

# **SENIOR PROJECT 2023**

**Academic Research**



LYMAN MEMORIAL HIGH SCHOOL  
LEBANON, CT

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## **Lebanon Board of Education Policy**

The Lebanon Board of Education is committed to a policy of equal opportunity/affirmative action for all the qualified persons and equal access to Boy Scouts of America and other designated youth groups. The Lebanon Board of Education does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

## **Senior Project Book Accessibility**

The Senior Project book can be accessed in a PDF file in several different places. If you need to access information you can go to the L.M.H.S. intranet page and click on the “Senior Project” icon. The book is also on the Lebanon district website. Just go to the website and click on “our schools,” then click on “Lyman Memorial High School,” and then look for the “Senior Project” heading on the menu on the left hand side and click on it.

# **Lebanon Public School's Portrait of a Graduate**

To ensure that students have the necessary skills and dispositions to accomplish our mission, the school community has identified six qualities that each student should develop over their Pre-K-12 experience and demonstrate prior to graduation.

## **Responsible Citizen**

A responsible citizen collaborates with diverse people to accomplish community goals through democratic processes. They manage themselves and their resources in a way that is beneficial to their community. A student who demonstrates the qualities of a responsible citizen:

- Respects diverse people, cultures, and viewpoints when addressing a variety of issues;
- Contributes to the betterment of their community;
- Applies their understanding of democratic processes to participate in community decisions;
- Advocates for themselves and others;
- Manages time and materials appropriately; and
- Makes ethical and responsible decisions.

## **Effective Communicator**

An effective communicator clearly conveys their ideas using the appropriate medium. They adjust their presentation of ideas as needed to better reach their audience. A student who demonstrates the qualities of an effective communicator:

- Uses a multitude of platforms (digital and analog) to meaningfully express ideas;
- Articulates and defends their viewpoint clearly in writing, in media and orally;
- Applies the conventions of their chosen communication medium appropriately; and
- Adapts their communication to the needs of a particular audience.

## **Innovative Problem Solver**

An innovative problem solver thinks flexibly when analyzing and reflecting on their work. They attempt challenging problems and persevere in solving them. A student who demonstrates the qualities of an innovative problem solver:

- Engages in challenging work by developing plans to accomplish it;
- Develops flexible and/or creative solutions;
- Analyzes and evaluates situations to draw conclusions and troubleshoot issues; and
- Reflects on successes and failures and persists in improving their work.

### **Critical Thinker**

A critical thinker asks thought provoking questions and seeks out accurate information to answer those questions. They assess the validity of ideas and opinions by drawing on their experiences and on data.

A student who demonstrates the qualities of a critical thinker:

- Asks appropriate and insightful questions;
- Supports an argument with accurate, relevant, and compelling evidence;
- Seeks out a range of information to inform their opinion and evaluates it critically;
- Recognizes bias and differences in perspective in self and others; and
- Connects new learning to prior knowledge.

### **Lifelong Learner**

A lifelong learner builds knowledge and skill through practice and the application of appropriate learning strategies. They possess a well-rounded pool of background knowledge and skills, which they can leverage to address their areas for growth. A student who demonstrates the qualities of a lifelong learner:

- Articulates their current strengths and weaknesses as a learner;
- Develops healthy coping strategies to compensate for areas of personal difficulty;
- Applies their understanding of growth mindset to the learning of new skills/knowledge;
- Demonstrates an understanding of the fundamental concepts within a discipline; and
- Identifies community organizations that offer assistance and learning opportunities beyond those available in their school.

### **Engaged Collaborator**

An engaged collaborator actively participates in and makes beneficial contributions to group endeavors regardless of their role. They can switch between leadership and supporting roles easily, as well as give and act on appropriate feedback. A student who demonstrates the qualities of an engaged collaborator:

- Listens to and values the contributions of others;
- Accepts feedback and adapts ideas;
- Contributes to a group goal both independently and interdependently; and
- Works effectively in both leading and supporting roles.

# SENIOR PROJECT CALENDAR

~ CLASS OF 2023 ~

Seniors should submit **ALL** of the components for each Benchmark to their monitors on or before the deadline date. Failure to meet these due dates/deadlines will result in your becoming **INELIGIBLE FOR ALL SCHOOL RELATED ACTIVITIES**.

## **Benchmark A**

**April 12, 2022** - *Statement of Understanding/Project Narrative with thesis statement.*

**May 17, 2022** – *Initial Research Check-in; Twenty (20) facts and/or quotes **with citations** related to research; Project Committee selection*

*\*Project Committee Members have signed Benchmark A (page 21)*

## **Benchmark B**

**September 20, 2022** – *Completed outline*

**October 18, 2021** - *Completed draft of research paper (min. 7 pages plus title page and bibliography)*

*\*Papers returned by Nov.10 for revisions.*

**November 29, 2022** - *Final draft of research paper*

## **Benchmark C**

**March 3, 2023** - *Oral and Visual Presentation complete.*

**March 3, 2023** - *Process Paper due.*

If your project monitor is not in school on a day when a benchmark component is due, then give a “physical” copy of the submission to Mr. Morello in Room 13 by 2:05 pm. It is your responsibility to have these benchmarks submitted on time.

