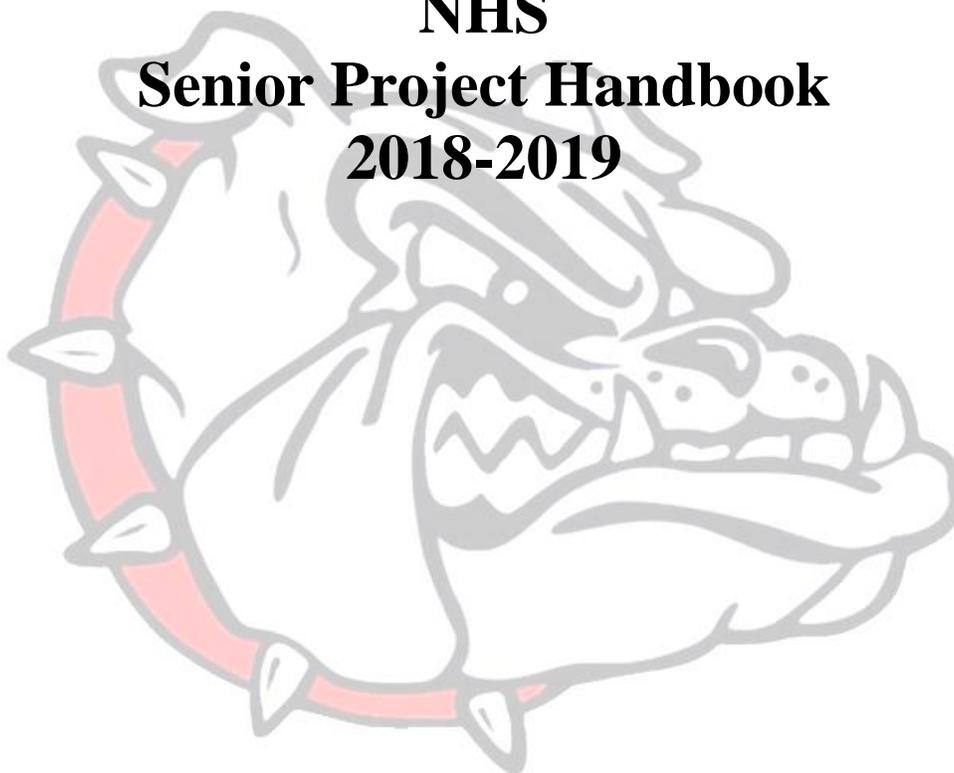


NHS

Senior Project Handbook

2018-2019



PLEASE

SHARE THIS INFORMATION WITH YOUR PARENTS

They too need to understand what the Senior Project is, how it works, what its expectations are, and what it is for.

Table of Contents

Introduction.....	3
Proposal Contract	5
Written Proposal	6
Major Due Dates	7
Calendar.....	8
Portfolio Requirements	9
Mentor Requirements	9
Finding a Mentor	9
Mentor Approval Form	10
Mentor Contract	11
Potential Questions for Mentor / Professionals	12
Reading Log	14
Literature Review	15
Sample Citation Entry	18
Sample Annotated Bibliography.....	19
CRAAP Test for Source	22
Rubric for Literature Review	23
Hands-On Hour Log Sheet	24
Journal	25
Professional Courtesy	26
Invitations	
Thank you notes	
Presentation Requirements	27
Cover Letter	29
Resume	30
Transition Plan	34
Reflection Paper	35

Introduction

The Senior Project can be one of the most rewarding assignments of your high school career, and it is required for graduation. Since you will be spending a great deal of time working on your project, choose a topic that is genuinely interesting to you that you feel will prepare you for your future careers.

The Senior Project introduces a process for lifetime learning. Learning does not end with your formal education. Adults research, read, write, and collaborate to solve problems, expand opportunities, satisfy curiosity, and/or for other reasons. Now is your chance to prove to your entire school, community and yourself that you know something, can do something, and know how to learn. The Senior Project has been developed to celebrate your successful completion of your public education.

Pre-planning

You will begin by choosing a topic for learning, anything from hands-on projects to career studies. Think about all the things you are interested in—things you would like to fix, do, learn, understand, see, improve, create, experience or own. Brainstorm your ideas as they come to you; then narrow the list to three or four ideas which are “do-able” and prioritize them. Choose something that you think might be beneficial and interesting. Significance is a factor in the final evaluation of your project.

In deciding whether a particular project idea will work, take into consideration whether or not research information is available and whether the project is one you can afford. Your project should be robust enough to meet all the requirements, should maintain your interest for an extended period of time and meet the approval of your parents, your Senior Project Advisor and the Senior Project Committee.

Minimum Requirements of the Project Your project must...

- be a personal stretch and challenge - an EXTENSION of a current interest or pursuit of a new interest, not merely a continuation of a current interest
- produce a product/performance
- be individual—no group or collaborative projects

Unacceptable Projects

These projects will cause problems and will not be acceptable for your Senior Project.

- It does not stretch or challenge current knowledge
- Illegal or inappropriate activities.

The Senior Project is required for graduation from the State of Idaho. Although basic Senior Project requirements and evaluation criteria are the same district-wide, individual high schools determine exactly how the Senior Project is implemented in their school. The NHS project contains the following:

- A Senior Project approval contract signed by you, your parents, and the senior project coordinator
- A portfolio containing documentation and research related to the project
- A Mentor Documentation Form and formal interview
- A journal
- Annotated bibliography of sources used
- Visual documentation of your progress on your project.
- An oral presentation evaluated by a panel made up of staff and community members

Why are students required to complete a senior project? There are several reasons. Students frequently complain that what they learn in high school has no relevance to the "real world" or to what interests them. Employers tell educators that high schools do not equip students with necessary job skills such as meeting deadlines, working independently, communicating effectively, gathering and assessing information, and solving problems. The Senior Project allows the student to create his/her own "real world" experience while demonstrating that he/she possesses the skills that are necessary in today's workplace. The research skills we will learn, conducting research and identifying source credibility, are vital for the post-secondary school world whether a student is working through a college writing project, or they are deciding whether or not a source of news media is credible and authoritative. In short, the Senior Project is an opportunity for the student to shine.

Written Proposal

The Written Proposal is a synthesis of the ideas that were documented in the Proposal Contract completed either Semester 2 of Jr. Year. Make sure to include what the project is in its entirety, the reasons why it was chosen, and how it will help your future. The purpose of the Written Proposal is to clearly and coherently explain the significance and purpose of project. Some questions to consider are:

- What are some of the specific experiences and/or facts that inspired this project?
- Why is this project important to you academically/personally?
- Why is the completion of this project important to your success beyond high school?
- How will the process of this project help you in your future beyond high school?

The Written Proposal should be typed, approximately 1-page, and formatted correctly. This document is to be completed by the deadline and two copies made: 1 copy printed and turned into English 7/8 teacher, 1 copy for Portfolio.

Senior Project Late Policy

The Senior Project at Nampa High School is designed to begin preparing you with the soft skills you will need to be successful post-high school. As a result, there are policies and procedures in place for what is considered an acceptable time period for turning in late work.

