

**HARDAWAY HIGH SCHOOL  
SENIOR PROJECT GUIDANCE  
2019 - 2020**



## Introduction

A goal of Hardaway High School is to graduate students that are college and career ready. Therefore, students will complete the Senior Project as a way to show their overall preparedness and talents related to their career area of interest. Reflecting on who they are, while showing what they want to do, the Senior Project provides students with the opportunity to explore a career of personal or professional interest and to address the latest trends or issues through focused study and applied research. The Senior Project allows students to demonstrate their ability to synthesize and apply the knowledge and skills acquired in their academic program to real-world issues and problems. It is the goal of the Senior Project to affirm students' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively.

## Goals

The goals of the Senior Project are as follows:

- To provide students with the opportunity to apply the knowledge and skills acquired in their courses to research relating to a career interest area.
- To allow students to extend their academic experience into areas of personal career interests, to include working with new ideas, organizations, and individuals.
- To provide students with the opportunity to refine research skills and demonstrate their proficiency in written and/or oral communication skills.

## Timeline

Project Component	Due Date
Senior Project Proposal	September 13, 2019
Mentor Agreement Form	October 1, 2019
Mentor Verification of Completion Form	December 11, 2019
Job Shadowing or Dialogue Partners	December 13, 2019
Portfolio	February 12, 2020
Visual for Presentation (Students who do not turn in their visual—PowerPoint, Prezi, etc., will NOT be scheduled for a presentation time.)	March 13, 2020
Presentation (Students will be assigned a day to present.)	April 8 – 10, 2020

## Grading

The following components of the Senior Project will be calculated in students' Senior English grades:

Senior Project Proposal	Daily Grade
Mentor Agreement Form	Daily Grade
Mentor Verification of Completion Form	Daily Grade
Job Shadowing or Dialogue Partners	Test Grade
Portfolio	Test Grade
Visual for Presentation	Project Grade
Presentation	Test Grade

## ***Components of the Senior Project—Directions for Students***

### **Proposal**

You are required to complete a proposal on the career that you have chosen using the attached proposal page.

### **Mentor Agreement Form**

Complete the attached Mentor Agreement Form. This must be signed again by your mentor at the completion of your job shadowing hours or dialogue.

### **Job Shadowing OR Dialogue Partners**

As part of the Senior Project, you must complete two hours of job shadowing or three dates of contact with your dialogue partner to assist you in learning more about your career area. In order to complete the job shadowing or dialogue partner assignment, you need to find a mentor—someone who is knowledgeable in your chosen area of interest or someone working in the field. You have the responsibility to obtain a mentor and submit a signed agreement between the school, your mentor, you, and your parent/guardian. Please note, any student that chooses job shadowing must complete two hours of job shadowing. You must submit your job shadowing form and a photo journal. Each student who selects a dialogue partner must complete a 2 page double spaced reflection addressing at least 4 questions answered by your dialogue partner.

### **Portfolio**

You are required to maintain a portfolio to provide physical documentation of your Senior Project journey. Please see the attached portfolio checklist for the items that should be included. The items listed are a minimum of what is required, but you may also include other information or documentation relative to your career area of interest.

### **Student Presentation**

The final component of the Senior Project will be your presentation to either an educator, community member, or business and industry representative. This formal presentation must be in an electronic format, such as Prezi or PowerPoint. The purpose of the presentation is to share any tangible evidence/application of the skills and knowledge you have acquired from the project. Presentations should consist of the following:

1. Purpose and reasons for choosing your career area
2. New information gained about the career
3. Plans for pursuing additional information about the education and training needed for entering your chosen career area
4. If after completing this project you have chosen a different career path, be sure to share what led you to this conclusion.

The attached rubric is how the judge will assess your presentation. Each presentation should be **three to five minutes in length**.

### **Troubleshooting:**

If you have any problems uploading your assignments to Canvas by the deadline, please take the following steps:

- 1) Email your teacher the assignment.
- 2) Print a hard copy of the assignment and bring it to your teacher the next day.