## Senior Project Facilitators

- **Project Coordinator**

Mark Morello

Responsibilities:

Chair the Steering Committee.

Be available for student support at designated times

Assist Monitors and staff as needed

- **Monitors**

Diane Ayer

Kevin Brodie

David Covino

David DeCarli

Ryan Fabry

Alexandria Fryer

Brian Girasoli

George Gray

Megan Grogan

Cynthia Hisman

Kyo Narita

Brandon Strout

Brenda Wildes

Responsibilities:

Guide and monitor students through the Senior Project process

Review proposals

Evaluate Research Paper and Oral Visual presentation

Keep records of benchmark completion

Contact project coordinator with concerns and questions

Return all benchmark components within two weeks of student submission

- **Project Committee**

Minimum of three (3) adults, two (2) of which must be certified staff

Student's Faculty Monitor

Three adults (Non-family members) At least 21 years' old

Responsibilities:

Provide consultation when solicited.

Apply rubrics and guidelines in evaluating the overall project

- **Steering Committee**

Monitors that review the project on a regular basis

T.B.A.

## **What is the Senior Project?**

The Senior Project is a culminating exercise that focuses on a personal interest, career path or academic pursuit that synthesizes classroom knowledge with real world experience and demonstrates personalized learning consistent with the district's pillars of a Portrait of a Graduate. The purpose of the Senior Project is for students to demonstrate skills and knowledge gained through their academic career by completing a long-term, multi-faceted project. Over the course of the project, students conduct research, maintain a journal or work log detailing the steps taken, create a final product or performance, and give an oral presentation that demonstrates what they've learned. Each student will have the assistance of a faculty monitor to advise them.

Colleges search for well-rounded students and the multi-faceted nature of the Senior Project allows students to display a wide range of skills to prospective schools—writing, research, teamwork, planning, self-sufficiency and public speaking are just a sampling of the many skills used by a student to complete this rigorous project. The Senior Project is a great way to indicate to potential colleges that you are prepared for the demands of higher education.

This portion of the Senior Project is a graduation requirement and is worth 1.0 credit.

### **Academic Research**

The purpose of the Senior Project Research Paper is for students to have an authentic platform to share their knowledge about a topic of their choosing. This research paper asks students to analyze a perspective or make an argument about a topic. This research paper is an expanded essay which presents a student's own interpretation, evaluation, or argument, which is supported with robust, academic sources.

The research paper should be based on specific factual material collected, understood, and properly designed by the student. The preparation and execution of a capstone project consisting of several steps:

- choice of research direction;
- determining the topic of work;
- processing the actual material;
- analysis of current literature in the course of research;
- making a plan for writing the work;
- setting out the results of your research.

# Terminology

**Accommodations/Modifications-** Students who have been formally identified as having special needs may have content, product and/or time-related adjustments to expectations as specified in their Individualized Educational Programs (IEPs) or 504 Plans. Students, parents and case managers should advocate for necessary accommodations/modifications at the annual reviews previous to the first Senior Project required deadline. Documentation (IEP/504 Plan) should reflect specific accommodations/modifications.

**Action Plan-** An action plan is a checklist for the steps or tasks you need to complete in order to achieve the goals you have set.

**Appeals Process** - a meeting initiated by a Senior student seeking reinstatement of Senior Project credit. See page 12 for complete details.

**Benchmark** – A series of tasks that must be completed by a specified date to qualify for graduation in June.

**Database-** A peer-reviewed collection of information used in academic research. Examples include but are not limited to [Issues & Controversies](#) and [Gale Database](#)

**Faculty Monitor** - A faculty member assigned to the student who will monitor the progress of that student, clarify project components, and enforce benchmarks.

**Deadline** – All Benchmark tasks must be completed by the stated dates **no later than 2:20pm.**

*If Lyman Memorial High School is closed (because of a weather event) on a benchmark deadline, it is the responsibility of the Senior student to submit the work electronically to their project monitor no later than 2:20 pm.*

**Process Paper** - A paper, summarizing a student's personal experience through the Senior Project process (see page 38).

**Product(s)** - The thing(s) you may produce in accomplishing your project.

**Project Committee** – A committee composed of the monitor and three other adults that assist with the development of the project and evaluate the oral/visual presentation. **At least two members of the committee must be certified staff.**

**Senior Project Proposal/Narrative** - A description of what topic will be explored in the project, including initial sources of information, research questions, and ideas for the oral/visual presentation (see page 18).

**SMART Goal-** A SMART goal is used to help guide goal setting. SMART is an acronym that stands for Specific, Measurable, Achievable, Realistic, and Timely.

