



Lahainaluna High School

Senior Project Manual

Friday, October 19, 2018

Approved: _____

Principal Lynn Kaho'ohalahala

Date: _____

Master Calendar

| Important Actionable Items: | Dates: |
|---|---|
| Hard Copy/Google Classroom Senior Project Handbook <ul style="list-style-type: none"> ● Due Dates ● Rubrics ● Mentor Signed Work Logs ● Google Classroom ● Turnitin.com | Grade 11 Handbook: Jan 16-19 Parent Night: Jan 18 Liability Waivers: Feb 2 |
| Project proposal paper (1 page) Signed by parent/guardian | Grade 11 Feb 16 |
| Mentor information | Grade 11 Apr 27 |
| Library research time <ul style="list-style-type: none"> ● Senior ELA priority scheduling when class rotations published ● Slideshow Draft Shareable Link to Sr Project Committee | Grade 12 Research Lessons: Aug 13 - 24 About Presentation Day: Sept 4 - 7 |
| Notepapers | Grade 12 Aug 31 |
| Outline | Sept 7 |
| 1st draft of paper | Sept 14 |
| 2nd draft of paper | Sept 21 |
| Final draft of paper | Sept 28 |
| Mentor hours (total of 20 hours) <ul style="list-style-type: none"> ● First 10 hours + Reflections ● Second 10 hours + Reflections | |
| First 10 hours | tentative - May 31 tentative - Aug 10 |
| Second 10 hours | September 28 |
| Mentor Logs Due | September 28 |
| Senior Project Presentation | October 19, 2018 |

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Lahainaluna High School Senior Project

The Senior Project is both a summative and formative assessment. It demonstrates what students know and are able to do as they prepare for college or the workplace. It is the culminating project of thirteen years of school, incorporating disciplines across the curriculum.

The Senior Project consists of the following required activities:

| Activity | Timeline |
|---|---|
| A project proposal | Spring semester Junior Year |
| A research paper on an approved topic of the student's choice | Fall semester Senior Year |
| Project work logs documenting the number of hours spent on the project. All work logs are verified by the mentor signature. Students are required to spend a minimum of 20 hours on their Senior Project. | Pending Mentor approval, may begin Q4 Junior Year |
| A Google Slides slideshow with a minimum of eight original photographs documenting student work on the project, with at least one photograph of the student and mentor together. | Pending Mentor approval, may begin Q4 Junior Year |
| A formal oral presentation (Google Slides) before a panel of community members, teachers, administrators, and other staff | Fall semester Senior Year |

The above activities will be assessed by a rubric that aligns with the Common Core State Standards.

Project Choices

Each student will choose one of the following types of project:

Community Service Project - Students must devote a minimum of 20 hours developing and implementing a community service project.

Self-Development Project - Students will develop a new skill. The skill must be one the student does not have the knowledge or skill base for. The student may not be currently taking a class about the subject. The student will demonstrate the skill by performing it or creating something concrete over a minimum of 20 hours.

Career Project - Students will complete an internship of a minimum of 20 hours in the field of study the student intends to pursue after high school or college.

How will this affect me?

Grades will be assigned through respective English teachers for research paper and presentation components. As stated on page 31 of the student planner, Seniors must pass their Senior Project in order to participate in graduation ceremonies.

Choosing a Topic

Carefully consider the following points when selecting your Senior Project topic:

- Will your topic hold your interest?
- Is the project doable in your time frame?
- Will the mentor be available to spend 20 hours with you?
- Will you be able to manage your time and not procrastinate?

If you might qualify for the CTE Honors Diploma by having a 3.0 cumulative GPA or higher and a B or higher in complete program of study courses, you may consider selecting a topic that is related to your CTE Program of Study. Students should consult with the CTE coordinator or CTE pathway teacher for options in choosing a topic that may also meet requirements for the CTE Performance Based Assessment (PBA) and/or Capstone course.

Mentor Qualifications and Responsibilities

Mentor Qualifications

Your mentors must be an expert in their field, at least 25 years old, and not a member of your immediate family. Students are required to submit a copy of their Senior Project Proposal to their mentor so that the mentor understands the ramifications of their involvement.

Mentor Responsibilities

Mentors are responsible for the sharing/creating of rich learning experiences for Seniors and signing off on student hours. Mentors must understand that they are committing at least 20 hours to a student.

Student's Mentor Hour Log Requirements

Students are responsible for the following when completing the mentor hour forms:

- Legible completion of the entire form. This is the responsibility of the student - not the mentor.
- Describe in detail what was done during the mentor hour session. Minimum of two paragraphs.

