

Student Name: _____

HANOVER AREA

Junior/Senior High School

Class of 2013

GRADUATION PROJECT HANDBOOK

To access an electronic copy of the Handbook go to www.hanoverarea.org
Click on Students and then Click on Senior Project Handbook.

Hanover Area Junior/Senior High School

To: Members of the Class of 2013

From: Mr. David Fisher, Principal

Section 4.24 (a) of CHAPTER 4 of the ACADEMIC STANDARDS AND ASSESSMENT of the PENNSYLVANIA STATE CODE states, “Each school district shall specify requirements for graduation. Requirements shall include course completion and grades, completion of a culminating project, and results of assessments based on the state standards in reading, writing and math. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.”

This regulation requires that a senior successfully complete a project and receive a passing grade in order to receive a diploma. The attached document provides an overview of the process to be followed for approval and completion of the SENIOR GRADUATION PROJECT.

Each student will select a topic involving an area of student interest, specialization, or career choice. The Project will consist of **four parts**: the **approved Contract**; the **Journal**, showing evidence of student progress; the **Written Component**, with documented research about the topic; and the **Oral Presentation**, demonstrating the research and knowledge learned. A Project Review Panel will evaluate the final components of the Project. The Project, therefore, will demonstrate student ability in integrating curriculum skills -- written, oral, kinesthetic and technological. The Project will provide direction for student exploration of life skills, foster creativity, demonstrate individual student talent, and apply learning to life.

The Hanover Area School District firmly believes that the Senior Project provides its students with the opportunity to discover individual genius and to stand with pride in demonstrating that discovery as they balance and integrate their learning experiences to prepare for success in their lives.

Hanover Area Junior/Senior High School
Senior Project Syllabus
Project Scope

The Senior Project is a major piece of **independent research and hands on work** that the student designs and completes.

The Senior Project is required for graduation from Hanover Area Junior/Senior High School.

The Senior Project will demonstrate the skills and knowledge that the student has acquired throughout his/her high school education.

Successful completion of the Senior Project shows the student's ability to plan, manage, and create a project, and to set priorities and meet deadlines.

The Senior Project gives the student the opportunity to pursue a specific interest.

Categories from Which to Choose a Project

There are two categories from which a student may choose a project. **Both projects must include a research component.**

I. FUTURE'S PROJECT: Project investigating a particular profession

This project is the investigation of the profession that the student might choose to pursue for his/her life's work. The project involves finding the preparation, education, and entrance requirements needed for that profession and researching the type(s) of work/ duties performed in that profession. It must also include personal interviews and "shadowing" of a person working in the profession. The student must submit a Future's Shadowing Verification form signed by his/her mentor.

II. COMMUNITY SERVICE PROJECT: Project allowing the student to interact with the community for the benefit of others

In this project, the student must donate **20-25 verifiable hours** to established programs or events sponsored by community organizations. Examples are as follows: hospital volunteering, soup kitchen service, youth group/church activity, volunteering time for youth sports, or scouting project. The student may also design and carry out an activity that focuses on raising funds for a specific, recognized charity. Activities may not be conducted during school hours or interfere with the educational process. Any project involving school property must be approved by the administration. The student must submit a Community Service Project Verification form signed by an official of the organization as tangible proof of the student's active and significant participation. **All community service projects must be completed by January 1 unless otherwise authorized by the Administration.**

Parts of the Senior Project

The Senior Project consists of four parts.

I. The approved Contract: This component provides the student, reader and faculty evaluation panel with the overall design and purpose of the Senior Project, its research, and strategies for completion. The contract serves as a guide throughout the entire Project process, and its development requires in-depth reflection and planning. It is essential that the student keep a copy of the Contract for himself/herself throughout the entire process. In addition, a copy of the contract **must** accompany each journal check **and** final journal submission.

II. The Journal: This component shows progress of student's work. Lateness will be penalized. Entries **MUST** conform to the journal requirements.

III. The Written Component: This component summarizes research, defines terminology, and shows logical progression toward a valid conclusion. It demonstrates the student's ability to express himself/herself through the written word.