**Work Log-** (digital) record of sequential work accomplished during Project Development

## MISSED DEADLINES

A student who misses a Benchmark DEADLINE will be subject to a five (5) point grade reduction for every day late. **Once a senior student's grade falls below 60, the student will have failed the Senior Project. Reinstatement can only be achieved by completing the Appeals Process (see page 12 for details). The student will lose their senior privileges and become INELIGIBLE for all school related activities until the requirement is fulfilled and earns "Successful" status.** If a student requires extensive help that requires tutoring to achieve "Successful" status on a requirement, then he/she must stay after school to receive help. Tutoring will be provided by a Senior Project monitor(s) until the "Not Yet Successful " (NYS) requirement achieves "Successful" status. The session will start the week following the missed deadline date or 10 day revision period for papers, or 5 day revision period for Oral-Visual presentations. A meeting with the coordinator and principal, and a letter mailed home, will take place before the start of the session. **The student must attend PAWS and an assigned X-Block for help. Moreover, any student who misses a deadline is still responsible for completing the rest of their senior project.**

A student who makes the initial deadline for their final paper, but receives a "NYS" has 10 school days to complete a successful rewrite. If the student misses that deadline or has a paper that is still "NYS", then they will go into the after school tutoring program until the requirement is successful.

### Scoring Scale

Seniors start each quarter with a score of 100 for Senior Project. A five (5) point deduction will be applied for each day any Benchmark component is late. **If a student's Senior Project grade drops below a 60, the student has failed Senior Project and is no longer eligible for graduation. Reinstatement can only occur with the successful completion of an approved Senior Project and the completion of the Appeals Process.**

Q1	Q2	Q3	Q4
Benchmark A (Junior Year)	Benchmark B	Benchmark B (cont.)	Benchmark C
4/12- Statement of Understanding/ Project Narrative 5/17 - Action Plan/ SMART Goal/ Committee	9/20 - Action Plan Reassessment/ Project Log (15 hr. min)  10/18 - Rough Draft Reflection Paper	11/29 - Final Draft Reflection Paper	3/3 - Presentation Process Paper
Final PowerSchool Update- 9/1	Final PowerSchool Update- 12/8	Final PowerSchool Update- 1/27	Final PowerSchool Update- 4/28

## Senior Project Appeal Process

Once a senior's project score falls below a 60, they will be declared to have failed the Senior Project and not receive the required credit needed for graduation. A senior who has missed a deadline will have five (5) points deducted each school day until that requirement has been successfully completed. This deduction of points will occur for any missed deadline.

Once a senior is declared to have failed the Senior Project, they will have one chance to possibly regain their credit. In order for that to happen, the following criteria **MUST** be met:

1. The entire Senior Project must be completed and earn the grade of "Successful" for each of its benchmarks.
2. Submit a [Request to Appeal](#). Print form, complete, sign, and turn in to Mr. Morello. **THIS REQUEST TO APPEAL MUST BE COMPLETED WITHIN 10 SCHOOL DAYS OF NOTIFICATION OF LOSS OF CREDIT.**
3. Present a formal request for credit restoration in front of the Appeals Committee consisting of the Superintendent of Schools, Curriculum Director, member of the Board of Education, and High School Administrator.
4. The senior, accompanied by their parent(s) or guardian(s), must go before the Appeals Board and present the following:
  - A. Reasoning for their missing the initial deadlines.
  - B. Provide the committee with proof that they do indeed possess the characteristics listed in each of the 6 Pillars in the Portrait of a Graduate Rubric.
5. The entire Senior Project and the final credit restoration presentation before the Appeals Board must be completed by the **last school day before the start of April vacation.**
6. Upon completion of their appeal for credit restoration before the committee, the senior student will be notified within one week, in writing, of their final status regarding Senior Project and its graduation requirement. The decision of the Appeals Committee is the final word on the matter.

## Examples of Senior Projects

Area of Interest	Research Paper	Community Engagement	Internship	Project & Performance
<b>Agricultural Science (plants)</b>	Research organic versus conventional growing techniques	Develop and maintain a community garden	Work with local landscaper or commercial gardeners	Grow/make plant-based products and sell them
<b>Agricultural Science (animals)</b>	Research the benefits of service animals	Organize a drive for pet supplies for area shelters	Volunteer at a vet's office	Train a service animal for an organization such as Fidelco
<b>Armed Forces</b>	Research the changing responsibilities of a branch of the military	Develop a memorial or other tribute to area veterans	Intern at a recruitment office	Build a presentation for current students to be presented about a branch of the military as a recruitment officer would do.
<b>Arts (visual)</b>	Research the benefits of art therapy	Create a mural for a public building in town	Intern with a graphic designer	Create a full-length comic book
<b>Arts (performance)</b>	Research the history of rock and roll and determine if it is thriving or dying	Organize a performance on the Lebanon town green	Intern at an art gallery, intern at a local theater	Write a full-length play
<b>Athletics</b>	Conduct research on how dancers recover from injuries and how the rehabilitation process affects them	Host a summer camp in a sport that you like	Intern with an athletic director at local college	Study professional runners' habits/diet and develop your own plan to eventually compete in a marathon or triathlon
<b>Automotive</b>	Research the history of the electric car		Intern at an automotive repair shop	Rebuild a car engine
<b>Business</b>	Research trends in business that have failed and present the results	Create an inventory of community businesses for town residents and recommend needed businesses	Intern with local business owner	Start your own business
<b>Computer Science</b>	Research the latest computer technologies and their applications	Teach a series of computer classes at the senior center		Build a computer that uses open-source software; build a website for an organization in your area
<b>Construction</b>	Research how we have benefited from 3-D printing		Intern at a construction company	
<b>Education</b>	Research how other countries educate; determine if U.S. could improve	Create "book bags" with books and related activities for families to borrow at the town's		