**Hardaway High School  
Senior project  
Senior Project Proposal**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Career Interest Area: \_\_\_\_\_

**Please be very careful when choosing a career. Give this ample thought, as you will not be allowed to change your mind after this form is turned in.**

Give your reason for choosing this career area. (Briefly explain why you chose this career, and what you hope to learn from completing this project.)

What prior knowledge (if any) do you already have which relates to this project? (Explain how this project will help you gain new knowledge or information.)

How will completing this project help make the connection between your academic and career goals?

What type of mentor will you need to help you complete your job shadowing hours or dialog partner? (i.e. physician, police officer, teacher, etc.)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Hardaway HIGH SCHOOL**  
**Senior Project**  
**Portfolio requirements**

In order to organize assignments and to best showcase work, you will create an electronic portfolio. Once your "Senior Project" is complete, your portfolio may be used when applying for postsecondary schools, financial aid, and jobs; therefore, it should be kept in a professional manner. All assignments must be neat and error-free.

**PORTFOLIO OUTLINE**  
**(100 total points)**

**SECTION 1: Introduction (5 points)**

- Cover Page for the front cover of the electronic portfolio including the following:
  - Graphic or Unique Design
  - Name
  - School
  - Chosen Career
- Table of Contents- each item must be in order of this outline. 1 page per item. Please include the page numbers for each item.

**SECTION 2: Career Plans (20 points)**

- Future Post-Secondary/Career Goals
  - Include five short and five long-term goals, for a total of ten goals. These goals need to be measurable, i.e. "Make Money" is not measurable. "Be a millionaire" is measurable, but you need to also include how you will accomplish this.
- Personal Budget
  - Include your personal budget based on the salary information you have gathered related to your selected career.
  - NOTE-This will be completed in your **Economics** class.

**SECTION 3: Employability Skills (35 points)**

- Resume- 1 page
- Reference List-list of references to include: Name, Contact information, relation to you, position held. You must have a minimum of three references.
- Cover letter-2-3 paragraphs: This letter will be attached with your resume, this explains why you are qualified in the position, and why you should be hired.
- A professional follow-up letter
- Send a thank you note to your mentor.

**SECTION 4: Career-Related Educational Experiences(20 points).**

- Completed job application
- Photo journal if you completed job shadowing (label photos with descriptions)- These photos should be taken during your job shadowing experience. They should be of you performing tasks pertaining to your chosen career. **\*\*Make sure that you are allowed to take pictures due to confidentiality issues.\*\*** (5-10 photos)  
**OR**  
Interview transcripts from conversations with your dialogue partner
- Completed career interest inventory– like the ASVAB, a questionnaire that tells you what profession your personality leans towards, or the career cluster report from Mrs. Osborn. List your results.

- Letters of commendation/recommendation – at least 2 letters. Cannot be written by your English teacher. If you ask any teacher at Hardaway, you must give them at least two-weeks notice (Do NOT wait until the last minute.)
- Completed Job Interview Questions (between 10-20 questions completed as you would if you were actually sitting in an interview with a potential employer).

### **SECTION 5: Preparation for Presentation (20 points)**

The research must be a worthwhile stretch beyond what you already know. Research includes, but is not limited to the following:

1. Relevant career-related information that provides the reader some information about a specific occupation or current topics related to that occupation
2. Research on the job outlook and education and training needed
3. Entry level salary
4. Current trends or changes in the future of the career field
5. Reference List

Your research should elaborate on specific information that will help you in preparing for your chosen career field. It will also help you in building your required presentation.