The Annotated Bibliography and Literature Review must be turned in by the due dates in order for you to receive feedback from your senior English teachers. This feedback is invaluable because if you make the recommended revisions, you are essentially guaranteeing you will pass the written component of senior project.

The Presentation must be completed by December 3rd or 4th, as scheduled, unless prior written permission from the senior project coordinator is obtained, substantial life event warrants an extension, or otherwise suitable excuse as approved by the coordinator. In the event you present your senior project and do not pass, you will be allowed to represent until January 11th with no penalty. Failure to complete the revision by that date will make you accountable for the Senior Project Integrity Tutoring Enrollment program (SPITE).

SPITE Program

Senior Projects not completed by the deadline of January 11th, must be resubmitted in their entirety with **all new material**. This includes everything listed on page 7 of the Senior Project Handbook. While the SPITE program does require substantial additional work, additional supports and scaffolds will be in place to ensure success. Mr. Schulz and Mr. Buckridge will be available before and after school from 6:45 a.m. until 4 p.m. as scheduled. Students are required to attend a minimum of **3** of these tutoring sessions in order to be eligible to present on April 9th. Scheduling will take place 1 week prior to each tutoring session and sign-up sheets will be present outside of each teacher's room. These additional tutoring sessions are scheduled on an as-needed basis, therefore, if you do not meet the scheduling deadline you may not be able to attend a tutoring session. Your SPITE presentation must be completed by April 9th in order to be eligible for graduation.

Proposal Contract

Student Name:	English 5/6 teacher:
Project Title:	English 7/8 teacher:
Career Goal (be specific):	
Brainstorm 3 Potential Mentors, with a Job Title	
1.	Title:
2.	Title:
3.	Title:
Prior classes taken that prepared you for this project and an explanation of how they’ve prepared you (they don’t all have to be in your field of study—could be general classes like Math and English):	
1.	
2.	
Classes Planned for Senior Year That Relate To This Project:	
1.	
2.	
Work or other life experiences that relate to or led you to choose this project:	
1.	
2.	
Two potential colleges/programs/facilities to visit:	
1.	
2.	
What evidence will you have to show for your work at the end of this project? If it’s a product, be very specific about what it will look like, how many components or pages it will have, etc. If it’s an experience, what pictures will you take and what documents and other evidence will you collect? All projects need a product to show to the judges during speeches (cookbook, scrapbook, product, etc.)	

Signatures

Student Signature

Date

Parent or Guardian Signature

Date

English 5/6 or 7/8 Teacher Signature

Date

Senior Project Coordinator Approval Signature

Approval Date

Major Due Dates

Proposal Contract

Return Students

Last week of school Jr. Year

Transfer Students

First week of Sr. Year

Written Proposal

Return Students

September 1, 2018

Transfer Students

September 15, 2018

Rough Draft of Annotated Bibliography

September 13(B)/14(A), 2018

Final Annotated Bibliography

September 27(B)/28(A), 2018

Rough Draft of Literature Review

October 11(B)/12(A), 2018

Final Literature Review

October 24(A)/25(B), 2018

Portfolio

**see requirements*

December 3rd and 4th, 2018

Presentation

December 3rd and 4th, 2018

Make up Presentation

**only acceptable if the student presented on the original date and did not pass*

April 9, 2019

Additional dates/scheduling students should consider:

Physical Hands-on Hours

Mentor Meetings

Mentor Interview

Practice Presentation

Sending Invitations and Thank You notes

Portfolio Requirements

- Written Proposal
- Proposal Contract
- Mentor Contract
- Mentor Interview
- Literature Review
- Annotated Bibliography
- Reading Log
- Hands-On Hours Log
- Journal
- Visual Representation of Project
- Copy of Invitation
- Reflection Paper

Mentor Requirements

You need to find a mentor who is an expert in your chosen field of study. Your mentor will serve as an advisor who can guide and supervise your time spent on your project. They can help you plan out meaningful goals, provide hands-on experience and help you select an appropriate research topic.

Your mentor needs to be:

- An expert in their field/your topic. Formally educated or currently employed.
- Someone who is willing and capable to spend time with you by: teaching, giving feedback, making recommendations, providing hand-on experience, and generally providing a worthwhile experience (20hrs minimum).
- An adult that is not a relative. Relatives must be approved by your English teacher.
- A suitable role model.
- Someone who will push and challenge you.

Finding a Mentor

How do I find a mentor?

Take a chance, ask someone. You may be surprised to find how many experts or professionals would be willing to spend time with you and provide mentorship. Consider the many resources you have available to you at school. How many of your teachers, coaches and administrators have been working in the community for a long time? Chances are they know somebody who might be willing to help you. If you need help finding a mentor – all you have to do is ask.

I found a mentor... Now what?

First and foremost introduce yourself and explain all your project requirements to your mentor. Let them know what your goals and timelines are and request any feedback and/or suggestions. Be professional and courteous, remember that your mentor is a working adult whose professional livelihood does not revolve around your senior project. Be respectful of the time they are sacrificing to help you and make sure you don't waste it. Establish a mutually agreed upon schedule and establish what is acceptable and necessary communication.

Ask your parents/guardians to approve your plans. Always tell them:

1. Where you are meeting
2. With whom you are meeting
3. How long you plan to meet
4. What the purpose for your meeting

Mentor Contract

Outlining expectations and goals with your Mentor will help you be successful and build organizational and planning skills. Before meeting with your Mentor and completing the Approval Form, print the following contract to bring to your first Mentor meeting. Discuss the contract and compromise on the process of your project.

Student Name:	English teacher:	
Mentor Name	Mentor Title:	
From Student: What I hope to gain from this experience is...		
From Mentor: What I hope to gain from this experience is...		
List 3 potential tasks that student and mentor can accomplish together and approximate date (ex: 20-30 minute interview)		Date
The best way for us to communicate is:	The best time for us to communicate is:	
Mentor Phone #	Mentor Email	
_____		_____
Mentor Signature	Student Signature	

Complete and insert into Portfolio

Potential Questions for Mentor / Professionals

Your interview with your mentor needs to be 20-30 minutes in length. You must ask a minimum of fifteen-twenty questions. At least five must be original questions pertinent to your Senior Project, but you may have more. Type both your questions and the interviewee's responses. Place an * in front of your original questions.