		library		
<b>Engineering</b>	Research and write about the effect of different technologies on the workflow of doctors and nurses		Intern at an engineering firm	Build a robot that can assist people with certain disabilities
<b>Environmental Science</b>	Research how plastics have harmed the world's oceans	Host a month-long awareness campaign at Lyman on environmental topics (announcements, speakers, posters, fundraisers, etc)	Intern at a water treatment plant	Take water samples from your local pond or river and learn about the different nutrients and micro-organisms that exist in it.
<b>Family</b>	Research the role of women in the workplace.	Volunteer at a nursing home and help the members conduct a genealogy project		
<b>Fashion</b>	Research and write about the fashion industry and how it negatively affects workers	Volunteer at a facility that provides clothing for people with low income		Launch you own clothing line
<b>Food</b>	Research the history and significance of bread	Volunteer at a community garden	Intern at a soup kitchen or food pantry	Design and create a meal from scratch
<b>Health</b>	Research Jonas Salk and the polio vaccine	Assemble personal care kits for individuals at homeless shelters	Intern at a nursing home	
<b>History</b>	Research the history of your community and how it was different 50 years ago	Catalog & digitize a local historical society's photos and documents	Work at a museum and study how globalization has impacted exhibits over time	Conduct an oral history project with someone who's experienced WWII
<b>Inter- national Affairs &amp; Politics</b>	Research and write about the role of social media in modern warfare		Intern at the campaign office of a local politician	
<b>Language &amp; Literature</b>	Research the representation of gender in a Shakespearean play	Facilitate a book club	Work with a book publisher	Translate a favorite work of literature
<b>Law</b>	Examine how laws about workplace discrimination have shifted		Intern in a local law office	
<b>Mathematics</b>	Research cryptography and explain how it is applied. Create your	Educate peers about the differences between certain bank accounts or create a tutor program for	Shadow a teacher, accountant, actuary, or financial advisor.	Work on and research one of the millennial problems available.

	own encryption algorithm.	peers.		
<b>Media Studies &amp; Film</b>	Study fandom and this can influence how people view a certain artist/book/movie		Work in a local film studio	Create a documentary on a topic that appeals to you.
<b>Music</b>	Study the effect of music therapy on children	Organize a music fundraiser	Work in a recording studio or live sound company	Start a band, write your own songs
<b>Photography</b>	Research how photography has altered how we remember history			Create a portfolio capturing photos that fall under a particular theme
<b>Political Science</b>	Research history of political parties and their effect on political discourse	Help organize a civic organization or a voter registration drive	Work for a political campaign or a politician's office	Organize a debate between candidates for public office
<b>Recreation</b>	Research the amount of funding recreation programs get at universities, and if it is worth it	Form a summer camp for children	Intern with a town's recreation department	Come up with an exercise program, and explain its benefits.
<b>Social Justice</b>	Study gender or racial inequality in a particular field	Examine powerful protests that have occurred in our community	Work with a non-profit	Form a group that teaches LGBTQ+-inclusive sex ed at schools
<b>Theater</b>	Study and write about the social impact of theater	Start a theater group for kids	Intern with local community theater	Write a play and organize a performance
<b>Writing &amp; Journalism</b>	Research the history of yellow journalism	Start a column at the school or local newspaper	Write for the sports or news department at a local newspaper	Write a novel or poetry collection

# **Benchmark A**

Statement of Understanding

Narrative Proposal with Thesis

Initial Research Check-In

## Statement of Understanding

I, \_\_\_\_\_ (student name), agree to the following conditions for work on my Senior Project:

I will do my own authentic work.

My consultant and/or monitor will be guides and facilitator of my project, not a director or instructor in the traditional sense.

I agree to present my project to my Project Committee and, if required, a public forum.

I understand that I must complete a written narrative/project proposal with thesis/SMART goal by April 12, 2022 and Initial Research Facts Check-in/Action Plan by May 17, 2022. A completed outline/ Initial Project Log entries is due on September 20, 2022. The first draft of my research/reflection paper is due on October 18, 2022 and I must have completed my final research/reflection paper by November 29, 2022.

