topic within the scope of your academy, talk with your teachers. This is your senior project, but trusted teachers may help steer your perspective in helpful ways.
 2. Your topic must be arguable or have an issue. In your research paper you will need to expand your topic to an arguable point or issue in which you will persuade your audience. You do not have to determine your argument until you have done some research.
 3. Start researching early. Before you fill out the project proposal form you should have done a little research on your topic. Nothing is worse than going through the steps of finding a faculty advisor and a community member to find out that your topic has no research available.

Step 2: Meeting with a Faculty Advisor

- When meeting with a faculty advisor, you need to:
 1. Arrange the meeting and show up on time.
 2. Make sure you have an agenda or list of questions to ask.
 3. Listen carefully and take notes.
 4. Thank your advisor for his or her time.
 5. Document your meeting.

Step 3: Selecting a Community member

- When choosing a community member on your topic, you need to:
 1. Make sure you select someone local. The community member will be the person you interview.
 2. The community member cannot be an immediate family member and must be over 21.
 3. When contacting your community member, make sure you are professional not only in the way you dress, but also in the way you act as well. Treat this as a potential job interview. Many students have acquired job internships after participating in the senior project. You want to make a great first impression!

Braden River High School Senior Project Proposal

Name: _____ Period: _____ Teacher: _____

Academy: _____ Topic: _____

Connection to Academy:

Questions you already have about your topic to get you started:

1. _____

2. _____

3. _____

Local Business or Organizations to Contact

List individuals in the local community who might know about your topic:

Learning Stretch* (Why is this project going to be challenging for you?):

Community Member: _____ Title/Position: _____

Phone: _____ email: _____

Student Signature: _____ Date: _____

Academy Advisor: _____ **Title/Position:** _____

Approved: YES NO

Date:

Comments:

* Learning Stretch: The art of making great demands upon one's abilities while gaining knowledge, comprehension, or mastery through experience or study.

ADVISOR CONTACT LOG

Please use this form to document your contact with your advisor (live or virtual). You must list the date, time and provide a brief summary of each contact. You are required to establish contact with your advisor a minimum of 3 times. The amount of help you need depends on you. Make sure you are communicating with your advisor when you have questions or need help.

Date	Time	Summary	Advisor's Signature or Copy of email confirmation of contact

Interview

One of the best ways to gather information for your Senior Project is to speak with someone working in the profession, academic discipline or community service field you are exploring. An interview consists of three basic parts: the introduction, main questions and answers, and the conclusion. Prepare at least 10 questions. You might not ask all of them, but it is better to have them if you need them. Try to use open-ended questions, and it is usually a good idea to finish with: “Is there anything you would like to add?”

You will turn in your interview questions and interview notes. Your interview should last at least 30 minutes. You may conduct your interview live or virtually. It is not acceptable to email a list of questions to your community member.

1. Arrange the Interview: Contact the individual by phone or email. Be professional. Introduce yourself and explain your reason for calling/emailing. Offer possible dates and times.
2. Prepare for the Interview: Read all you can about the person you are interviewing. Know about the field of study. Do not ask obvious questions you could have found the answers to online.
3. Conduct the Interview: Dress appropriately. Be on time (5 minutes early). Be polite and professional. Ask for permission before using a recording device. Make sure you have the correct spelling of the person’s name and the correct title.

Sample Interview Questions

An interview about a specific job:

- On a typical day in this position, what do you do?
- What training or education has helped you the most?
- What personal qualities or abilities have helped you be successful?
- What are some of the issues or problems you face in this job?

An interview about a field of study:

- How do you see jobs in this field changing in the future?
- What special advice would you give a person entering this field?
- What personal attributes or skills are important for success in this field?

An interview about a project or community service event:

- What inspired you to work on this project or event?
- What is the most rewarding part of participating in this project or event?
- What are some of the difficulties of working on this project or event?
- What advice would you give someone who is interested in this issue?

An interview of a creative or performing artist:

- Whose work inspires you? Why?
- Describe your work environment including your duties, responsibilities and activities before, during and after creating a piece or performing.
- What is the most challenging aspect of being an artist?
- What advice would you give to a beginning artist or performer?