Complete a written or audio transcript and insert into your Portfolio

Many of the following questions are job/career oriented but can be reworded, so they are more suitable for your project

General Questions

- What is your job like? (If your project is not an actual job but a hobby or passion, ask this: How did you develop your talent? Was it a passion or gift?)
- Describe a typical day.
- What exactly do you do?
- What kinds of problems do you deal with?
- What kinds of decisions do you make?
- How does the time use vary? Are there busy times or is the activity fairly constant?
- Why did this field interest you and how did you get started?
- What jobs and experiences have led you to your present position?
- What sorts of changes are occurring in this field?
- Can you suggest some ways I could obtain the necessary experience to enter this field?
- What are the most important personal satisfactions connected with this field? What is the most challenging aspect of this field?
- What are some typical career paths in this field?
- What is the best way to enter this field?
- What are the advancement opportunities?
- What are the major qualifications for success in this field?
- What work-related values are strongest in this field (security, high income, variety, independence)?
- Do you plan on going further in this field?
- If your job or what you do were suddenly ended, what kinds of work do you feel prepared to do?
- What other fields or jobs would you suggest I research before pursuing this?
- If you could do things all over again, would you choose the same path for yourself? Why? What would you change?
- Does your field of interest area relate to any experiences or studies you had in college? How well did your college experience prepare you?
- If you were entering this field today, would you change your preparation?
- What abilities or personal qualities do you believe contribute most to success in the field/job?
- Do you have any advice for someone interested in this field? Are there any written materials you would suggest I read?
- What kinds of experiences, paid or unpaid, would you encourage a person to have who is pursuing a career in this field?
- Do you have any special word or warning or encouragement as a result of your experiences?

Job-oriented Questions

Many of the “general” questions work well when interviewing someone in a job or career setting. The following questions are more specifically job-oriented

- Why did you decide to work for this company?
- What do you like most about this company?
- How does this company differ from its competitors?
- Why do customers choose this company?
- Are you optimistic about the company’s future and your future with the company?
- What does the company do to contribute to its employees’ professional development? • How does the company make use of technology for internal communication and outside marketing? (Use of email, Internet, webpage, video conferencing.)
- What were the keys to your career advancement? How did you get where you are and what are your long-range goals?
- How would you describe the working atmosphere and the people with whom you work?
- Is there a basic philosophy of the company and, if so, what is it? (Is it a people, product, service-oriented business?)
- What is the average length of time for an employee to stay in the job you hold? Are there incentives or disincentives for staying in the same job?
- How is the economy affecting your company?
- What can you tell me about the employment outlook in your occupational field? How much demand is there for people in this occupation? How rapidly is the field growing? Can you estimate future job openings?
- Are there things you are expected to do outside of work hours? Are there organizations you are expected to join?
- How has your job affected your lifestyle?
- What is the salary range for various levels in this field? Is there a salary ceiling?
- What are the educational requirements for this job? What other types of credentials or licenses are required?
- What types of training do companies offer persons entering this field? Is graduate school recommended? Does the company encourage and pay for employees to pursue graduate degrees?
- How important are grades/GPA for obtaining a job in this field? What courses (high school/college) have proven to be the most valuable to you in your work? What would you recommend for me?

Reading Log

As you explore the available literature for your chosen topic, keep track of the reading. You need to document at least 100 pages of reading for your topic.

- At least 50 pages of reading must be done with a physical, tangible source
- Journals or articles originally printed (but no longer in print) are acceptable as a “physical” source
- Take note of all pages read, even if only a small amount of the source was read

You may use the following reading log to keep track and include in your portfolio:

Senior Project Reading Log				
	Date	Title/Author and Web Address--If Applicable	Pages	Read Comments and Source Type
PRINT SOURCES				
DIGITAL SOURCES				

Complete and insert into Portfolio

Pro Tip: If there is a print source that you want to use that isn't available at our library, databases like LiLi and JSTOR are great ways to access that. Ask your English teacher how to use these!

Written Portion of Senior Project

OVERVIEW

For this part of your Senior Project, you will be writing a literature review on a topic relevant to your project. This is broken into three steps: **Reading/Research**, in which you will **read** a **variety** of sources on your topic; the **Annotated Bibliography**, in which you will **cite, summarize, and evaluate** at least **7** of the sources you read; and the Literature Review, in which you will **write a 4-6 page informative essay synthesizing** the information from your Annotated Bibliography. These will be evaluated using the attached **Writing 7** and **Writing 8** rubrics.

STEP 1: READING/RESEARCH

1. In your Proposal, you have indicated an area of interest, some project goals, and some plans for achieving those goals. But, although the field or hands-on part of your Project is very important, it is by no means the whole thing. **You must also do extensive reading and research relevant to the topic of your Project.**
2. Possibilities for reading/research include, but are not limited to history, theory, basic principles, methods, and/or applications. Strive for variety and range beyond the usual how-to. **Variety is a grading criterion.** Your mentor and/or your English teacher may have helpful suggestions for you.
3. Sources of information may include, but are not necessarily limited to books, magazines, web sites, manuals, trade and professional literature, and/or interviews with knowledgeable people. Strive for variety. Here too, **variety is a grading criterion.** Perhaps you can find lots of articles on building that 500 cubic inch small-block Chevy without looking beyond Popular Hotrodding, but cast a wider net. Your mentor and/or your English teacher may have helpful suggestions for you.
4. Your research should begin with reading a **minimum** of 100 pages of printed material or the equivalent. This is a **grading criterion.** More is not a problem (and may be necessary for a superior grade), but less is a problem. Negotiate with your English teacher and/or your mentor what constitutes an acceptable equivalent.
5. You need at least **7 sources** for a basic grade. You may find one book that has far more than 100 pages. Nevertheless, look beyond it for additional sources. Cast a wider net. The number of sources is a **grading criterion.** More is not a problem (and may be necessary for a superior grade), but fewer is a problem.
6. The **quality** of your sources is important. For example, pumping up your numbers of sources and pages with encyclopedia articles, which probably all say pretty much the same things, will not count for as much as more solid, substantive sources.

Pro Tip: Write each entry for the Annotated Bibliography as soon as you finish reading that source. That way, you will be less likely to procrastinate, and you won't forget what you've read.

STEP 2: THE ANNOTATED BIBLIOGRAPHY

What is an Annotated Bibliography?

As you are preparing and doing your Senior Project, you need to learn how to do it correctly. As you stated in your project proposal, this will be a learning stretch. So, how do you learn what you need to know? Research. Research can be conducted in many ways including, but not limited to: reading articles, books (sections and chapters of books count), manuals and documents; viewing videos or documentaries; and questioning people with experience in the field of your project (including your mentor).

An annotated bibliography documents your research in a very precise way. Each citation is followed by an annotation. The citation is how you let your panel know where the information came from. It is the first thing you see when you look at an annotated bibliography. It has the author's name, title of the work, etc. The annotation is the paragraph that summarizes the source, evaluates it and explains how it was useful.

Citations

- Your citations should follow the style guide that is most **appropriate to your field of study: MLA, APA, or Chicago**
- Refer to the **Citation Entry Sample** page to determine which style guide is most appropriate for your field and to see a sample citation
- Refer to the **Annotated Bibliography Sample** for format guidelines.
- **Only** list sources that were **helpful** with your project.
- List your **seven (minimum)** varied sources **alphabetically**.
- You must use at least **three** different types of sources, including at least **one interview** and **one book**.
- **Double space** if the citation is two or more lines and indent the second line a half inch.