- Reflect in detail about what was done during the mentor hour session. Minimum of two paragraphs.
- One mentor hour log must be filled out for each meeting with the mentor.
- Obtain mentor's signature

The Argumentative Research Paper

The argumentative research paper must be at least four complete pages in length, typed in a 12 point academic font (ex: Times New Roman), and in MLA format. A cover page and works cited page are required in addition to the four page paper. The research paper topic should be related to, but does not necessarily need to be all about what you are doing during your mentor hours.

Plagiarism of any form will not be tolerated. All Seniors will be submitting their final essays to Turnitin.

| Senior Project Topic | Possible research topic |
|---|--|
| Career shadowing a chef | Why more people should consider buying and eating locally produced/grown food. |
| Career shadowing a business owner | Why small businesses are essential to local economies. |
| Career shadowing a coach | In what way can organized sports promote healthy lifestyles? |
| Volunteering time at the Humane Society | Why pet owners should spay/neuter their pets. |

The Presentation

Senior Project Presentations will be held on October 19, 2018. The presentation is how you will share what you did and learned throughout the Senior Project process with the Lahainaluna community.

Project Day Logistics

- All Seniors will report to the library at least 30 minutes prior to their scheduled time block.
- Seniors may park in the library parking lot.

- Seniors will be released to their presentation rooms in groups and will remain in the room until excused by the lead teacher.
- Seniors are to leave campus upon completion of presentation or report directly back to the library.
- All students are expected to be silent while walking to and from presentation rooms.

Scheduling

- Seniors will be randomly placed into their presentation rooms and time slots.
- Any Senior who is unable to make the scheduled date/time must make arrangements with administration.
- Seniors must have completed their hours to present.

Judging Panel

- The judging panel will be comprised of at least 5 community members, as well as staff members from LHS, LIS, and PNES.
- The judges will be evaluating presentations using the attached rubric.

Attire

- Seniors are expected to be dressed in presentation appropriate attire - school dress code applies, with the exception of student ID.
- Business attire, uniform provided by mentor, or specialized uniform (scrubs, chef coat, lab coat, etc.) are all acceptable.

Presentation Information

- Must be done on Google Slides. It is suggested that students download a copy to a flash drive (PPTX & PDF) in case of internet outage.
- Submit your information including the URL to your slideshow to the online form.
- Keep videos to a maximum of 1 ½ minutes total.
- Presentation should be 8-10 minutes in length, including demos. Expect to answer questions from judging panel.

Include in Presentation

- Title slide: title of your Senior Project, your first and last name, English teacher's name and period.

- A sharing and/or reflection of what you learned and did during your mentor hours and/or during the Senior Project process.
- Tie your research paper in to your presentation.
- At least 8 photos taken of you or taken by you.
- Acknowledgement of your mentor.

Appendix - Senior Project Forms

Senior Project Proposal

TO: Lahainaluna High School Staff

FROM: (Your Name)

DATE: (Current Date)

SUBJECT: Lahainaluna High School Senior Project Proposal

TOPIC: (One or two words describing your project choice)

GOALS/OBJECTIVES: Identify at least three (3) goals that you want to accomplish with this project. At this point what do you see the final product being? How will you know if you have been successful?

PROJECT SIGNIFICANCE: Why is your project worth doing/learning? How will it benefit yourself and the community? How much/what do you already know about this topic? How will you challenge yourself in this project (learning stretch)? You have to believe in your project and that it is a worthwhile endeavor.

TIMELINE: Explain the what, when, where, how long, with whom (with your mentor or someone else). When will you meet with your mentor and how often? When and how will you complete your service hours? How many hours per week do you plan on spending with your mentor. Be detailed.

POSSIBLE MENTORS: You will need a list of at least two (2) possible mentors. You don't have to have them approved yet, just that you have thought about who would be a good candidate. Be sure to include the mentors' names, contact information, and qualifications.

