



DUBOIS HIGH SCHOOL

Junior / Senior Project

Handbook

2016-2017

21st Century Skills for Dubois High School Graduates

A Dubois High School 21st Century Learner is a

Complex Thinker

- Identifies and defines authentic problems and essential questions
- Collects, assesses and analyzes relevant information
- Explores and develops solutions
- Makes judgments and decisions
- Uses systems thinking to understand complex inter-relationships
- Reflects critically on learning experiences, processes and solutions

Communicator

- Conveys information, feelings and ideas using oral, written and nonverbal skills in a variety of forms and contexts
- Reads, views and listens to grasp meaning including facts, opinions, values, emotions, attitudes and intention
- Pursues and considers multiple perspectives
- Adapts message and presentation style to engage audience
- Employs technology to interpret and convey information

Collaborator

- Respects the knowledge, opinions and skills of group members
- Fosters and manages effective communication among group members and between groups
- Contributes and commits to the formulation of group goals
- Develops and assumes group roles
- Facilitates and executes group plans to accomplish goals
- Utilizes technology to maximize group productivity
- Learns from and contributes to the group's collective knowledge

Creative Thinker and Innovator

- Appreciates and applies the creative process
- Demonstrates originality and ingenuity
- Takes risks and views mistakes as learning opportunities
- Translates concepts into products, services and practices

Global Citizen

- Understands the perspective of others
- Understands the dynamics and interconnectedness of cultures and systems
- Engages in cross-cultural communication and collaboration
- Participates in and initiates service-learning
- Exercises civic responsibility
- Employs technology to inform one's local, national and global perspectives

Self-Directed Individual

- Sets and manages goals.
- Maintains focus and perseveres
- Takes initiative for self-instruction, solving problems and seeking appropriate help
- Monitors progress and self-corrects
- Is productive and accountable

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What is the Junior/Senior Project?

The Junior/Senior Project is designed to be the culmination of a student's academic experience at Dubois High School. It will highlight the skills students have learned in their 13 years of education and is a chance for students to merge their various interests, passions, and curiosities with their academic studies. Junior/Senior Projects will challenge the planning and organizational skills of students, as well as strengthen the school and community bond. The Junior/Senior Project should significantly entail the 21st Century Skills for Dubois High School Graduates.

A Junior/Senior Project provides the opportunity for a student to choose an area of interest, complete a project, conduct in-depth research, and demonstrate problem-solving, decision-making, and independent learning skills. This project will contribute to a junior/senior year of challenging courses and practical experiences that prepare students for the next step in life, whatever that may be. All projects must be within school district policy and state and federal laws. Projects with increased liabilities to the student or district may not be allowed. In order to meet the unique needs of each student the project can be completed during either the junior or senior year.

The Five Tenets of the Junior/Senior Project:

- **The Essential Question:** Because a successful and meaningful Junior/Senior Project necessarily involves genuine inquiry around a topic of the student's choosing, each student will focus their work around a complex, interesting, and sustainable essential question.
- **Multi-Faceted Approach:** Because of the complex nature of each Junior/Senior Project, students must incorporate a variety of modes of thinking in the planning, implementation, and exhibiting of their projects.
- **A Research Component:** No Junior/Senior Project will be successful without a substantial element of new learning. This learning can take place in many ways, one of which must be research. Research should be both experiential (interviews, internships, surveys, etc.) and text-based (library, internet, etc.), although the degree to which each form is emphasized will vary from student to student based on the nature of the project.
- **Collaboration:** One of the most important skills in life is the ability to work with and learn from other people. Each Junior/Senior Project must incorporate some element of collaboration with individuals outside Dubois High School. In many cases, these "outsiders" will serve as mentors for the student.
- **Academic Rigor:** Each Junior/Senior Project must be conceived in a way that challenges the student to think deeply and critically beyond what s/he already knows and is able to do. The topic must be big enough for the student to consider multiple perspectives, but not so big that it will lead only to superficial understanding.

The three assessed components of the project (the 3 P's):

- the product
- the presentation
- the research paper

Each of these components is described in detail in the pages that follow. Each component is assessed individually. Upon completion of the project, those assessments are combined for an overall course assessment.

Junior/Senior Project Timeline: The dates listed below indicate deadlines that must be met along the way in completing the project. Projects completed over the summer must have similar deadlines approved by both the advisor and mentor.