Annotations

- **Summarize** the source
- **Evaluate** the source's **credibility** (see the attached CRAAP Test Worksheet for source credibility)
- **Explain** what was **useful** about this source and **how** you will use the information when doing your project
- Leave one blank line after the citation
- Type a double-spaced **summary** (annotation) and **description** of the usefulness of your source. Be sure to left indent the summary a half-inch as the sample shows.
- Use size 12 font, Times New Roman font and 1" margins

Your teacher may require that you submit your annotated bibliographies electronically in order to earn credit.

Pro Tip: Pay close attention to citation format – it is very detailed and each step is vital

STEP 3: THE LITERATURE REVIEW

Write a focused, well organized original essay on a topic relevant to your Project. Note that this is an essay from sources, rather than a report.

- The **objective** is to synthesize information from your annotated bibliography and to explain what you've learned.
- It must have a narrowed topic, focused with a research question.
- The essay should **not** be a mere summary of information (that was your ANNOTATED BIBLIOGRAPHY). Although this list is not all inclusive, your literature review should:
 - show something about what you have **learned/concluded** from your reading,
 - show common **trends** of thinking within the field of study,
 - show current **advancements** compared to previous practices, and
 - show points of **contention** within the field of study.
- It should be **4-6 pages** long.
- It must cite, with complete in-text citations and your works cited, at least **five** of the sources in your Annotated Bibliography.
- It must **explain** the relevance of the cited material to your essay.
- The essay and the citations in it must be formatted according to the current MLA guidelines.
- The essay should be written in a formal and objective tone, paraphrasing and quoting information from your sources.

Pro Tip: Carefully consider the most logical organization; organizing by topic typically makes more sense than organizing by source.

Sample Citation Entries for Annotated Bibliography

For the Annotated Bibliography, you will be required to correctly cite all research sources using the MLA 8 format. Below is a guide on how to properly cite research found online.

Example Citation for Scholarly Journal Article (with explanations):

Author's name: Last Name, First Name (Middle Initial, if given).

Article title in quotation marks

Volume, edition, (month), year of journal

Title of journal in italics

URL of journal article source

Date of access (the day that you looked at the article)

From <<https://owl.english.purdue.edu/owl/resource/747/08/>>

Example Citation for Scholarly Journal Article with multiple authors from an Online Database (with explanations):

Tip: If 3 or more authors are listed, you cite the article as the first authors name followed by et al. (Last Name, First Name et al.)

Authors' names: Last Name, First Name (Middle Initial, if given) and First Name Last Name

Title of journal in italics

Article title in quotation marks

Name of database in italics

URL of journal article source

Volume, edition, month (if given), year, and pages of article within journal

Date of access (the day that you looked at the article)

Example Citation of an Online Non-Scholarly Article with an Author (with explanations):

Author's name: Last Name, First Name (Middle Initial, if given).

Article title in quotation marks

Name of website in italics

URL of website article source

Date of access (the day that you looked at the article)

Example Citation of an Online Non-Scholarly Article with no Author (with explanations):

Article title in quotation marks

Name of website in italics

Date of publication
(write n.d. if no publication date is given)

URL of website article source

From <<https://owl.english.purdue.edu/owl/resource/747/08/>>

Example Citation for a Personal Interview (with explanations):

Name of the person you interviewed

Date of the interview

Example Citation for a Book with One Author (with explanations):

*****Tip: If more than one author is listed, the name citation follows the same format as an article with multiple authors (see above)*****

Author's name: Last Name, First Name (Middle Initial, if given).

Publisher, year of publication

Book title in italics

Example Citation for a TED Talk (with explanations):

Speaker's name (Last, First)

Title of TED Talk

Full title of TED website

Date of talk

URL of website

See the sample annotated bibliography on the following page. Please note that this sample is in MLA style, so the citations are not necessarily in the correct format for your field, but the rest of the formatting is correct.

Sample Annotated Bibliography

George Goodstudent

Mrs. Senior Project Advisor

English 6

14 March 2018

Annotated Bibliography

Edison, Katherine. Personal interview. 12 Oct. 2005.

Katherine is my voice teacher. With a successful professional career to back her up, she has always been a good source of information for me. After lots of research, I still had several questions I needed her help with. During one of our rehearsal sessions, I asked her several questions regarding my voice, the opera I'm studying and how to analyze recordings and performances of the opera. Katherine helped me understand my voice in context to the aria I'm singing; she also put me in the right direction in regards to my research. She suggested the recordings I should listen to and the performances I should view, including those of Mirella Freni and Anna Moffo. Finally, she gave me specific instructions on how to analyze different recordings of arias and entire operas. I feel so fortunate to have such a knowledgeable mentor and voice teacher.

Erwin, Lynette K. *Anna Storace: Mozart's original Susanna*. Lynetteerwin.com, Alla Breve For the Arts, 2014, <http://www.lynetteerwin.com/storace/life.html>. 25 Apr. 2017.

This article was about Anna Storace. A British soprano, Storace was only twenty years old when the role of Susanna was specifically written for her voice. What probably helped me most about the article was that it suggested that she was an excellent actress who specialized in portraying servants or common-class girls. Some of the descriptions

of her acting abilities have helped me incorporate a spunky, flirtatious attitude of a witty servant in the aria. The article also taught me about the historical importance of the opera, as it also described other pieces and operas that Storace performed in at the time and how they related to history. Erwin is a credible source because she is a recognized expert on the life of Anna Storace and she holds a Bachelor's degree in Vocal Performance and Church Music from Oklahoma Baptist University and a Master of Music degree in Vocal Performance and Pedagogy from Oklahoma State University.

Fleming, Renee. *The Inner Voice: The Making of a Singer*. Viking Publications, 2004.

I read this book in its entirety very quickly – I couldn't help it; I simply soaked up every bit of knowledge that Renée Fleming has put down on paper. Although Fleming is a lyric soprano who has performed everywhere and has a defined and successful career, I was surprised to find that she described many of her insecurities. She is credible because she has starred in the recent revival of Dvorak's *Rusalka* by the Metropolitan Opera. Her recent experience in professional performance is relevant because her experiences validated the insecurities and doubts a singer struggles with. Accepting the fact that sopranos-of-steel – as my voice teacher calls them, referring to the fact that they are singers who seem to handle any opera, any opera house, and any bad review – have issues with how they sing and question their abilities just as often as I do really helped with my confidence. I now know that I can pursue this project without constantly worrying about my singing technique. Fleming also describes how to add originality to acting and singing styles. When most people sit down to watch an opera, they often don't realize that a hundred other sopranos have sung the same role; a singer must therefore put her own individual fingerprint on her singing.

Moffo, Anna, et al. *Le Nozze di Figaro*. EMI Records, 1961.