**HARDAWAY HIGH SCHOOL  
JOB SHADOWING/ DIALOGUE PARTNER  
MENTOR AGREEMENT FORM**

**Student Name:** \_\_\_\_\_

**Mentor Name:** \_\_\_\_\_

**Job Title:** \_\_\_\_\_

**Mentor Contact Information**

**Business/Organization Name:**

**Address:**

**Phone Number:**

**Email Address:**

**Briefly describe what the student will experience while job shadowing/ conversing with dialogue partner:**

**Agreement**

I agree to serve as a mentor for the job shadowing/ dialogue partner portion of the "Senior Project." During this period, I will provide information and experiences that would assist the student in learning about my career area. However, as a volunteer mentor, I also understand that I will not be held responsible or liable for the outcome/grade of the project.

**Signatures**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Mentor advice for student:**

**HARDAWAY HIGH SCHOOL  
JOB SHADOWING/ DIALOGUE PARTNER  
MENTOR VERIFICATION OF COMPLETION FORM**

**Student Name:** \_\_\_\_\_

**Mentor Name:** \_\_\_\_\_

*By signing below, I hereby certify that \_\_\_\_\_ completed a minimum of two hours of job shadowing OR conversed with me on three separate occasions about the student's chosen area of interest. Mentor Signature for completion of job shadowing/ dialogue partner hours.*

Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

**Mentor comments/ advice for student:**



# HARDAWAY HIGH SCHOOL PRESENTATION RUBRIC

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Category	Exemplary (4)	Proficient (3)	Needs Development (2)	Ineffective (1)	Points
<b>Language/Grammar</b> (Student speaks effectively and uses correct grammar)	Student uses a rich variety of words appropriate for context, has no more than 1 grammatical error, and uses excellent sentence structure	Student selects words appropriate for context, has no more than 3 grammatical errors and uses correct sentence structure	Student uses some words appropriate for the context, has no more than 5 grammatical errors and uses some correct sentence structure	Student uses words inappropriate for the context; has more than 5 grammatical errors and uses poor sentence structure	
<b>Organization/Time</b> (Student organizes ideas logically, connects key points, uses time effectively)	Student presents information clearly and creatively; connects all key points; completes presentation within allotted time of 3-5 minutes	Student presents information clearly; connects some key points; completes presentation within 2 minutes shorter or longer than allotted time.	Student introduces the topic; little evidence of connecting key points; completes presentation 3 minutes over allotted time	Student has no introduction to the topic; no connecting of key points; completes presentation more than 5 minutes over allotted time	
<b>Content/Career Knowledge Gained</b> (Student presents information in a manner that represents understanding and knowledge of career)	Student presentation clearly defines the topic and the relation to the selected career; supports the topic with at least 5 resources and in-text citations; provides exceptional evidence of personal, academic, and career growth	Student presentation defines the topic and the relation to the selected career; supports the topic with research from 4 resources and in-text citations; provides some evidence of personal, academic, and career growth	Student presentation defines the topic but lacks a relation to the selected career; supports the topic with 3 resources and in-text citations; provides little evidence of personal, academic, and career growth	Student presentation does not define the topic and lacks a relation to the selected career; supports the topic with less than 3 resources; provides no evidence of personal, academic, and career growth; provides no in-text citations or reference list.	
<b>Delivery/Communication</b> (Student speaks clearly, maintains eye contact and good posture, use of technology and focus on topic)	Student gains attention through enthusiastic use of voice, tone, and enunciation; maintains constant eye contact and sits or stands straight	Student gains attention through use of voice, tone, and enunciation; maintains eye contact and sits or stands straight most of the time	Student gains attention through some use of voice, tone, and enunciation; limited eye contact and good posture	Student does not gain attention through use of voice, tone, and enunciation; little or no eye contact and good posture	
<b>Appearance</b> (Student is dressed appropriately for the presentation)	Student dresses in appropriate and professional attire			Student does not dress in appropriate and professional attire; chews gum during presentation	

Total Points \_\_\_\_\_

Scoring Scale (Grade Equivalent):	20 = 100	15 = 83	10 = 70	5 = 60
	19 = 95	14 = 80	9 = 69	
	18 = 90	13 = 79	8 = 67	
	17 = 89	12 = 76	7 = 65	
	16 = 86	11 = 72	6 = 63	