

Blackfoot High School

Senior Project

Senior Project Objectives

Students will be able:

1. Write an essay that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. (12.LA.4.2.2)
2. Organize oral presentations with an introduction and conclusion, including literary quotations, anecdotes, and references to authoritative sources; use expanded word choice and sentence structure.
3. Demonstrate the use of technology through the use of multimedia during the oral presentation.

Essay Topic: Students will focus their essay on the following question:

How Have I Changed/Grown as a Learner over My Four Years in High School?

Essay Requirements

- 3 page minimum – 5 page maximum
- Typed/Double spaced – 12 point font
- Two pieces of evidence to support the essay question.
- Include one of the three 21st Century Skills areas to help support your paper. (See the following list of 21st Century Skills)
- See attached Rubric for grading information (Page 6)
- A Rough Draft will be due to your CPR teacher at the end of 2nd trimester. (Must bring it to CPR during the mandatory 5 days at the end of trimester 2)

21st Century Skills

1. Learning and Innovation Skills

- **Creativity and Innovation**
 - Demonstrating originality and inventiveness in work
 - Developing, implementing and communicating new ideas to others
 - Being open and responsive to new and diverse perspectives
 - Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs
- **Critical Thinking and Problem Solving**
 - Exercising sound reasoning in understanding
 - Making complex choices and decisions
 - Understanding the interconnections among systems
 - Identifying and asking significant questions that clarify various points of view and lead to better solutions
 - Framing, analyzing and synthesizing information in order to solve problems and answer questions
- **Communication and Collaboration**
 - Articulating thoughts and ideas clearly and effectively through speaking and writing
 - Demonstrating ability to work effectively with diverse teams
 - Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
 - Assuming shared responsibility for collaborative work

2. Information, Media and Technology Skills

- **Information Literacy**
 - Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand
 - Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- **Media Literacy**
 - Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions
 - Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors
 - Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- **ICT (Information, Communications and Technology) Literacy**
 - Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate and create information in order to function in a knowledge economy
 - Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information

3. Life and Career Skills

- **Flexibility and Adaptability**
 - Adapting to varied roles and responsibilities
 - Working effectively in a climate of ambiguity and changing priorities
- **Initiative and Self-Direction**
 - Monitoring one's own understanding and learning needs
 - Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
 - Demonstrating initiative to advance skill levels towards a professional level
 - Defining, prioritizing and completing tasks without direct oversight
 - Utilizing time efficiently and managing workload
 - Demonstrating commitment to learning as a lifelong process
- **Social and Cross-Cultural Skills**
 - Working appropriately and productively with others
 - Leveraging the collective intelligence of groups when appropriate
 - Bridging cultural differences and using differing perspectives to increase innovation and the quality of work
- **Productivity and Accountability**
 - Setting and meeting high standards and goals for delivering quality work on time
 - Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)
- **Leadership and Responsibility**
 - Using interpersonal and problem-solving skills to influence and guide others toward a goal
 - Leveraging strengths of others to accomplish a common goal
 - Demonstrating integrity and ethical behavior
 - Acting responsibly with the interests of the larger community in mind

Presentation

- Students will present on the essay topic - *How Have I Changed/Grown as a Learner Over my Four Years in High School?*
- 10-15 minutes (10 minute minimum/15 minute maximum)
- Must have a technological visual (Power point, background video, etc...)

- Students will show “proof” (evidence) through utilization of information from their ePortfolio (4-shared, CIS, or other portfolio) and/or Students may also demonstrate “proof” through use of class projects or involvement in activities.
- **Focus Area:** Students will focus on one or more areas of their education for their presentation.
Examples:
 - An art student may focus on their art progression through high school.
 - Music students may focus on music.
 - Auto, Cabinet making, Welding, etc...
 - Academic presentation may include all academic areas
 - Other areas of interest may used as well – extracurricular, etc.. (As long as you can show how you have changed or grown as a “learner.”)
- Use the Presentation Preparation Form (Page 4) to assist you in planning your presentation.
- See rubric for grading information (Page 5) (Senior Presentation Evaluation)

Essay Rubric

	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow. 12 point font, double spaced	—
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject. Student did not use 1 of the 3 areas of 21 st Century Skills.	Student is uncomfortable with content and is able to demonstrate basic concepts. Student used 1 of the 3 areas of 21 st Century Skills but did not show evidence of how the area relates to his/her learning growth.	Student is at ease with content, but failed to elaborate. Student used 1 of the 3 areas of 21 st Century Skills and showed some evidence of how it related to his/her learning growth.	Student demonstrated full knowledge. Student included 1 of the 3 areas of 21 st Century Skills and fully showed support of how it related to his/her learning growth.	—
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	—
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	—
				Total---->	—

Presentation Preparation Form

Name _____ Date _____

Complete this paper to assist you in preparation of your Senior Project presentation. This form will be turned in at time of presentation to your teacher panel.

1. Give an overview of your presentation. What do you hope to accomplish, to prove, or show your panel of teachers? Remember your topic-- *How have I changed/grown as a learner over my four years in high school?* Include main ideas and/or skills you have learned from both your research and Focus Area.
2. How are your Paper and your Presentation related? Remember: You are required to show this relationship to the panel of teachers during your presentation.
3. Analyze your presentation --consider these questions: What do you plan to use for an introduction? What will you say about the Research Project and the Project? How will you conclude your presentation? Will you be demonstrating or performing as part of your presentation? What technology visual aide (required) do you plan to use? **List at least ten things you plan to present to your evaluating committee during your presentation.** (Refer to the Senior Project Presentation Evaluation Form for complete requirements).

4. List all materials needed for your presentation (computer, projector, TV/DVD, etc...)
 - A.
 - B.
 - C.
 - D.

5. How will you dress? Remember: You may dress business-casual (the way you would appear for an important job interview) or in some manner reflecting your project (ex. Nurse shadow—dress in scrubs).

Final Presentation Rubric

	Presentation Rubric				
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	Student is at ease and answers most questions with explanations and some elaboration.	Student demonstrates full knowledge (more than required) by answering all panel questions with explanations and elaboration.	
Visual Aids Technology	Student uses superfluous visual aids or no visual aids.	Student occasionally uses visual aids that rarely support the presentation.	Student's visual aids relate to the presentation.	Student's visual aids explain and reinforce the presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student makes no eye contact and only reads from notes.	Student occasionally uses eye contact, but still reads mostly from notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Verbal Techniques	Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and shares in the responsibilities.	Works very well with others. Assumes a clear role in decision making and responsibilities.	
				Total Points:	
A= 26-28	B= 24-25	C= 21-23	D= 19-20	F= 0-18	