The conductor (Carlo Maria Giulini) of this recording has definitely paid attention to details, especially with the dynamics and recitatives, both of which add enormous effect to the opera. The recitatives express emotion and are lively – one can easily imagine what is occurring by simply listening to the attitude in the singers' voices during the recitatives. Moffo also adds to this and makes Susanna sound like a spunky and flirtatious girl. The tempo of the aria is quick, and her voice makes Susanna sound young and witty. She has a true soubrette voice, and her interpretation of the recitatives is exceptional. Her voice gives them character and enables the listener to understand what is happening in between the major arias, duets, and act finales. This is an all-around brilliant recording. Elizabeth Schwarzkopf's voice compliments Moffo's well. "Crudel! Perché finora farmi languir così?" Susanna's duet with the Count (Eberhard Wächter), is very comical and at the same time a moving and emotional piece of music. I really feel, however, that Moffo truly shines during "Deh vieni." I will hopefully be able to incorporate some of her techniques into my own interpretation, as she has achieved the message in this piece that I have been aiming for.

CRAAPP Test for Sources



Rubrics for Literature Review

Your LITERATURE REVIEW and ANNOTATED BIBLIOGRAPHY will be graded on the following rubrics. Read them carefully to make sure you understand the requirements.

Writing 7 – General research and synthesizing multiple sources	
Score	
4	I can... <input type="checkbox"/> Make informed decisions about the which information to include for my targeted audience
3	I can... <input type="checkbox"/> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem <input type="checkbox"/> Narrow or broaden the inquiry where appropriate <input type="checkbox"/> Synthesize multiple sources on the subject <input type="checkbox"/> Demonstrate my understanding of the subject under investigation
2	I can... <input type="checkbox"/> Draw on several sources and generate additional related, focused questions that allow for multiple avenues of exploration
1	With help, <input type="checkbox"/> I can achieve partial success at score 2 content <input type="checkbox"/> I can achieve partial success at score 3 content
NYA	Even with help, <input type="checkbox"/> I cannot yet achieve success <input type="checkbox"/> I did not complete the assignment

Writing 8 - Assessing, Using, & Citing Sources	
Score	
4	I can... <input type="checkbox"/> Select sources that implicitly influence the credibility of my paper
3	I can... <input type="checkbox"/> Assess the strengths and limitations of each source in terms of task, audience, and purpose
2	I can... <input type="checkbox"/> Gather relevant information from multiple authoritative print and digital sources <input type="checkbox"/> Use advanced searches effectively <input type="checkbox"/> Integrate information into the text selectively to maintain the flow of ideas <input type="checkbox"/> Assess the usefulness of each source in answering the research question <input type="checkbox"/> Avoid plagiarism and overreliance on any one source <input type="checkbox"/> Follow the standard format for citation
1	With help, <input type="checkbox"/> I can achieve partial success at score 2 content <input type="checkbox"/> I can achieve partial success at score 3 content
NYA	Even with help, <input type="checkbox"/> I cannot yet achieve success <input type="checkbox"/> I did not complete the assignment

Reading Informational Texts 1 – Citing Textual Evidence

Score	
4	I can... <input type="checkbox"/> Comprehend and integrate organizational patterns, textual features, and graphical representations in an informational text
3	I can... <input type="checkbox"/> Determine where a text leaves matters uncertain
2	I can... <input type="checkbox"/> Cite strong and thorough textual evidence <input type="checkbox"/> Use evidence to support analysis of what the text says explicitly <input type="checkbox"/> Use evidence to support analysis of inferences drawn from the text
1	With help, <input type="checkbox"/> I can achieve partial success at score 2 content <input type="checkbox"/> I can achieve partial success at score 3 content
NYA	Even with help, <input type="checkbox"/> I cannot yet achieve success <input type="checkbox"/> I did not complete the assignment

Reading Informational Texts 2 – Determine Central Ideas of a Text and Analyze the Development

Score	
4	I can... <input type="checkbox"/> Use prior knowledge to elaborate on the connection between two or more central ideas of a text
3	I can... <input type="checkbox"/> Determine two or more central ideas of a text <input type="checkbox"/> Analyze the development of both central ideas including how they interact and build on one another
2	I can... <input type="checkbox"/> Determine a central idea of a text <input type="checkbox"/> Analyze the development of a theme including how it emerges, is shaped, and defined <input type="checkbox"/> Provide an objective summary of the text
1	With help, <input type="checkbox"/> I can achieve partial success at score 2 content <input type="checkbox"/> I can achieve partial success at score 3 content
NYA	Even with help, <input type="checkbox"/> I cannot yet achieve success <input type="checkbox"/> I did not complete the assignment

Reading Informational Texts 3 – Analyze a Complex Set of Ideas or Sequence of Events	
Score	
4	I can... <input type="checkbox"/> Analyze a complex set of ideas or sequence of events through components of purpose, goals, audience, and genre
3	I can... <input type="checkbox"/> Analyze a complex set of ideas or sequence of events <input type="checkbox"/> Explain how specific individuals, ideas, or events interact and develop over the course of a text
2	I can... <input type="checkbox"/> Analyze how an author unfolds an analysis or a series of ideas or events including; <ul style="list-style-type: none"> - The order in which points are made - How the points are introduced and developed - Connections that are drawn between them
1	With help, <input type="checkbox"/> I can achieve partial success at score 2 content <input type="checkbox"/> I can achieve partial success at score 3 content
NYA	Even with help, <input type="checkbox"/> I cannot yet achieve success <input type="checkbox"/> I did not complete the assignment

Journal

Some of the most successful and influential people in history kept detailed journals of their experiences and thoughts. Journals have many purposes: permanent record of thoughts, therapeutic release, and development of critical ideas. Journaling has mental and emotional benefits. The Journal for your Senior Project is meant to showcase these thoughts and reflections throughout the process of creating your project.

The Journal should be written in a personal tone, share reactions, opinions, and emotions regarding the time spent with your mentor and on your project. Use the Journal to express concerns, excitement, and moments of understanding.

- For every hour with your mentor, you need to write a half page in your journal, roughly amounting to a solid, extended paragraph or two (8-10 sentences total)
- 20 Hours with your Mentor amounts to 10 full pages of journal entries
- All other journal entries are additional, but are required
- Journal each week at least two times
- Each entry should be numbered, dated, and time stamped
- Student checks in with Senior English teacher during Advisory every Wednesday to provide a weekly journal entry for review and discussion
- Students may choose to handwrite or digitally type the diary/journal
- However, handwritten copies must also be entered digitally to avoid confusion with any legibility issues, create readability for all involved, and backup any handwritten diaries which may become lost

Each of your entries should touch on the following thoughts:

MENTOR: Explain what you two did and why. Reflect on what you learned and how it affected your project

PAST: Reflection. Given your busy school (and work) schedules, find quiet, private time to reflect on each week's work related to the Senior Project. Include setbacks and challenges you may be facing

PRESENT: Current Status. Write about current feelings, ideas and concepts regarding which portion of the Project you are currently working on. Include setbacks, challenges and questions.

FUTURE: To Do List. Formalize a To Do List with projected target dates. These are checked off by your teacher with some room for change. Can conference about this, i.e., why goals weren't met, etc

THE BIG PICTURE: Take into account final end goals/careers, work research/etc

Example

#1 Tuesday, November 16, 3:45-4:45

Written response.....

#2 Saturday, November 20, 1:00-2:15

Written response.....

#3 Monday, November 22, 7:00-8:00

Written response.....