I understand that I must complete an oral-visual presentation and process paper based upon my research on or before March 3, 2023.

**IMPORTANT NOTIFICATION:** I understand that if I choose a non-research paper pathway and have not met the deadlines for the project by September 20, 2022, that I will be reassigned into the traditional research paper tract and will have to complete that project by the published deadlines.

I understand that ½ credit will be assigned at the successful completion of my project and that I will receive a grade but my transcript will show "pass." I know that I must receive credit for this project to graduate. The Senior Project ½ credit is in conjunction with the Portrait of a Graduate Underclassman Portfolio ½ credit, which together form the 1 credit needed for graduation. **I understand that failure to meet any deadline can result in loss of credit for Senior Project and academic ineligibility for all school related activities and more until the missed work is made up and earns a grade of "Successful". In order to make-up the work, I may need to attend the after school make-up sessions provided after each deadline and attend PAWS and X-Block for help. Each late day will result in a loss of points for the project. Once a score falls below 60, the student has failed the Senior Project. Reinstatement of credit can only achieved by completing the Appeals Process (see page 12 for details)**

I realize that Lebanon Schools has a right to use my project as an example of a Senior Project - not for profit or general publication.

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

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Monitor Signature \_\_\_\_\_ Date \_\_\_\_\_

**This form, required for graduation, is due on April 12, 2022.  
When complete, please submit a photocopy to your monitor.**

# Senior Project Narrative Proposal with Thesis

The purpose of your project proposal is to explain your project more fully. It is this detailed account of your project that will be submitted to the Monitor for final topic approval. In the process of drafting your proposal you should consider the following:

1. Describe what your project is.
  - a. POG: Identify which pillars of the LMHS Portrait of a Graduate are met with the completion of this Senior Project
  - b. PILLARS: Briefly explain how completion of this project will demonstrate you possess the qualities of the pillar that you selected.
2. Include a thesis statement.
3. What prior knowledge do you have of your topic? If you have little prior knowledge, describe your interest in the project.
4. What three or four research questions do you anticipate having to answer during the course of your project?
5. Cite your initial three sources of information in correct MLA format. Be specific, e.g., author, title, copyright date. Possible sources: one internet, one oral, technical manual, and reference books.
6. What ideas do you have for your final presentation in the spring?

The final submission should be substantial enough to answer the questions thoroughly. It should be word processed, Times New Roman 12 pt. font, with 1" margins, and double spaced. The expectation is that this proposal be clear, detailed and well organized as befits your status as a high school senior. The proposal may be submitted at any time, but must be completed and submitted by the due date.

**If the proposal is not acceptable when turned in, the student will have five school days to make corrections and resubmit to the monitor. Your Narrative Proposal with Thesis is due on April 12, 2022.**

## Narrative Proposal/Evaluation Scale

Successful	Not Yet Successful
Meets <b>ALL</b> of the following criteria:  Detailed description of project, prior knowledge or interest, and ideas for final project in the spring  3 or more relevant research questions, written as complete sentences  3 or more sources cited in correct MLA style  Typed, Times New Roman, double spaced, 12pt font, 1" margins	Fails to meet <b>1 or more</b> of the following criteria:  Detailed description of project, prior knowledge or interest, and ideas for final project in the spring  3 or more relevant research questions, written as complete sentences  3 or more sources cited in correct MLA style  Typed, Times New Roman, double spaced, 12pt font, 1" margins