INTERVIEW NOTES

Please use this form to record your notes from your community member interview. It is very important that you do not lose this form.

STUDENT NAME: _____

Name of Interviewee (check spelling):		Position/Title:
Interview Date and Time:	Reason for Interview:	
Interview Questions:	Interview Notes (highlight at least 3 good quotes)	
Summary of Important Information:		

Virtual Job Shadowing/College Visit (Optional)

Use the following resources or find your own to research your career field. You may also choose to do a college visit. Use the college visit scavenger hunt to document your findings.

acinet.org

The website contains 550 career videos that are aligned with the 16 Federal career clusters. Most of the site is available in English and Spanish.

1. Click "Videos"
 2. Click "Cluster and Career Videos"
 3. Click "List of all Career Videos"
 4. Select and click "view" for any of the careers [takes approximately 1 minute to download]
 5. You may choose to click full screen button in right hand corner above video on tool bar
 6. Click "close" in upper right corner and exit or select another video
- Other available video options:
Left side menu choices under "videos" are skill and ability video, industry video, work option video, etc.

myplan.com

Site contains 489 career videos.

1. Click "Careers" tab at the top of the page
2. Scroll down to "Video Library"
3. Select a career and click on "play video" button on the right-hand column of the screen

Your FreeCareerTEST - <https://www.yourfreecareertest.com/>

Student-friendly free career test to help students discover career interests and ideal career work environment. Short 2-3 minute initial test. Also offers test for specific clusters such as Healthcare, Technology, Etc. Also offers teacher resources and free printable worksheets. All free and no registration required.

For self-directed career exploration, My Next Move is a great starting point. Mi Próximo Paso offers career exploration for Spanish speakers.

Career One Stop

- Toolkit to research career information, training or jobs:
<https://www.careeronestop.org/Toolkit/toolkit.aspx>
- Video Library: <https://www.careeronestop.org/Videos/video-library.aspx>

VIRTUAL JOB SHADOW STUDENT WORKSHEET

Student's Name: _____ Date: _____

Career: _____ Website Used: _____

Associated Career Cluster: _____

1. List 5 major job duties associated with the career.

- _____
- _____
- _____
- _____
- _____

2. Check the formal education and training level required for the career:

- High school education
- Some college or technical training
- Associate or 2-year degree
- 4-year degree or higher

3. Check all alternative sources of education and training for the career:

- Military service
- On-the-Job Training
- Apprenticeship
- Work experience

4. Check the "soft skills" (personal skills) required for the career:

- Customer service
- Teamwork
- Oral communication
- Listening
- Written communication
- Following instruction
- Attention to detail
- Planning
- Problem solving
- Honesty and integrity
- Organizational

5. Check the working conditions that are typically applicable to the job:

- In-door work environment
- Out-door work environment
- Rigid work schedule
- Flexible work schedule
- Year-round work
- Part-time work
- Casual dress
- Formal dress
- Uniform required

6. Earning potential for the job:

- Entry level: _____
- Median: _____
- High: _____

7. Check the potential job growth for the career:

- High growth
- Low growth
- Questionable

8. Job availability:

- Worldwide
- USA only
- Regional only

9. Continuing education requirements for the career

- Life-long
- Regular professional development
- No further training expected to be required

10. Describe what you would like best about the career:

11. Describe what you would like least about the career:

Online College Knowledge Scavenger Hunt

Name: _____ Grade: _____

College Visited: _____ Date: _____

CATEGORY	QUESTION	ANSWER	
ACADEMIC MAJOR	1. What is the most common academic major?		
	2. What building are Academic Advisors offices in?		
	3. What is one service the Career Exploration office offers to students?		
	4. What is one type of internship students have had while attending this college?		
	ACADEMIC MATCH	5. What is the average ACT and SAT score for students who have enrolled?	
		6. What is the average GPA for students who have enrolled?	
		7. What percentage of students who have applied are admitted?	