- **FUTURES:** It is a formally written document of at least five pages containing internal citation from at least four varied sources (books, pamphlets, websites, interviews, etc.) that are listed on a Works Cited page. MLA format must be followed throughout the document.
- **COMMUNITY SERVICE:** It is a formally written document of at least one page that will describe why you chose the organization and what you learned from your experience. MLA format must be followed throughout the document.

IV. The Oral Presentation: This component requires a 10-15 minute presentation which relates the student's experiences and evaluates the success of the project to a panel of teacher-evaluators. The student is required to answer questions posed by the evaluators for an additional 5-10 minutes.

SAMPLE #1

Use of District facilities?
_____ Yes _____ No
Signatures of faculty chaperones

FUTURE'S GRADUATION PROJECT STUDENT CONTRACT

Student Name Mary Smith **Homeroom** 11-2

Project Advisor Mr. William Kane

Mentor/Supervisor Name _____

Address _____

Phone Number _____

Project Title: The Education, Responsibilities and Rewards of a Physician Assistant

Written Component: *What I will research and write about in my paper*
I will research the educational requirements and college coursework for becoming a physician's assistant. In addition, I will investigate and write about state certification, job description, job opportunities, and salary of a physician's assistant.

Project Goal: *What I expect to learn or accomplish as a result of this project*
I expect to learn about the process of becoming a physician's assistant, the years of study, courses required, the areas of certification, and the daily routines and responsibilities of this profession. I also expect to learn if I have the interest, aptitude and patience to be a physician's assistant and if this profession satisfies my career expectations.

Project Strategies: *What will I do?*
I will interview and shadow a physician's assistant, investigate college courses and state requirements, read printed materials and Internet articles.

Materials and equipment required to complete oral presentation:

I will use a video camera, photographs, scrapbook, posters, required legal clearances, and medical instruments.

Oral Presentation: *What I will present to the faculty panel*

Using visual aids I will relate my experiences and evaluate my personal reaction

to physician's assistant preparation and duties.

Student Signature: _____ Date: _____

Parent (Guardian) Signature: _____ Date: _____

Mentor/Supervisor Signature: _____ Date: _____

PROJECT APPROVED

Senior Project Committee Member Signature: _____

Date: _____

Project Advisor Signature: _____ **Date:** _____

PROJECT REJECTED

Senior Project Committee Member Signature: _____

Date: _____

REASONS FOR REJECTION

____ Topic too broad ____ Inappropriate topic ____ Too much like a term paper ____ Other

Future's Project Shadowing Verification

1. A student may not receive financial compensation during the duration of his/her shadowing experiences.
2. Each student must shadow his/her mentor for a significant and appropriate amount of time determined by the mentor.
3. The student must receive the mentor's signature as verification that shadowing requirements have been fulfilled.
4. The student must submit this completed form to his/her team of judges on the scheduled day of presentations.

Student Name: _____

Mentor's Name: _____

Mentor's Title and Company or Organization: _____

Mentor's Address: _____

Mentor's Telephone Number: _____

Dates and Hours Spent Shadowing:

(Example: June 19, 2006; 1:00 p.m. – 2:00 p.m. --- 1 hour)

Mentor's Signature: _____

SAMPLE #2

Use of District facilities?

____ YES ____ NO

Signatures of faculty chaperones

Community Service Graduation Project Student Contract

Student Name Joseph Quimby

Homeroom 11-3 **Project Advisor** Mr. William Kane

Organization's Representative Name

(Print) _____ **(Sign)** _____

Representative's Phone _____

Alternative Contact information _____

Project Title: Helping Hanover Area Youth Soccer

Written Component: *What I will write about in my paper*

I will write about why I chose this organization and what I learned from completing my project. I will document my hours, explain the duties I performed, and include contact information for verification purposes. I understand that the documentation verifying the total number of volunteer hours is my responsibility.

Project Goal: My goal is to donate my time and to aid the Hanover Area Youth Soccer program. I understand that I must donate between 20 and 25 hours to this organization.