## Sample Initial Research- 20 Facts

1. "Some have argued that do-not-resuscitate (DNR) decisions should be tailored to 3 distinct patient populations: (1) those whom CPR should be considered a plausible option, (2) those whom CPR should be recommended against, or (3) those whom CPR should not be offered (i.e., those imminently dying or who have no chance of surviving to discharge)." ("Use of Advance Directives...")
2. "A hospital's culture and policies' prioritization of autonomy vs best interest appears to influence the way in which physician trainees conceptualize patient autonomy." (Dzeng)
3. "Only 18 to 20 percent of older patients in hospitals who suffer cardiac arrest end up leaving the hospital alive." (Graham)
4. DNR discussions do not occur frequently enough and occur too late in the course of patients' illnesses to allow their participation in resuscitation decisions. (Yuen)
5. Survival rates after CPR are low, especially for metastatic cancers. (Yuen)
6. "In 1983, The President's Commission for the Study of Ethical Problems in Medicine supported DNR order protocols based on three value considerations: self-determination, well-being, and equity" (Yuen)
7. "A DNR order only applies to the decision to withhold CPR in the event of a cardiopulmonary arrest and should not impact other aspects of care. However, many providers inappropriately alter treatment plans for patients with a DNR order without discussion with the patient or surrogate." (Yuen)
8. Legislation like the Dignified Death Act exists in Michigan to protect those with DNRs to receive life insurance payouts because refusal of resuscitation is not deemed suicide. (Takacs)
9. "It's estimated that about 1 in 4 adults in the United States have advance directives." ("Frequently Asked Questions")
10. "The 1990 Patient Self-Determination Act (PSDA) encourages everyone to decide now about the types and extent of medical care they want to accept or refuse if they become unable to make those decisions due to illness. The PSDA requires all health care agencies to recognize the living will and durable power of attorney for health care." ("Frequently Asked Questions")
11. "A living will is a document designed to control certain future health care decisions only when a person becomes unable to make decisions and choices on their own. The person must also have a terminal illness (the patient cannot be cured) or permanent unconsciousness (often called a persistent vegetative state"). State laws vary, but they usually allow doctors to stop trying to prolong life when these things happen. If a person has hope of recovery, the living will generally does not apply." ("Frequently Asked Questions")
12. "A durable power of attorney for health care is also called a health care power of attorney. It's a legal document in which you name a person to be your proxy (agent) to make all your health care decisions if you become unable to do so." ("Frequently Asked Questions")
13. "A California Department of Public Health report says 191 adults received prescriptions from 173 physicians for medical aid in dying between the law's passage and December 31 , 2016. Of those, 111 ingested the prescribed drugs and died; 87.4% were 60 or older, and 83.8% were receiving hospice and/or palliative care." (Scutti)
14. Connecticut's advance directive form includes 5 sections: appointment of a health care representative, living will and health care instructions, document of anatomical gift, conservator for future incapacity, capacity to execute the document. ("Connecticut Advance Directive Form.")
15. "70 percent of out-of-hospital cardiac arrests happen in homes. Unfortunately, only about 46% of people who experience an out-of-hospital cardiac arrest get the immediate help that they need before professional help arrives." ("Use of Advance Directives")
16. "Among the three long-term care populations, having at least one AD in the medical record was highest among discharged hospice care patients (88%) and lowest among home health care patients (28%), with 65% of nursing home residents having at least one AD (Figure 1)." (Jones)
17. "Up to 67 percent of patients with terminal cancer who were admitted without a DNR order were administered cardiopulmonary rehabilitation (CPR), with less than five percent surviving the admission." (Do-Not-Resuscitate)

18. "A mental health professional can take such an individual to court; if the court finds that the patient is incompetent, it may use a substituted judgment standard, appoint a guardian, and order the patient to take medication" ("What Can You Do...")
19. "Benevolent coercion" is Dr. Jeffrey Geller's term for threatening to institute legal proceedings to compel treatment for patients who do not comply with treatment ("What Can You Do...")
20. Approximately 25% of all U.S. deaths occur in the long-term care setting, and this figure is projected to rise to 40% by the year 2040. Care coordination as patients transition from one form of care to another during a progressive, advanced illness can improve care and cut costs. (NIH Fact Sheets)

#### Works Cited:

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# Benchmark A

**All Components due no later than May 17, 2022**

**Date of Completion**

**Task**

- \_\_\_\_\_ Project selected and "Statement of Understanding" submitted.  
**April 12, 2022 ALL STUDENTS**
- \_\_\_\_\_ Senior Project Proposal Narrative (with THESIS STATEMENT) submitted  
**April 12, 2022 ALL STUDENTS**
- \_\_\_\_\_ Initial Research Check-in submitted (20 facts/quotes with citations)  
**May 17, 2022 ALL STUDENTS**
- \_\_\_\_\_ Project Committee Members (**selected by May 17, 2022**)  
***Note: at least two must be certified staff.***

1. Monitor \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
- (Minimum) 4. \_\_\_\_\_

Benchmark A completed. \_\_\_\_\_  
(Monitor Signature)

# **Benchmark B**

Completed Outline

Research Paper First Draft

Research Paper Final Draft

# The Research Component

The research component culminates with a research paper. It includes the submission of an outline, a first draft and a final draft. This research component may include a scientific/mathematical investigation, a project, performance, or product in the humanities/fine arts, or research and application in applied technologies. The research paper must be a minimum of **seven (7)** pages in length and meet the standards outlined on the evaluation rubric/scale outlined on page 30:

- **The Outline for all students is due on September 20, 2022.**
- **The First Draft of the research paper is due on or before October 18, 2022. The first draft must include, at minimum:**
  1. Seven typed pages (12 pt. font, Times New Roman, double spaced, 1” margins)
  2. Correct MLA parenthetical citations
  3. Works Cited with at least three different sources

## TAKE NOTICE

**If the first draft does not contain all three of these requirements, it will be returned to the student unread, and WILL NOT be considered turned in on time. This will result in a failure for the deadline, thus making the student INELIGIBLE for all school related activities. In addition, possible attendance at the appropriate make-up session(s) may be required. See page 11 for specific guidelines concerning missed deadlines.**

Students are expected to read a minimum of 200 pages from at least three different sources. These sources must include one print source, and one source from a peer reviewed academic journal/professional publication (i.e. database source). Your third source may come from a personal interview, a website that has been evaluated for reliability, or other appropriate primary source.