Parent/Guardian Consent

Date

Lahainaluna Faculty Member's Approval

Date

Lahainaluna High School
SENIOR PROJECT PROPOSAL RUBRIC

| | ABOVE PROFICIENT | PROFICIENT | BELOW PROFICIENT |
|-----------------------------|---|--|--|
| PROJECT SIGNIFICANCE | <ul style="list-style-type: none"> • Student shows a genuine interest in the project and a clear vision • Project is very ambitious and challenging • Details how the project will be beneficial to student and a larger community | <ul style="list-style-type: none"> • Student shows a genuine interest in the project • Project is reasonably ambitious and challenging • Lists how the project will be beneficial to student and a larger community | <ul style="list-style-type: none"> • Reason for choice of project and interest in subject area are unclear/missing • Project does not appear to be adequate learning stretch |
| GOALS AND OBJECTIVES | <ul style="list-style-type: none"> • Identifies at least 3 or more measurable learning goals • Learning goals are challenging, well focused, and relevant | <ul style="list-style-type: none"> • Identifies at least 3 measurable learning goals • Learning goals are reasonably challenging and relevant | <ul style="list-style-type: none"> • Less than 3 measurable learning goals • Learning goals are unclear, missing, or immeasurable |
| TIMELINE | <ul style="list-style-type: none"> • Plan specifically details the who, what, where, when, and how long required for student success | <ul style="list-style-type: none"> • Plan answers the details of who, what, where, when and how long required for student success | <ul style="list-style-type: none"> • Plan is missing or unclear on the details of who, what, where, when and how long required for student success |
| MENTORS | <ul style="list-style-type: none"> • Listed more than 2 possible mentors, detailing each of their expertise and qualifications | <ul style="list-style-type: none"> • Listed at least 2 possible mentors and lists their qualifications | <ul style="list-style-type: none"> • Less than 2 possible mentors listed where mentors are unqualified, or qualifications are missing/unclear |
| PROFESSIONALISM | <ul style="list-style-type: none"> • Complex sentences • No grammatical and spelling errors • 12pt, Times New Roman font | <ul style="list-style-type: none"> • Complete sentences • Minimal grammatical and spelling errors - does not interfere with meaning • 12pt, Times New Roman font | <ul style="list-style-type: none"> • Incomplete sentences used • Grammatical and spelling errors make meaning unclear • Proper size and font not used |

Project Proposal is: ABOVE PROFICIENT PROFICIENT BELOW PROFICIENT

***If any portion of the proposal is BELOW PROFICIENT, a revised proposal with corrections made must be submitted before being considered proficient.**

Parent/Guardian Consent & Liability Release Form

To the Parent(s) /Guardian (s) of _____:

Please take some time to discuss the Senior Project with your child and **initial** each of the items below indicating that you have read, understood and approve of each.

- ____ I understand I must approve of my child's selected project.
- ____ I understand I must acknowledge that the mentor selected is at least 25 years old and an expert in their field.
- ____ I understand that all transportation for Senior Project is the responsibility of the student or parent.
- ____ I understand that my child must meet specific deadlines for successful completion of Senior Project.
- ____ I understand that all costs and risks associated with the project are the responsibility of the student or parent.
- ____ I understand that the final project must be physically at school the day of the Senior Project presentation. If the product is a service or activity, it must be documented by photos or a video.
- ____ I understand that integrity and honesty are just as important as all other components of the Senior Project. Any suspicion that my child has plagiarized or has been dishonest in any aspect of the Senior Project process will result in a referral to the school's Senior Project Committee, administration or other appropriate authority.
- ____ **I fully understand that my student needs to meet proficiency for the research paper, the project, and the presentation to participate in graduation ceremonies.**

I have read and understand that the school, complex area, State and their agents are not responsible for all potential risks resulting from the Senior Project. Accordingly, I release Lahainaluna High School, the HLLM Complex, the Hawaii State Department of Education and their agents from all claims arising from any financial obligation incurred, or damage, injury or accident suffered while my child participates in the project chosen.

Parent / Guardian's Name (Print)

Parent / Guardian's Signature _____ Date _____

Parent Phone: (Home or Work) _____ (Cell) _____

Mentor Information & Agreement Form

Mentor Name: _____

Place of Business: _____

Address: _____

Telephone Numbers: Office: _____

Home: _____

Cell: _____

Fax: _____

Email: _____

Best time(s) to be contacted: _____

Mentor Agreement to Serve (For Mentor to complete and sign)

I agree to serve as a Senior Project Mentor to _____, I
will advise and assist with his/her Senior Project Product plans to

Mentor Signature

Date

Parent Approval of Mentor (For Parent to complete and sign)

I am aware that _____ will be serving as a Senior
Project Mentor for my son/daughter _____, and give my
permission for them to meet together for this purpose. I understand that these meetings will be
scheduled at mutually agreeable times and will take place at _____.

Parent/Guardian Signature

Date

Senior Project Mentor Hours Log

Student Name: _____

Mentor Name: _____

Mentor Signature: _____

Location: _____

Goal for This Meeting: _____

| Date | Time | Hours/Minutes This Meeting | Total Hours Overall |
|-------------|-------------|-----------------------------------|----------------------------|
| | | | |

USE COMPLETE SENTENCES.

Description of Work Completed (Action, Environment, Persons involved, etc.)

What did you DO?

Reflection on Work Completed: Were your goals for this session met? What did you learn?

Why was this learning important?