Project Strategies: *What I will do*

I will contact the head of Hanover Area Youth Soccer and perform whatever tasks are assigned to me for the appropriate number of volunteer hours.

Oral Presentation: *What I will present to the panel*

I will describe in detail how I volunteered my time. I will provide documentation of all my work, including visual evidence, and comment upon the success of my efforts.

Student Signature: _____ **Date:** _____

Parent (Guardian) Signature: _____ **Date:** _____

Mentor Signature (if selected): _____ **Date:** _____

PROJECT APPROVED

Senior Project Committee Member Signature: _____

Date: _____

Project Advisor Signature: _____ **Date:** _____

PROJECT REJECTED

Senior Project Committee Member Signature: _____

Date: _____

REASONS FOR REJECTION

____ Topic too broad ____ Inappropriate topic ____ Other

Community Service Project Verification

1. A student may not receive financial compensation for a community service project.
2. The student must participate in the chosen activity for 20 – 25 verifiable hours.
3. Each student must receive an official’s signature as verification that the community service requirements have been fulfilled or that all proceeds have been donated to the designated organization or charity.
4. Community service hours must be performed outside of the school day.

Student Name: _____ Contact Person: _____

Name of Organization: _____ Phone Number: _____

Date	Activity	Time	Initials from Supervisor

Signature of Community Service Supervisor/Official: _____

To: All Juniors

From: Mr. Fisher and the Senior Project Contract Readers

Re: Necessary items on Contract

1. A student producing a Future's project **must** provide **mentor's** name, address, phone number, and **signature** on his/her contract. Written proof of student's shadowing experience (Verification Sheet) must be submitted at **conclusion** of Project.
2. A student performing a Community Service Project that utilizes Hanover Area facilities must provide the **signatures of the Hanover Area staff members** acting as chaperones on his/her contract. The **signature and contact information** of an **official from the organization** benefited by the Project will be required on the Contract and the Verification Sheet at the **conclusion** of the Project.
3. A student performing a Community Service Project that does not utilize the Hanover Area facilities will be required to obtain the **signature and contact information** of an **official from the organization** benefited by the Project on the Contract and the Verification Sheet at the **conclusion** of the Project.

JOURNAL REQUIREMENTS

Futures Only

The student MUST submit a copy of the approved Project Contract with his or her journal for all journal submissions.

I. Requirements for journal check

A. Number of entries

1. Students must submit at least **Eight** entries for the journal check.
2. **At least two entries of the entire journal must show research of the topic.**
3. Sources cited in the journal must be of at least three different types (books, magazine articles, web sites, interviews, etc.).
4. Each source may **not** be used more than once in the entire journal.
5. Search engines (Wikipedia, Google, Hot Bot, etc.) are **NOT** sources and should **NOT** be written in journal entries.

B. Length of entries

1. Each entry must have a minimum of **three (3) well-developed sentences.**
2. **The information must briefly explain the activity and its connection or value to the Project.**

C. Writing style

1. Students must use correct grammar, spelling, punctuation, and sentence structure.
2. Slang expressions, Instant Messaging symbols (l8r, u, r, etc.), and any non-standard expressions are unacceptable.
3. MLA citation format is mandatory.

D. Proof of Progress

1. Each journal entry must show progress toward the completion of the Project.
2. The student may be required to produce source materials during the Journal phase of the Project. Failure to do so upon request will result in a Work in Progress rating.

II. Requirements for individual journal entries

A. Date of entry

B. Description of each activity

1. Personal or telephone interviews
2. Written correspondence
3. On site visits
4. Observations
5. Production of audio visuals
6. Notes from printed or electronic sources

C. Specific Information

1. Name and title of person interviewed
2. Place and date of interviews, correspondence, observations, visits
3. Bibliographic information for printed and electronic sources

Learning All About Physician Assistants

Mary Smith
12-1

SAMPLE JOURNAL ENTRIES

FOR A BOOK:

June 18, 2012

Researching in the Osterhout Library in Wilkes-Barre, PA, I found, read through, and took notes on *The Complete Guide to Licensing Exam Certification for Physician's Assistants*. This book will be very helpful to me because it explains in clear and general terms the process of physician's assistant certification. It also contains test taking strategies and two practice tests.