The library website contains links to the library catalog, the school databases, e-books, and web sources. Visit it at <http://lymanlibrary.edublogs.org/> and click on the research tab.

## What is a thesis?

A thesis statement declares what you believe and what you intend to prove. A good thesis statement makes the difference between a thoughtful research project and a simple retelling of facts.

A good tentative thesis will help you focus your search for information. But don't rush! You must do a lot of background reading before you know enough about a subject to identify key or essential questions. You may not know how you stand on an issue until you have examined the evidence. You will likely begin your research with a working, preliminary or tentative thesis which you will continue to refine until you are certain of where the evidence leads.

The thesis statement is typically located at the end of your opening paragraph. (The opening paragraph serves to set the context for the thesis.)

Remember, your reader will be looking for your thesis. Make it clear, strong, and easy to find.

---

### Attributes of a good thesis:

- It should be contestable, proposing an arguable point with which people could reasonably disagree. A strong thesis is provocative; it takes a stand and justifies the discussion you will present.
- It tackles a subject that could be adequately covered in the format of the project assigned.
- It is specific and focused. A strong thesis proves a point without discussing “everything about ...” Instead of music, think "American jazz in the 1930s" and your argument about it.
- It clearly asserts your own conclusion based on evidence. Note: Be flexible. The evidence may lead you to a conclusion you didn't think you'd reach. **It is perfectly okay to change your thesis!**
- It provides the reader with a map to guide him/her through your work.
- It anticipates and refutes the counter-arguments
- It **avoids** vague language (like "it seems").
- It **avoids** the first person. ("I believe," "In my opinion")
- It should pass the [So what? or Who cares? Test](#) (Would your most honest friend ask why he should care or respond with "but everyone knows that"?). For instance, "people should avoid driving under the influence of alcohol," would be unlikely to evoke any opposition.

Additional information on writing a thesis statement can be found at OWL Online Writing Lab: [Creating a Thesis Statement](#)

# Sample Outline Format

**Thesis statement:** a statement that contains the topic and stance of your argument with details to show your argument is focused.

## I. First defense of thesis statement

### A. Subordinate idea which elaborates on your first defense.

1. Supporting Detail, which elaborates on your first subordinate idea
  - a. Example which illustrates your supporting detail.
  - b. Example which illustrates your supporting detail
2. Supporting Detail, which elaborates on your first subordinate idea
  - a. Example which illustrates your supporting detail.
  - b. Example which illustrates your supporting detail

### B. Subordinate idea which elaborates on your first defense.

1. Supporting Detail, which elaborates on your first subordinate idea
  - a. Example which illustrates your supporting detail.
  - b. Example which illustrates your supporting detail
2. Supporting Detail, which elaborates on your first subordinate idea
  - a. Example which illustrates your supporting detail.
  - b. Example which illustrates your supporting detail

**(Repeat this at least two more times)**

## Sample Outline

**Thesis statement:** Lyman Memorial High School's Senior Project is a valuable way for students to demonstrate that they have acquired the skills deemed necessary for future success while allowing students to pursue that which interests them most.

## I. The Senior Project (SP) allows students to demonstrate their mastery of CT's Common Core for reading, writing, and presenting as well as higher order thinking skills

### A. Students demonstrate higher-order thinking skills as they read over 200 pages and synthesize that information to support their thesis (LMHS Senior Project book 2019)

1. To ensure that students are reading valid and trustworthy information, the requirement of a database source was recently added to the SP
  - a. The school's library media specialist helps with this and most students have received guidance about databases from her prior to their junior year
  - b. Database sources are vetted for accuracy and reliability more than sources from general search engines, such as Google
2. SP requires at least four sources, increasing chance for conflicting data or differences of opinions -- students will need to discern best information to include
  - a. CT Core Standard RI.11-12.7: "Integrate and evaluate multiple sources of information ... to address a question or solve a problem."
  - b. Highest order thinking skills are used: analyzing and evaluating texts to create a new meaning (Bloom's Revised Taxonomy)

Additional information on writing an outline can be found at OWL Online Writing Lab:

[Four Main Components for Effective Outlines](#)

# Senior Project Evaluation Scale

## Rubric for Outline

Successful	Not Yet Successful
Meets <b>ALL</b> of the following criteria:	Fails to meet <b>1 or more</b> of the following criteria:
Thesis statement	Thesis statement
3+ Defenses of thesis (I, II, III, etc.)	3+ Defenses of thesis (I, II, III, etc.)
2+ Subordinate ideas for each defense (A, B, C etc.)	2+ Subordinate ideas for each defense (A, B, C etc.)
1+ supporting details per subordinate idea (1, 2, 3, etc.)	1+ supporting details per subordinate idea (1, 2, 3, etc.)
1+ example per supporting detail (a, b, c, etc.)	1+ example per supporting detail (a, b, c, etc.)
Typed, Times New Roman, 12 pt. font, 1” margins	Typed, Times New Roman, 12 pt. font, 1” margins

If the monitor judges the outline to be not yet successful, the student has five school days to complete a revision.