Professional Courtesy

Invitations

You will be required to send at least **two formal** invitations to guests to attend your senior project presentation. One of those invitations **needs to be sent to your mentor**, but you may choose where the other invitation goes. Ideally, you should choose to invite people to whom you want to showcase all the hard work you have put into the project and presentation. Please make sure your invitation includes the **room number and time slot** of your presentation specifically. These invitations should be sent out no less than **two weeks before** your scheduled presentation.

Example:

YOU ARE CORDIALLY INVITED
TO THE
SENIOR PROJECT PRESENTATION
OF
ROY G. BIV
DECEMBER 5, 2017
NAMPA SENIOR HIGH
AT TEN O’CLOCK IN THE MORNING
ROOM 664

PLEASE CHECK-IN AT THE OFFICE AND
ARRIVE AT THE PRESENTATION ROOM
BEFORE PRESENTATION TIME

THANK YOU,
ROY G. BIV

Thank you notes

You are also required to send a minimum of **four formal “thank you” notes** to your mentor and your judges. These “thank you” notes should be prepared no later than **one week before your presentation** is completed.

Regardless of who you choose to send the “thank you” notes to, you need to include the recipient’s first and last name, specific details about the ways in which they helped you and why you are grateful, and your personal signature.

Example:

DEAR, MR./MRS./MS./_____,
THANK YOU SO MUCH FOR _____.
IT ESPECIALLY MEANT A LOT WHEN _____.
I AM SO GRATEFUL BECAUSE....

THANK YOU,
ROY G. BIV

*In order to showcase your professional courtesy, you must **make a photo copy of the invitations and thank you notes** and insert into your portfolio.*

Presentation Requirements

The Senior Project culminates in a formal 10-15 minute presentation, to a panel of judges from the community. It will be graded using the district created rubric.

WHAT TO INCLUDE

- Introduction of self & project
- Why you chose that project
- How you completed the project
 - Length of time
 - Process
 - Products used
- Struggles
 - How you worked through them
 - What you learned with them
 - Will you be able to avoid this problem in the future if you have the same project
- Successes
 - What went well
 - Why did it work smoothly
 - What you learned
- Cost
- Research (including citations)
- Mentor
 - Name
 - Why is s/he qualified
 - How did s/he help
- Visuals
 - You are strongly encouraged to have the project at the presentation. Include research, journal, and any pictures or artifacts you have

Although you are not required to use any *particular* visual aids, they can be very helpful for explaining the progression of a project or demonstrating a complex idea and will enhance the quality of your presentation. Visual aids – and how effectively they are used – can communicate to your audience the thought, planning, and effort that have gone into preparing your presentation. Some suggestions for visual aids include but are not limited to:

- | | |
|--|---|
| 1. Tri-fold presentation panel | 5. Video |
| 2. Demonstration of a skill with props | 6. Flipchart |
| 3. Slides | 7. Project photo albums |
| 4. Objects, artifacts, models (note: weapons or other objects forbidden by school policy may not be brought to presentations, but must be represented pictorially or by other means) | 8. Printed handouts |
| | 9. Overhead projection transparencies |
| | 10. Power Point or other computer software designed to help you create presentations. |

BEFORE YOUR PRESENTATION

You will have a 20-minute time slot. The presentation should be 10-15 minutes. Have equipment and materials ready so you won't lose speaking time, including when you have finished speaking, be ready for questions from the audience about your project and your research.

You may use notes, but you should not rely on them to the extent that you read from them and lose contact with your audience. (Think of a word or phrase to remind you what you wanted to say rather than the entire speech on notecards.) Successful presentations (or speeches of any kind) are those that have been thoroughly practiced in advance. **Practice** with your visual aids so that slides and note cards are in the correct order and your speech flows naturally. Your presentation should be polished, enunciated clearly, and loud enough to be heard by all. Your teacher may require, as a graded assignment, a written script of your speech.

Pay attention to your **appearance**, especially for the public presentations. Dress as you would for a job interview. You cannot go wrong with a dress shirt and tie, or with a dress or dressy pants suit. Exceptions, a uniform, for example, or a wet suit or welding leathers, should be a necessary part of the demonstration itself. Teachers and panelists alike pay attention to this and it can affect your grade.

SCHEDULING IN-CLASS PRESENTATIONS

Presentations will be scheduled day-by-day so that they can be completed before public presentations begin. Advanced scheduling allows you to know exactly what day you must be ready and bring your things to school. Once the schedule is drawn, it is very difficult to re-schedule you without bumping someone else from their time. It is unlikely that someone else would be ready at such short notice, so your scheduled time will go to waste that day. **Therefore, if you must be absent on your scheduled day, or if you know you will be unprepared, it is your responsibility to trade your time with someone else.** If you do not do this (it is unlikely you can be worked back into the schedule), make-up will be after school only -- **not** on class time -- and with a late penalty. This is an **OPTIONAL** practice presentation that can drastically increase your chances of passing senior project with the grade you desire.

Schedule equipment in advance. An overhead projector is available in the room. Slide projectors, opaque projectors, VCRs and display easels are usually available if scheduled in advance. If you need computers, Power Point, or other high-tech media, consult your English teacher, Mrs. Pickens, or other appropriate staff who know what is available and can help you arrange for the use of it. Only a few classrooms will be set up for PowerPoint. You will have the opportunity to sign up for one of these classrooms during the presentation sign up time. If it is not named above, plan to bring it yourself.

SCHEDULING PUBLIC PRESENTATIONS

A master schedule of all presentations is drawn up well in advance to give you ample lead-time should it be necessary to adjust your schedule (usually by the first week of October).

Specific room assignments will take into consideration what presentation media you have requested. But, as with the in-class presentations, if it isn't listed, the Presentation Managers can't provide it, and you will have to make your own arrangements.

Here too, **once the schedule is made, it is firm.** Because you will know when you present, you will be able to invite friends, family, and mentors.

Final presentations will be judged by the panelists. Your English teacher will take their rubric forms into account to arrive at a grade. Judges will evaluate you on **how clearly and completely your presentation conveys your project.** **Appearance and over-all effect** are also important.

Cover Letter

To be considered for almost any position, you will need to write a letter of application. Such a letter introduces you, explains your purpose for writing, and highlights a few of your experiences or skills. You should take great care to write an impressive and effective letter because this letter is your introduction to an employer and first impressions count. Remember that the letter not only tells of your accomplishments but also reveals how effectively you can communicate. The appropriate content, format, and tone for application letters vary according to the position and the personality of the applicant. Thus you will want to research the job position or institution, and ask several people to critique a draft of your letter and to offer suggestions for revision.

Example

5 Hill Street
Nampa, ID 83687
December 12, 2014

Ms. Joanne Jones
President
Jones, Jones, & Jones
123 International Lane
Boston, MA 01234

Dear Ms. Jones

Ah, business letter forms—there are block formats, and indented formats, and modified block formats . . . and who knows what others. To simplify matters, we're demonstrating the block format on this page, one of the two most common formats. For authoritative advice about all the variations, we highly recommend *The Gregg Reference Manual*, 10th ed. (New York: McGrawHill, 2010), a great reference tool for workplace communications. There seems to be no consensus about such fine points as whether to skip a line after your return address and before the date: some guidelines suggest that you do; others do not. Mrs. Pickens grades the open punctuation block letter format by not putting a space between the date and the return address.