Kaplan. *PANCE: The Complete Guide To Licensing Exam Certification For Physician's Assistants*. New York: Kaplan Publishing, 2007. Print.

June 27, 2012

Today I went to the Veterans' Affairs Medical Center in Wilkes-Barre to job shadow my mentor Joseph Carbo M.S. P.A.-C. Joseph Carbo allowed me to observe him while he performed several minor surgeries and met clinical appointments. He allowed me to run several samples to the phlebotomy lab for cancer testing, and he had me run several patients' files back to the file room after he read them.

FOR A MAGAZINE ARTICLE:

July 18, 2012

Today I returned to the Veterans' Affairs Medical Center in Wilkes-Barre to shadow my mentor Joseph Carbo; this time I observed him for seven hours. I observed only minor surgeries today because Mr. Carbo cancelled his clinical appointments due to a meeting. I watched as Mr. Carbo removed several malignant melanomas from different patients. He also performed an ulnar neuropathy (an inflammation or compression of the ulnar nerve, resulting in numbness, tingling, pain) on one patient due to a right elbow decompression. I then researched what these diseases and procedures are in the *American Journal of Medicine*.

Weintraub, Arlene. "Treating Neuropathy." *American Journal of Medicine* 6 May 2002: 94-96.

Print.

FOR A PERSONAL INTERVIEW:

July 25, 2012

I asked Joseph Carbo if I could come in to shadow him while he did clinical appointments, and he agreed. My experience in clinical appointments was necessary because it will be an important part of my presentation. I asked Mr. Carbo several questions that I had previously prepared, and he answered them with great honesty. The questions dealt with why he became a physician's assistant, the good and bad parts about being a physician's assistant, and what a typical day is like.

Carbo, Joseph. Personal Interview. 25 July 2012.

FOR AN ONLINE ARTICLE:

August 13, 2012

Today I searched online and found information about all different areas of being a physician's assistant on the Bureau of Labor Statistics web site. The article gave details about employment, job outlook, projections data, earnings, and training. It also explained, in detail the nature of the work such as being formally trained to provide diagnostic, therapeutic, and preventive health care services.

Bureau of Labor Statistics. "Physician Assistants." *Occupational Outlook Handbook, 2008-2009*.

U.S. Department of Labor, 17 Feb. 2008. Web. 13 Aug. 2008.

August 22, 2012

Today I was able to watch Joseph Carbo complete patients' referrals and give dictations. Mr. Carbo has been doing his job for so many years that he is now able to dictate a patient's entire medical history in fewer than 3 minutes, which was unbelievably impressive. He then asked me during his clinical appointments to try to find broken bones and sprains in different patients x-rays, and I was able to with his help.

August 29, 2012

Today was the last day that I shadowed my mentor, and it was indescribable. He let me dress in the same outfit that he usually wears, which included scrubs, a facemask and surgical gloves. Under the watchful eye of his nurses, I set up all of the instruments that Mr. Carbo would use in his surgeries. After all of the surgeries were completed, I was asked by Mr. Carbo to run down the samples to the phlebotomy lab for all different sorts of tests.

August 31, 2012

Today I was able to meet Dr. Shaikh, the physician that my mentor is an assistant to. He is a brilliant doctor who has complete faith in his assistant Joseph Carbo, and Dr. Shaikh explained to me how he taught Mr. Carbo how to have a good bedside manner. All of the patients that I have ever talked to have told me what a great man Joseph Carbo is, and, if I ever had to have him as my surgeon, I would count myself lucky.