Online College Knowledge Scavenger Hunt

CATEGORY	QUESTION	ANSWER
<p style="text-align: center;">SOCIAL FIT</p>	<p>8. Where is the college located - city/town and region?</p>	
	<p>9. How many students attend the college?</p>	
	<p>10. What is the student to professor ratio?</p>	
	<p>11. What is the name of one student group on campus?</p>	
	<p>12. What is one place that you can visit for a study abroad?</p>	
	<p style="text-align: center;">FINANCIAL FIT</p>	<p>13. How much is the tuition and room/board total?</p>
<p>14. What percentage of students receive financial aid?</p>		
<p>15. What is one scholarship available to students?</p>		
<p>16. When is the deadline to submit the FAFSA?</p>		

Research Paper Overview

I. FORMAT REQUIREMENTS

- A. 5-7 pages in length/1500-2000 words (follow teacher guidelines)
- B. 12 point Times New Roman
- C. Double-spaced
- D. Margins should be 1"
- E. Graphics (pictures or diagrams) placed after the body in appendices
- F. MLA Format

II. DOCUMENTATION REQUIREMENTS

- A. A minimum of **five** and no more than **nine** sources used in the paper and listed on the Works Cited page
- B. **Two sources** must be **Internet** sources that have the following endings:
 - 1. **edu** 2. **gov** 3. **org**
- C. **One journal article** (computer based or hard copies; research, newspaper, magazine articles)
- D. **One** source from a **non-fiction or reference book** (can substitute a web site **and** an article)
- E. **One interview** with a person in the community knowledgeable about your topic (expert).

III. DUE DATES

- A. 5 minimum sources due _____.
- B. 25 minimum note cards due _____.
- C. Outline due _____.
- D. Rough draft due _____.
- E. Final draft due _____.

IV. THINGS TO KEEP IN MIND

- A. A research paper must have an arguable thesis statement and be in persuasive format.
- B. All information or ideas not your own must be cited in proper format in the body of your paper and on your works cited page.
- C. Because this is a research paper and not a reflection, it must be written in third person.
- D. General encyclopedias (either book or software form) are *unacceptable* sources.

Outline

Creating an outline for your research paper will help you organize your thoughts and notes in order to present your argument clearly and convincingly. Formal outlines are arranged in a specific way.

Sample Outline:

The College Application Process

I. Choose Desired Colleges

- A. Visit and evaluate college campuses
- B. Visit and evaluate college websites
 - 1. look for interesting classes
 - 2. note important statistics
 - a. student/faculty ratio
 - b. retention rate

II. Prepare Application

- A. Write Personal Statement
 - 1. Choose interesting topic
 - a. describe an influential person in your life
 - (1) favorite high school teacher
 - (2) grandparent
 - 2. Include important personal details
 - a. volunteer work
 - b. participation in varsity sports

B. Revise personal statement

III. Compile resume

- A. List relevant coursework
- B. List work experience
- C. List volunteer experience
 - 1. tutor at foreign language summer camp
 - 2. **counselor for suicide prevention hotline**

THINGS TO KEEP IN MIND

1. Format your outline correctly.
2. Remember the rule of 3. Each main idea should have 3 supporting details.
3. All main ideas should support your thesis statement.
4. Put arguments in ascending order of importance (save your strongest point for last).
5. Your final paper will be easier to write if you have a thorough outline.

Research Paper Rough Draft Checklist

Student Name: _____ Teacher Name: _____ Class: _____

Your rough draft represents your first, best attempt to put your thoughts and notes into essay form. This checklist will be used to show whether or not you have accomplished the basic requirements of the research paper. If you do not meet one or more of these requirements, you will need to revise your paper before submitting a final draft. Even if you meet all of the basic requirements, you should revise your paper. Meeting the basic requirements does not mean that you will get an A.

	✓	✗
Correctly Formatted Heading		
Page numbers in upper right corner with student last name		
Meets minimum length requirements (5-7 pages in length/1500-2000 words)		
12-point Times New Roman font		
1-inch margins		
Hook/Attention Grabber		
Thesis Statement		
Paragraphs used to organize ideas		
Topic sentences, concluding sentences, and transitions used effectively		
Research used to support claims		
Documentation used to cite sources in the text		
Research and commentary support thesis		
Works Cited formatted correctly		
Minimum of 5 sources (1 journal, 2 Internet, 1 book)		
Few or no spelling/grammatical errors or typos		
Written in 3 rd person (no I, we, or you)		

Comments and Suggestions:

Research Paper Rubric

Student Name: _____ Teacher Name: _____ Class: _____

Yes Test: You must receive all “yeses” for your paper to be scored. Any “no” will stop the process.