Fall Semester

Winter Semester

May:	August:	Commitment to project - Junior/Senior Project HANDBOOKS distributed
May:	August:	Topic search and preliminary research (ongoing)
August:	November:	Letter of Intent due, students recruit teacher advisor; proposal reviews
September:	December:	Mentor selection, continue work on Project with mentor
October:	January:	Continue working on Project with mentor
November:	February:	Continue working on Project with mentor Feedback on Research Paper from advisor
December:	March:	Research Paper due Product to be reviewed with advisor(physical evidence, pictures or other representation of the working project)
January:	April:	Junior/Senior Project Exhibition Night (projects displayed for public viewing) Junior/Senior Project Presentations

Letter of Intent:

The first element of the Junior/Senior Project is your Letter of Intent. You will create a letter that explains how you intend to address each required element of the project. After this letter is approved, it will become your Project description, which you will be responsible for keeping current throughout the year. It is expected that elements of your project will shift and be revised as you gain knowledge through the year; however, these revisions should be documented so that the letter accurately reflects the work you are doing on your project.

Mentors:

Along with your teacher advisor, you will also have a mentor. This can be an internal (Dubois High School faculty) or external adult (community member, internship contact, etc.) who serves as a support and content expert for your Junior/Senior Project.

Junior/Senior Project Product:

Each Junior/Senior Project will result in some type of product. This product should be a logical and clear manifestation of your investigation, research, thinking, and work. A product could be anything from a paper to a performance to a painting. The product of each Junior/Senior Project will be assessed using the general criteria on the rubric.

Junior/Senior Project Final Product Exhibition and Evaluation: January or April depending on semester. Projects completed over the summer will be demonstrated in January.

Funding

Upon completion of the project students can apply for up to a \$300.00 grant reimbursement to cover costs incurred during the project. The student will need to provide receipts identifying the costs as being associated with the project. The application can only be made after the student has presented to the public and the project is complete.

Release Time Policy:

Only students who already have evidence of proficiency in the majority of the 9 content and performance standards subject areas are eligible to petition for Junior/Senior Project-related release time. Release time options to be considered include:

- “One Day a Week” option:

This option is defined by taking one “Junior/Senior Project Day” per week away from DHS. This option is designed for students who wish to work on internships and other project-related commitments on a regular basis without too much disruption to their academic lives. Arrangements for accountability to academic courses must be made beforehand and be included as part of the release time proposal.

Friday is the *recommended* day for this option to minimize academic disruptions.

- “Hour a Day” option:

This option exists for students who wish to be away from Dubois High School during the same hour each day. The best option would be either first hour in the morning or last hour in the afternoon. A teacher will supervise the student(s) in a classroom setting for those students taking advantage of this opportunity.

Junior/Senior Project Research /Analysis Paper:

The Junior/Senior Project paper is required for any student doing a project and is independent of any of any other paper required for any other classes that the student is taking.

Research Paper (Draft) due: Last day of school in November or February depending on Semester

Research Paper Due: Last day of school in December or March depending on Semester

Each Junior/Senior Project must be informed and supported by a solid foundation of research. All your research (whether it comes from books and articles or from interviews, films, observations, or other types of sources) needs to be well-documented. This research will then be turned in to your advisor and formally assessed as a required component of the project. Though every project is different, some general guidelines for sources include:

- Your research paper should be 5-7 pages in length, with at least 4 sources (including but not limited to books, articles, handbooks, interviews and the internet)
- At least 2 of those sources should be books or academic journal articles
- At least 1 of those sources should be an experiential form of research (interview, shadowing, internship, etc.)

Junior/Senior Project Presentation:

The purpose of the Junior/Senior Project Presentation is to provide an opportunity for you to:

- explain the learning you did over the course of the project,
- explain the product of your year-long project, and
- explain the process you used to complete the work,
- explain the impact that the process had on you.

You will conduct a 10-20 minute presentation of your Junior/Senior Project to a panel (as well as the general public). The panel is responsible for assessing both the substance and the style of the exhibition. There will also be a "Question and Answer" component to the presentation. Students are expected to be able to answer difficult questions from members of the panel about the process, outcomes, and reflections on demand. Your goal is to convey to your audience the fundamentals of what you learned throughout the course of your project. You should include visual aids such as pictures, video, a PowerPoint presentation, etc.

Junior/Senior Project Final Assessment:

Students will receive credit, based on their successful completion of activities outlined in this handbook. A Junior/Senior Project will receive an overall assessment grade (Pass / Fail) that takes into account all the components of the Junior/Senior Project. The grade will be reflected on the student's transcript. Junior/Senior Project will be a 1-semester .5 credit class.