WRITTEN COMPONENT REQUIREMENTS

FUTURES

- I. Title page
- II. Table of Contents
- III. Acknowledgements
- IV. Introduction - presents thesis, hypothesis, or question(s) which the student attempts to answer
- V. Body – elaborates introduction by reflecting student research
- VI. Proper procedure – observes the use of MLA format throughout paper (internal citation, works cited page, pagination, margins)
- VII. Conclusion/ Reflections – summarizes research and explains what the student has gained from the overall experience

WRITTEN COMPONENT REQUIREMENTS

COMMUNITY SERVICE

I.	Title page
II.	Introduction – Why I chose the organization
III.	Conclusion/ Reflections – explains what the student has gained from the overall experience

Internal Citation

Internal citation according to MLA format **must** be a part of every Written Component. A student must use internal citation for the following:

- to acknowledge material directly quoted from a source (book, pamphlet, interview, article, website, etc.)
- to acknowledge material and/or ideas that are paraphrased (taken from a source but put in your own words) or summarized (condensed from a source)
- to give definitions for terms, especially technical terms
- to uphold the opinion of another person
- to give sources for factual information that is not considered general knowledge

The rule of thumb for documentation by internal citation is **WHEN IN DOUBT, DOCUMENT BY USING INTERNAL CITATION!**

Omission from or underuse of internal citation from the Written Component is considered Plagiarism and will result in a Work in Progress evaluation.

Works Cited

Each Written Component **must** contain a Works Cited page listing at least **four different types** of sources used in research. These sources must be listed alphabetically by the author's last name and include full bibliographic information according to MLA format. Only sources actually cited by internal citation in the Written Component may be listed on the Works Cited page.

Title Page Sample

The Title Page sample places the student's group number in the right hand corner of the page; his/her Project title centered in the middle of the page; his/her name and homeroom number centered three-fourths of the way down the page. The same Title Page will be used for the Journal and Written Component.

The Table of Contents Sample

This page is headed Table of Contents and names the parts of the Written Component on the left and the page numbers corresponding to those parts on the right. The title and information is centered on the page.

The Acknowledgement Page Sample

This page is entitled Acknowledgements and gives credit or thanks to those people who have helped the student in the course of the Project. The word Acknowledgements is centered on the tenth line from the top margin.

The First Page of Written Component Sample

This page shows the proper placement of student's last name and page number (right hand corner), heading (student's full name, Senior Graduation Project, and date) along left margin, Title of Project (centered), double-spaced text, and internal citation. It also shows proper margins and type size.

Works Cited Page Sample

This page shows proper placement of student's last name and page number, proper placement of Works Cited (centered), and proper bibliographic form (alphabetized) for works **actually cited** by the student in the Written Component.

SAMPLE PAPER TITLE PAGE

Group 3

Learning All About Physician Assistants

Mary Smith

12-1

TABLE OF CONTENTS SAMPLE (Futures Only)

Table of Contents

Introduction.....1

Criteria.....1

Annual Salary.....3

Availability.....3

College Courses.....4

Experience.....4

Conclusion.....5

SAMPLE ACKNOWLEDGEMENTS PAGE

Acknowledgements

I would like to take this opportunity to thank Mr. Joseph Carbo, MS, PA-C for allowing me to assist him with his surgeries and clinic work; my dad Bruce Smith for helping me become medically cleared for volunteering and observing at the Veterans' Affairs Medical Center in Wilkes-Barre; the staff at the Osterhout Free Library in Wilkes-Barre for lending me research books; and all of the surgical staff at the medical center for giving me first-hand knowledge about the profession of a physician assistant.

Mary Smith

Senior Graduation Project

7 January 2013

Learning All About Physician Assistants

When considering different ideas for the senior project, thoughts of the ever-expanding medical field occurred. Researching the main aspects of various career paths, coupled with personal preferences, led to an interest in becoming a physician assistant. Basic criteria, annual job salary, job availability, college courses needed, and participation in a surgical and clinical environment are the topics researched in this paper.