When you use the block form to write a business letter, all the information is typed flush left, with one-inch margins all around. First provide your own address then type in the date. If you are using letterhead that already provides your address, do not retype that information; just begin with the date. For formal letters, avoid abbreviations where possible.

There should be one blank line between the inside address and salutation. Between the Salutation and the body of the letter there should be one blank line. Then write the body of your letter as illustrated here, without indentation at the beginning of paragraphs.

After writing the body of the letter, type the closing, leave 3 blank lines, then type your name and title (if applicable), all flush left. Sign the letter in the blank space above your typed name with a blue or black ink pen. Now doesn't that look professional?

Sincerely

Jane Doe
Administrative Assistant

Sender (YOUR) address and date

Recipient's name, title, and address

Paragraph 1: Introduce yourself and provide background about the influences that have inspired you to apply

Paragraph 2: Identify and explain your particular skills that will ensure your success at this job / institution

Paragraph 3: Identify and explain a specific example that demonstrates a skill previously mentioned

Paragraph 4: Explain the benefits that you hope to experience while at this job / institution, and what the job / institution may gain from your involvement

Leave space to sign your name, type your name after 3 spaces. include your title

Resume

Why the Resume Matters

A great résumé can play a central role in launching your career. It can help you to get a quality internship, to secure a great job after university, or to be admitted into a competitive graduate program.

Some Guidelines for Résumé Writing

- Take the time.
- Tell the truth.
- Market yourself assertively.
- Write to your audience.
- Submit an error-free document.

STEP 1

Imagining Your Future

What kind of future does a résumé help you create? Is it supposed to help you get into a corporate sales position where you think you'll wear a suit every day? Or is it supposed to help you land a position with a nonprofit organization that provides services directly to people in an underserved urban setting? These situations would require distinctly different résumés.

Perhaps you haven't thought much about your future. Many students prepare résumés to meet class requirements without knowing what they want or what they have to offer. Following are some strategies to assist you in identifying employment sectors that match your vocational goals:

1) Research Potential Careers, Functions, Industries, and Job Titles

- Identify the careers in which you've always been interested.
- What are you really good at? Have people always commented on some skill or talent that you possess? List at least five things at which you excel.
- What interests you? What do you really like to do? What really gets you excited? What meets your needs? Make a list of five things you like to do and match them to jobs that might fulfill your needs.
- Utilize SIGI-3 or the Occupational Outlook Handbook (www.bls.gov/oco/home.htm)

2) Identify Your Values

What really matters to you? What is important for you to do, or not do, in your life? Values are at the root of almost any aspect of a job that is strongly attractive or repulsive to you. In a career setting, values need to be considered both positively and negatively.

- Consider which values you need to express on the job in order to feel fulfilled, to find meaning, to serve others and to enjoy feelings of accomplishment. What values do you need to express on the job in order to be happy with that job?
- Consider job activities you need to avoid in order to stay true to your values. Would a job that harmed the environment make you miserable? Consider what you would not do or not give up in order to obtain employment.
- Consider these issues carefully, because the biggest cause of career unhappiness is dissonance between the values of the employee and the values of the employer.

3) See Yourself at Your Workplace

You should now be able to imagine yourself at work in the future.

Here are some important questions:

- Do you see yourself in a new or an old organization? Is it large or small?
- What kinds of benefits does your employer provide for you?
- What knowledge, skills and abilities are critical to performing in this position?
- What kind of person or personality would thrive in this situation?
- What skills would be critical for continued advancement?
- If you were hiring someone for this position, what would be most important to you?

STEP 2**Considering What You Have to Offer**

After you have considered the employer's needs, your next task is to survey your background to see if your experience matches the employer's job description. Consider your summer employment, part-time work, internships (paid or unpaid), student activities, community service, sports, travel, and academic research & presentations.

Writing tips:

- List all positions/experiences (even if you consider them mundane); you can edit later.
- Gather and check job descriptions for past experience.
- Use an exact figure whenever you can. Tell exactly how many people, dollars, departments were involved. Never write "Organized SummerFest" when you can write "Organized SummerFest, an event with a total budget of \$23,600 and an all-volunteer staff of 35, which drew 1,000 students to participate in 17 alcohol-free activities."
- Be accurate in reporting your skills. Report the computer programs you have mastered, but also report the ones you have "some exposure to." With foreign languages, report your skill in categories such as "fluent," "proficient," and "basic."

STEP 3**Constructing Your Résumé**

Now that you have some idea of what your reader is looking for and what you have to offer, you can construct a basic business résumé. This handout is designed to develop a standard résumé quickly.

Set your margins for one inch all around, and set the default font size at 12, 11, or, at the smallest, 10. Choose a common font, such as Arial or Times New Roman.

1) The Heading

Place your name in the middle of the page, in size 14-16 point bold type. Use your legal name:

Catherine Ann Johnson

If everyone you know calls you by a nickname, then:

Theobald Harrison "Wally" Wallace

- Place your mailing address, phone number and e-mail as demonstrated below. Many students will choose to list more than one address. If you are about to graduate, you will want to list a permanent address. Finally, the answering machine or voicemail at any phone number you use during a job search should have a professional message.

Catherine Ann Johnson		
StudentEmail@me.com		
West Coast Address Student Mail 44 Boise State University Boise, ID 83655 (208) 123-4567	(208) 123-4567	Permanent Address 9876 N Nampa Ave Nampa, ID 83651 (208) 123-4567

2) The Education Listing

On student résumés, education is usually listed before experience. List your cumulative GPA. You can report honors, awards, activities, and coursework relevant to your intended reader. With honors, awards, and activities, your goal is to demonstrate leadership, teamwork skills, community service and similar traits/accomplishments valued by the employer. With coursework, your goal is to identify which classes – or what specific work within your classes – may be of particular interest to your targeted reader.

Remember that you are listing relevant education – education of interest to your potential employer.

<u>Education</u>		
High School Diploma GPA: 3.2 <i>Areas of Academic Emphasis:</i>	Nampa Sr. High School	June 2018
<ul style="list-style-type: none"> • Honors English • AP History • Speech • Young Women in Business Award '16 		
Summer Writing Camp Certificate of participation <i>Areas of Academic Emphasis:</i>	Northwest Nazarene University	June 2017
<ul style="list-style-type: none"> • Creative Writing • Personal Reading 		

3) The Experience Listing

The most important thing to remember about the experience listing is that you can list any relevant experience that makes it clear that you have the background the employer is seeking. Consider your full-time paid experiences, of course, but also remember to consider your part-time and unpaid experiences of all types, as well.