Yes	No	Basic Requirement
		1. Paper typed
		2. Thesis clearly stated in intro and referenced in the conclusion
		3. Correct documentation style used in text
		4. Minimum 5 sources (and a variety of types)
		5. Works Cited accurate and correctly formatted
		6. Paper written in 3 rd person; content not personal essay but non-biased research
		7. Meets minimum length standard (5-7 pages/1500-2000 words, excluding Works Cited)
		8. Evidence of consistent and conscientious editing

_____/8

4—Clearly a knowledgeable, practiced, skilled pattern

3—Evidence of a developing pattern

2—Superficial, random, limited consistencies

1—Unacceptable skill application

Use of Sources

Skill application demonstrates use which represents →	4	3	2	1
Researched information appropriately documented				
Enough outside information to clearly represent a research process				
Demonstrates use of paraphrasing, direct, and indirect quotations				
Information connects to the thesis				
Sources on Works Cited accurately match sources cited within the text				

_____/20

Content/Organization

Skill application demonstrates use which represents →	4	3	2	1
Introduction engaging and clearly defines thesis				
Thesis is challenging and focused				
Content connecting to thesis includes claims, reason, evidence and counterclaims				
Text organization flows sensibly and smoothly				
Mixture of commentary interwoven with research (argumentative)				
Conclusion thoughtful, engaging, and clear				

_____/24

Mechanics/Usage/Spelling/Format

Skill application demonstrates use which represents →	4	3	2	1
Pagination (top right following last name)				
12 point Times New Roman font and appropriate margins				
Usage/Grammar				
Correct paragraphing				
Written in formal style				

_____/20

Information Literacy

Skill application demonstrates use which represents →	4	3	2	1
Consistent Format (MLA/APA)				
Evidence of thorough research (sources represent variety and types)				
Documentation demonstrates conscientious application of citing ethics				
Evidence of sorting and selecting appropriate material				
Evidence of importance of author’s credibility and validity				
Research offers non-biased, fair research perspective from which a conclusion is drawn				
Research information goes beyond surface information				

_____/28

Total Score: _____/100

Adapted from www.christina.k12.de.us/.../Projects/Historical%20Figure%20Rubric.doc

Presentation Outline

The following is an outline that you need to follow when preparing your PowerPoint. You may add to this outline and embellish it but make sure you answer these basic questions.

I. Introduction (Approximately 1-3 slides.)

- A. Hook
- B. What is your name (first and last)?
- C. What issue did you research?
- D. Why did you choose this issue?

II. Body (Approximately 2-6 slides)

- A. Research Paper
 - 1. Thesis
 - 2. 3 interesting things you learned about the issue
- B. Virtual Job Shadowing/College Visit
 - 1. What did you do?
 - 2. 3 interesting things you observed

III. Conclusion (Approximately 1-3 slides)

- A. What did you learn from doing the senior project?
- B. How were the research paper and virtual job shadow/college visit an educational stretch for you?
- C. What did you learn about yourself?

So you think you are finished? Make sure you have all of the following things on the checklist!

POWERPOINT CHECKLIST

- _____ Followed the **Presentation Outline**
- _____ PowerPoint is easy to view
- _____ Spell Check and Proof read
- _____ Included pictures of your artifacts
- _____ The colors and fonts chosen are professional (Not loud or overwhelming. Not sure just ask!)
- _____ Used incomplete sentences (PowerPoint is only to guide you and should not be your entire speech word for word. Just use key words and phrases to help you.)

The total speech time must be at least 6 minutes and cannot be longer than 8 minutes. There will be a timer to note the beginning and ending times of your speech and to give you a signal at 5 minutes. Practice your speech so you will not be over or under the time limit. **Good luck!**

Senior Project PowerPoint Rubric

Your PowerPoint will be used during your presentation to the judges. It should be used to provide visuals that go along with your topic. It can also be used to help you keep track of what you are going to say and in what order.

Directions: After completing your PowerPoint you need to print out your slides as a handout with 4 slides per page. The handout must be printed in color.