Physician assistants, or P.A.s, play a vital role in the health and well-being of a person, be he young or old; therefore, the job criteria is quite extensive. Physician assistant programs usually last at least two years. Admission requirements vary by program, but many require at least two years of college and some health care experience. All states require that P.A.s complete an accredited, formal education program and pass a national exam to obtain a license. The exam must be accredited by PANCE (Physician Assistant National Certifying Examination); and every six years the recertification test must be taken and that is the PANRE (Physician Assistant National Recertification Examination) (Kaplan 7-9). Physician assistant programs are full time. In 2007, 136 education programs for physician assistants were accredited or provisionally accredited by the American Academy of Physician Assistants. More than 90 of these programs offered the option of a master's degree, and the rest offered either a bachelor's degree or an associate degree. Most applicants to P.A. educational programs already have a bachelor's degree (Sherer 11). Some programs require at least 500 hours of volunteer work as an intern or resident and five years of undergraduate work before one becomes a P.A. (Carbo Interview).

Smith 2

Students obtain supervised clinical training in several areas, including family medicine, internal medicine, surgery, prenatal care and gynecology, geriatrics, emergency medicine, psychiatry, and pediatrics. Sometimes, P.A. students serve one or more of these rotations under the supervision of a physician who is seeking to hire a P.A. The rotations often lead to permanent employment. Physician assistants must have a desire to serve patients and be self-motivated. P.A.s also must have a good bedside manner, emotional stability, and the ability to make decisions in emergencies (“Become”). Physician assistants must be willing to study throughout their careers to keep up with medical advances. P.A. postgraduate educational programs are available in areas such as internal medicine, rural primary care, emergency medicine, surgery, pediatrics, neonatology, and occupational medicine. Candidates must be graduates of an accredited program and be certified by the NCCPA (National Commission on Certification of Physician Assistants). Through extensive practice and study, P.A.s are able to gain more experience and knowledge, and are therefore able to earn a greater salary. Clinically practicing physician assistants are always supervised by a licensed physician (Bureau).

SAMPLE WORKS CITED PAGE

Works Cited

“Become a Physician Assistant.” *AllAlliedHealthSchools*. N.p., 2002. Web. 13 Aug. 2008.

Bureau of Labor Statistics. “Physician Assistants.” *Occupational Outlook Handbook, 2008-2009*. U.S. Department of Labor. 17 Feb. 2008. Web. 13 Aug. 2008.

Carbo, Joseph. Personal Interview. 25 July 2008.

Kaplan. *PANCE: The Complete Guide To Licensing Exam Certification For Physician’s Assistants*. New York: Kaplan Publishing, 2007. Print.

Sherer MPAS, PA-C, RD, Erin L. *An Applicant’s Guide to Physician Assistant School And Practice*. Philadelphia: CreateSpace Publishing, 2008. Print.

Helping the Hanover Area Youth Soccer Association

Joseph Quimby

12-1

For my senior project, I wanted to give something back to the area where I grew up by making a difference in the community that has provided me with a solid foundation of what is truly important in life along with a sense of identity and purpose. One organization that made an important difference in my life during my formative years is the Hanover Area Youth Soccer Association (HAYSA), and so I decided to volunteer my time for this special organization where I played youth soccer for many years and had observed my younger brother enjoying the same experience. In fact, had it not been for the training and instruction in the game of soccer that HAYSA provided me, I would not have been able to play for the Hanover Area during my high school years.

HAYSA, a member of the Wyoming Valley Youth Soccer Association, relies on volunteers in order to effectively provide the necessary structure that affords youths between the ages of five and nineteen the opportunity to play soccer and develop their skills. In order to effectively serve this population, the organization must be able to pay expenses accrued for renting and maintaining two fields, repairing and maintaining the facilities, purchasing and delivering items for the food stand, assigning referees, paying insurance costs, purchasing uniforms and necessary equipment, financing a travel team, maintaining a website, and even providing low cost registration fees for those children who otherwise might not be able to afford to participate on a soccer team. Without people to oversee these responsibilities, whether by serving on the board or in another volunteer capacity, this organization would not exist. In fact, several board members cited lack of manpower as their greatest challenge in keeping this organization running.