Experience listings are placed in reverse chronological order, most recent experience listed first. If you want to put your best material forward in the résumé, you may choose to divide your experience listing into sections, such as “Related Experience” and “Additional Experience,” or “Professional Experience” and “Student Employment.”

- Put the information in its order of interest to your targeted reader. Anything that establishes that you have the knowledge, skills, abilities, and/or personality traits that an employer is seeking should be featured.
- Write the résumé in the first person, but omit first-person pronouns such as “I” or “we.” Begin with “action verbs.”
- Use the active voice: Avoid such constructions as “duties included” or “was responsible for.” Instead, begin your sentences with action verbs such as “created,” or “launched” (see list below).
- Verb tenses should be accurate. If you are reporting something that you continue to do, use the present tense; if you are discussing an accomplishment or task that has been completed, use the past tense.
- Start the listings with the names of the position and your employer, as well as the dates of your employment. (Use consistent format with all dates!) If your title doesn’t tell much about your job, you can add a functional title in parentheses after you’ve listed your official title, like this:
Student Worker II (Assistant Manager of the Undergraduate Chemistry Lab)

Here are some action verbs:

acted	counseled	envisioned	invented	persuaded	resolved
activated	created	erected	investigated	pioneered	restored
adapted	customized	established	jumpstarted	planned	reviewed
analyzed	designed	evaluated	kicked off	prepared	revitalized
assigned	devised	fixed	launched	prioritized	scheduled
built	diagnosed	forecasted	managed	produced	solved
chaired	directed	generated	mobilized	programmed	started
clarified	drafted	identified	moderated	projected	strengthened
commanded	drove	improved	monitored	proposed	surveyed
compared	enabled	initiated	motivated	publicized	triggered
compiled	energized	inspected	opened	recommended	upgraded
consolidated	engineered	instituted	organized	repaired	wrote
constructed	enlisted	introduced	originated	researched	

Experience Examples:

Employers and colleges are always looking for individuals who are willing to step up and take responsibility and collaborate with others. Make sure to include *any* role that you have been involved in that would demonstrate your ability to work with others.

Additionally, your experience should include any work that relates to the job or institution you are applying. This is not the time to be humble; show yourself off, let the world know how capable you are. When describing the role played within each position or role, use descriptive and powerful words.

Management & Leadership Experience

<u>Leadership</u>		
Secretary	ASB, Nampa Sr. High School	Fall-Spring 2016-17
<ul style="list-style-type: none"> • Collaborated with peers to create, plan, and finance school events • Organized notes for every meeting • Resolved conflicts among peers 		
Camp Counselor	Northwest Nazarene University	June 2016
<ul style="list-style-type: none"> • Counseled 4-6 Middle schoolers • Initiated game nights • Managed batting cages 3nights/wk 		

Related Experience

<u>Experience</u>		
Sales Personnel	JcPenny, Nampa ID	October 2015 – June 2017
<ul style="list-style-type: none"> • Effectively managed a cash register • Monitored a team of 4 employees • Resolved any issues that occurred in the department 		
Baby sitting	Nampa, ID	May 2016-October 2016
<ul style="list-style-type: none"> • Oversaw 3 children under 10 • Generated creative games • Moderated children interaction • Evaluated and fixed household problems 		

Complete Resume Example:**Catherine Ann Johnson**

West Coast Address
 Student Mail 44
 Boise State University
 Boise, ID 83655
 (208) 123-4567

StudentEmail@me.com
 (208) 123-4567

Permanent Address
 9876 N Nampa Ave
 Nampa, ID 83651
 (208) 123-4567

Education

High School Diploma **Nampa Sr. High School** **June 2018**

GPA: 3.4

Areas of Academic Emphasis:

- AP English
- AP History
- Speech
- Young Women in Business Award '16

Leadership

Secretary **ASB, Nampa Sr. High School** **Fall-Spring 2016-17**

- Collaborated with peers to create, plan, and finance school events
- Organized notes for every meeting
- Resolved conflicts among peers

Work Experience

Sales Personnel **JcPenny, Nampa ID** **October 2015 – June 2017**

- Effectively managed a cash register
- Monitored a team of 4 employees
- Resolved any issues that occurred in the department

Baby sitting **Nampa, ID** **May 2016-October 2016**

- Oversaw 3 children under 10
- Generated creative games
- Moderated children interaction
- Evaluated and fixed household problems

Community Service

Boise General Hospital **Boise, ID** **May 2015 - October 2015**

- Contributed 100+ hours in pediatrics
- Attended weekly meetings
- Gained experience through discussion and interviews with doctors and patients

Skills

- Communication
- Proficient in Spanish
- Computer Literate
- Reliable, willing, and punctual

Transition Plan

Purpose: This assignment is designed to help you think about what you want to do in the future and come up with a plan to accomplish those goals.

Directions:

In this **2-page** typed, double-spaced plan, you will address the following questions in detail (answer all questions that apply to you). Write in complete sentences and organize your thoughts by paragraph. You may be creative and give this plan a story-like quality.

- What are your career goals?
 - What do you want to do with your life both short and long term?
 - Where do you see yourself 1 year after graduation? 10 years?
 - How has senior project helped you determine which career is right for you?
 - If you don't know what you want to do, what can you do to discover your passion?
 - What qualifications will you need for your career and how do you plan to obtain those qualifications?
 - If you are confident in what you want to do, how can you do to stand out as hard working and skilled in your field?
- Do you plan on attending college?
 - If so, where and what steps are you taking to be accepted?
 - What are you currently doing to prepare yourself for success in college? How will you pay for college?
 - Do you plan on working during college; if so, doing what?
 - What scholarships or financial aid have you applied for?
 - What are your academic goals?
- If you do not plan on attending college, what training will you need to accomplish your career goals?
 - How will you receive this training?
 - How can you advance once you are in that career?
- If you do not plan to travel or take an extended break from work/school, what do you hope to gain from that time? What is your plan for accomplishing your long-term goals?
- What additional reading/research could you be doing on your own to help you discover/accomplish your goals?
- Which individuals will help you accomplish your goals (this could be anyone from family to professors to mentors in your field)?
- What personal goals do you have for yourself beyond high school (must be school appropriate)?
 - Do you plan to learn or continue mastering a skill (ex. learning a musical instrument, rock climbing, or playing sports)?
 - What activities do you want to be involved in after high school?

Reflection

Purpose: Since Senior Project contains so many components, experiences, and learning opportunities, it is important to pause and take time to reflect on the process. This reflection is the space to celebrate accomplishments, reflect on mistakes, and consider how this project helped you grow.

Directions:

In this **2-page** typed, double-spaced reflection, you will address the following questions in detail. Write in complete sentences and organize your thoughts by paragraph. You may be creative and give this reflection a story-like quality.

- What were your initial thoughts/feelings about Senior Project? How have those changed over time?
- What did you learn about your topic?
 - What did you learn from your research?
 - What did you learn from completing the hours/ the project itself?
- What did you learn from your mentor? How did your mentor influence/impact you?
- What did you learn about yourself? How did you grow?
- What are you most proud of regarding Senior Project?
- How will Senior Project shape your future?