CATEGORY	20-16 Perfect or less than 2 errors and ready to present	15-11 Minor corrections need to be made before presenting	10-6 Attempted but needs major revision	5-0 Incomplete or not evident
Neat and professional: Check for spelling/grammar. All slides should be complete and formatted in a consistent way. Slides are not loud or overwhelming.				
Connected visuals with content of speech: All visuals are appropriate and enhance the speech and go along with the content.				
Appeared well organized: The order makes sense (follows speech outline).				
Easily viewed: All words on slide could be read from at least 10 ft. away. No complete sentences or paragraphs. Pictures are in focus.				
Creativity and Effort: It is clear that time was taken to make sure the presentation meets the requirements. Overall, the presentation reflects knowledge of the requirements and an attempt to meet those requirements.				

TOTAL POINTS: _____ (out of 100)

STUDENT DRESS CODE FOR SENIOR PROJECT ORAL PRESENTATIONS

Students need to develop an awareness of the image one's appearance projects. The purpose of the dress code is to uphold a professional image and to prepare students for the business world. If your project lends itself to a specific uniform or costume and you think wearing it would aid in your presentation, **you may do so with prior approval from your English teacher.**

Be professional in your dress and demeanor.

Absolutely NO CHEWING GUM!

INAPPROPRIATE ATTIRE INCLUDES:

- * Denim or chambray fabric clothing of any kind
- * Overalls, shorts, skorts, stretch or stirrup pants, exercise or bike shorts
- * Backless, see-through, tight-fitting, spaghetti straps, strapless, extremely short, or low-cut blouses/tops/dresses/skirts
- * Sandals, athletic shoes, industrial work shoes, hiking boots, bare feet or over the knee boots
- * Athletic wear, including sneakers and letterman jackets
- * Hats or flannel fabric clothing
- * Bolo ties
- * Visible undergarments
- * Flip-flops

New fashion trends may be in style but not necessarily appropriate. The best way to operate is to avoid walking the line. If there is a doubt, select something else to wear. Be a professional!

SENIOR PROJECT PRESENTATION EVALUATION

Presenter: _____ **Issue:** _____

Total Time: _____ (presentation must be 6-8 minutes, 5 points will be deducted from final score for every 30 seconds under time.)

Evaluation Components	Excellent	Good	Satisfactory	Unsatisfactory
CONTENT	50 48 46	44 42 40	39 37 35	25
<ul style="list-style-type: none"> • Introduced issue (thesis) and explained ideas clearly • Discussed volunteer or job shadowing experience • Summarized closing statement • Established and achieved purpose/stretch 	Notes/Comments			
DELIVERY	20 19 18	17 16	15 14	10
<ul style="list-style-type: none"> • Avoided fidgeting and vocal pauses • Maintained eye contact • Used appropriate language • Spoke clearly and at appropriate volume and rate • Presented without reading 	Notes/Comments			
POWERPOINT/PRESENTATION	20 19 18	17 16	15 14	10
<ul style="list-style-type: none"> • Neat and professional • Connected visuals with content of speech • Appeared well organized • Easily viewed 	Notes/Comments			
APPEARANCE	5	4	3	2
<ul style="list-style-type: none"> • Clothing was professional or enhanced the project 	Notes/Comments			
JUDGES QUESTIONS (Does not count as part of 6-8 minute speech time – this is in addition to the speech)	5	4	3	2
<ul style="list-style-type: none"> • Competent answers reflected confidence • Answers showed depth and understanding of issue/research/product 	Notes/Comments			

Additional Comments:

Overall Score (circle one): **Excellent** **Good** **Satisfactory** **Unsatisfactory**

REFLECTION

To finalize the senior project experience, you will be required to write a reflection.

Criteria	Superior (54-60 points)	Sufficient (48-53 points)	Minimal (1-47 points)	Unacceptable (0 points)
Depth of Reflection ___/15	Response demonstrates an in-depth reflection. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection. Examples, when applicable, are not provided.
Length ___/10	Response is at least 200-250 words.	Response is at least 150-200 words.	Response is at least 100-150 words.	Response is less than 150 words.
Structure ___/10	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.