Letter of Intent - *Sample*

Your name
Your street address
City, State, Zip Code

Date

Junior/Senior Project Advisor
Dubois High School
700 North 1st Street
Dubois, WY 82513

Dear Junior/Senior Project Advisor:

(In this paragraph, describe the general area of interest for your project (science, art, sports, law, entrepreneur, etc.), and why you are interested in this area. Make sure you explain what you already know, experienced, or have accomplished in this area.)

(In the second paragraph, include specific research your paper will focus on, some of the ideas you hope to include and what possible sources you might use.)

(Begin this paragraph with a transitional sentence showing the relationship between your paper and your physical project. Then describe your project, what it will be, how it will stretch and challenge you personally, who is involved, what is the potential time spent, and what are possible resources?)

Sincerely,
Name and Signature

Research Topic: _____

Junior/Senior Project Final Product Evaluation Rubric

(JB=Just Beginning, A=Approaching, M=Meets, E=Exceeds)

Criteria	JB	A	M	E
<p>Your product demonstrates a clear focus and purpose.</p> <ul style="list-style-type: none"> You use your essential question to propel your inquiry. Your message/intention/goal is clear. Your product effectively addresses your essential question, and reflects a synthesis of your work. 				
<p>Your research informs the larger context of your work.</p> <ul style="list-style-type: none"> You gather relevant information about your subject. Your research is sufficiently deep and rigorous. You clearly apply your research to your work. You place your work in a larger intellectual context. 				
<p>You made wise, deliberate, informed decisions.</p> <ul style="list-style-type: none"> Your research informs the design/shape of your work. You understand the conventions used in your field of study. You understand and interpret the meaning(s) of your findings. You can describe your work and respond to questions about the choices you made. 				
<p>Your final product is coherent and demonstrates quality work.</p> <ul style="list-style-type: none"> Your work is complete. Your product is rich, deep, complex, and original. Your final product shows good craftsmanship and attention to detail. 				

Overall Assessment:

JB-----A-----M-----E

Comments and Suggestions:

Assessor:

Date:

Research Paper Evaluation Rubric

Student:

Junior/Senior Project Research Paper Rubric (JB=Just Beginning, A=Approaching, M=Meets, E=Exceeds)

Criteria	JB	A	M	E	
Sources <ul style="list-style-type: none"> You use a variety of sources. You use sources that are relevant to your topic and that further your knowledge base about your topic. You assess the nature, reliability, and usefulness of your sources. You document your sources and experiences and compile a properly formatted, annotated bibliography and record of events. 					
Research Paper <ul style="list-style-type: none"> Your research paper demonstrates a solid and rigorous foundation of new learning and knowledge about your topic. Your research paper clearly connects your findings to your essential question. You explain how your research findings will influence your decisions about and creation of your final product. Your research paper synthesizes and summarizes the major ideas in the field/s you have researched and notes significant deviations. 					
Conventions <ul style="list-style-type: none"> Your paper is conventionally sound, following the rules of grammar, spelling, and sentence structure. 					

Overall Assessment: JB-----A-----M-----E

Comments and Suggestions:

Assessor:

Date:

Junior/Senior Project Presentation Rubric

Student Name: _____

Date: _____

Panelist Name: _____

Exhibition Criteria	JB	A	M	E	Comments
You exhibit your learning in a way that allows the audience to understand your experience. <ul style="list-style-type: none"> ▪ You choose a clear, coherent and appropriate structure for your presentation. ▪ You use your time effectively. ▪ You successfully utilize presentation aids and other supporting materials. ▪ You understand, anticipate, and fulfill your technological needs. 					
You shed unique, interesting, and relevant insight on your essential question.					
You demonstrate expertise in your topic, supported by a solid foundation of knowledge.					
You clearly explain your product.					
You clearly explain your process.					
You answer questions knowledgeably and thoroughly.					
You use the conventions of delivery well in your exhibition. <ul style="list-style-type: none"> ▪ You speak clearly, loudly, and at an appropriate pace. ▪ Your tone and language are suitable. ▪ You make effective eye contact with your audience. ▪ You demonstrate enthusiasm and confidence about material/subject. ▪ Your presentation style is engaging. 					

Overall Assessment:

(JB=Just Beginning, A=Approaching, M=Meets, E=Exceeds)

JB-----A-----M-----E