Through my community service experience with the HAYSA, I have learned to sincerely appreciate all the time and effort that so many people have spent and continue to spend in order

to enable this organization to exist. Prior to this experience, I had never thought much about the time and effort it actually takes to keep something like HAYSA running not only during soccer season, but also during the entire year. I believe I have gained a new perspective on the importance of having strong organizational skills and an ability to work with others toward a mutual goal. I have also learned the importance of managing my time wisely and recognizing the needs of others. In addition, I feel a sense of accomplishment for my role in painting the buildings, helping to build the new irrigation system, and turning an empty field into a soccer field after completing the lining of the playing areas. Today when I pass by the soccer fields and look over from Route 29 to catch a glimpse of the newly painted blue and white buildings, I realize that I have indeed given something back, and I can proudly say, “I did that for my Senior Project.”

ORAL PRESENTATION

The ORAL PRESENTATION should include the following parts:

INTRODUCTION
BODY
CONCLUSION

Following is a brief description of each part:

INTRODUCTION

The introduction's major purpose is to make your listeners receptive for what is to follow—the body of your speech. The introduction should inform the assessment team as to the purpose of your project, why you chose this topic, and what you hope to learn and/or what results you determined. In order to deliver a good introduction do the following:

- Gain the attention of your listeners.
- Be pleasant, modest, confident, and direct. A smile works wonders.
- Have the opening memorized so that you establish immediate, strong eye contact.

BODY

The body contains the substance of your project, the most important part of your presentation. The body can contain some background material or research, but the majority of the information should detail the steps taken to complete the project and describe the project results.

CONCLUSION

The principal purpose of this section of your presentation is to leave a strong final impression on your listeners.

Senior Project Presentation Guidelines

Each student must complete and pass a presentation before his/her Faculty Assessment Team. Students who fail to pass the presentation must reschedule and repeat the material until successful completion of this component.

- Introduce yourself and your project.
- Discuss how/why you chose your topic.
- Discuss the process you went through to create the final product.
- Show the final product itself or pictures of it.
- Demonstrate (if appropriate).
- Explain what you learned from the process.
- Conclude with personal reflection.

Be conscious of the following oral speaking skills that will be evaluated:

1. Present your material; do not read (90% presented-10% read).
2. Use notes on note cards.
3. Speak clearly, slowly, and audibly.
4. Demonstrate control of voice and language. Avoid continuous “ahhs” and “umms” and use correct grammar.
5. Demonstrate control of body. Do not sway, do not chew gum, etc. You should be poised, confident, and well rehearsed.
6. Make eye contact with all three judges.
7. Think of a catchy opening and strive for a strong finish.
8. Show energy and interest in your project. Be animated with gestures and facial expressions.
9. Demonstrate control of visual aids (projections, computers, overhead, posters, etc.).
10. Budget your time. Presentation must run 10 minutes but no longer than 15 minutes.
** Questions by the panel of judges are **not** to be considered as part of the required time limit.

Tips for Senior Project Presentation Day

1. Arrive at least **20 minutes** before your scheduled appointment. You will need time to prepare your audio-visual material. If you feel rushed or stressed, you will not be relaxed.
2. Dress like a professional. The panel of judges must take into account your appearance as part of the final grade.
3. Be sure to bring and present your verification form to the panel of judges prior to your presentation.
 - Community Service Project Verification
 - Future's Project Shadowing Verification
4. **A word about practicing!** It is very important that you practice! practice! practice! Practice will enable you to make a confident and stress-free presentation to the panel of judges. Practice in front of the mirror, at the kitchen table, or in the car on the way to school. Remember to relax and keep in mind that everyone is on your side.

GOOD LUCK!

Name _____

Room Number _____ Time _____

2012

Friday, May 11, 2012	Junior Class Meeting Handbook and Contracts Distributed
Friday, May 18, 2012	Contract Deadline
Friday, June 1, 2012	Return Contracts
Summer 2012	Seniors begin Projects
September 2012	Meeting with Seniors to review progress and timeline
Tuesday, October 9, 2012	Journal Check. A minimum of eight (8) journal entries. (Typed) (Futures) Progress Monitor Check (Community Service)
Monday, November 9, 2012	All Journals returned
Monday, December 3, 2012	Hand in corrected journals

2013

Monday, January 7, 2013	Completed, typed paper submitted for review
Friday, February 17, 2013	Senior Project Presentation