# MLA Formatting

(with permission from [The Purdue OWL: Purdue U Writing Lab](#), 2016. Web. Date of access 2018.)

Modern Language Association (MLA) style is most commonly used to write papers and cite sources within the liberal arts and humanities.

## Paper Format

Below are some basic guidelines for formatting a paper in *MLA style*.

## General Guidelines

- Type your paper on a computer and print it out on standard, white 8.5 x 11-inch paper.
- Double-space the text of your paper, and use a legible font (e.g. Times New Roman). Whatever font you choose, MLA recommends that the regular and italics type styles contrast enough that they are recognizable one from another. The font size should be 12 pt.
- Leave only one space after periods or other punctuation marks (unless otherwise instructed by your instructor).
- Set the margins of your document to 1 inch on all sides.
- Indent the first line of paragraphs one half-inch from the left margin. MLA recommends that you use the Tab key as opposed to pushing the Space Bar five times.
- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor's guidelines.)
- Use italics throughout your essay for the titles of longer works and, only when absolutely necessary, providing emphasis.
- If you have any endnotes, include them on a separate page before your Works Cited page. Entitle the section Notes (centered, unformatted).

## Formatting the First Page of Your Paper

- Center the title. Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Use quotation marks and/or italics when referring to other works in your title, just as you would in your text: *Fear and Loathing in Las Vegas* as Morality Play; Human Weariness in "After Apple Picking"
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc.), one-half inch from the top and flush with the right margin. (Note: Your instructor or other readers may ask that you omit the last name/page number header on your first page. Always follow instructor guidelines.)

Students are encouraged to visit the library media specialist if they are struggling with their in-text or Works Cited citations. For detailed instructions on both MLA and APA citations, students can visit the [Purdue Online Writing Lab](#). This website has detailed information and examples (like those shown above) for different types of research resources. Students can also use the citation generator, Paperpile, in Google Docs. Paperpile is a free Google Add-on, which will generate and insert in-text and Works Cited citations. Students can find instructions on how to download and use Paperpile in the library.

## Works Cited Example

A Works Cited page is a list of the resources (print and outline) you used in writing your paper. Sources are listed in alphabetical order and help the reader identify where you got your information from. To create a Works Cited page use [easybib.com](http://easybib.com). The following is an example of what your page should look like.

### Works Cited

Besthoff, Len. "Cell Phone Use Increases Risk of Accidents, but Users Willing to Take the Risk"

*WRAL.com*. Capitol Broadcasting, 9 Nov. 1999. Web. 12 Jan. 2001.

Farmers Insurance Group. "New Survey Shows Drivers Have Had 'Close Calls' with Cell Phone

Users." *Farmers*. Farmers Insurance group, 8 May 2000. Web. 12 Jan. 2001.

Haughney, Christine. "Taking Phones out of Drivers' Hands." *Washington Post* 5 Nov. 2000: A8

Print.

## Plagiarism

*Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as **plagiarism**.* "Ideas or phrasing", includes written or spoken material, from whole papers and paragraphs to sentences, and, indeed, phrases, and also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

# What is a database?

A database is a collection of pieces of information that is organized and used on a computer. Most databases will have a variety of information including but not limited to: academic journal articles, magazine articles, news articles, videos, pictures, audio files, statistics, charts and graphs, website addresses, etc. **Remember, the use of at least one database is required as a source for the Senior Project research paper. Ask our librarian for the latest sites and access to our database collection.**

## How do I access a database?

There are a few ways you can access a database. Here are the 3 easiest ways:

1. All public libraries subscribe to at least one database; all you have to do is ask one of the librarians to show you how to use it.
2. LMHS library also subscribes to a few databases. These databases will always be located on the library's webpage. See the librarian for the website address. You should be able to access the school's databases at school **and at home**.

### [Issues & Controversies](#)

Issues & Controversies Database is a great place to start exploring topics for research. They have both supporting and opposing arguments for each topic.

Login Info:

Username: lymanhighschool

Password: library

### [Gale Database](#)

Gale Database is fully Google integrated meaning you can sign in with your Google account and save articles directly to your Google Drive. Gale has a variety of resources (articles, videos, websites, etc.) on numerous topics.

Library ID / Password: lyman

See Ms. Nowosad in the library for the latest database information available for use.

## Senior Project Evaluation Guide: Research Paper Rubric

	SUCCESSFUL	NOT YET SUCCESSFUL
<b><u>Content</u></b>	<p>Meets <b>ALL</b> of the following criteria:</p> <p>Provides specific and accurate information pertaining to research that supports the thesis.</p> <p>Reflects insightful consideration of the significance of the study.</p> <p>Uses precise and accurate vocabulary appropriate for the audience.</p> <p>Maintains a formal and objective style.</p> <p>At least 7 typed pages (not including cover and works cited pages).</p>	<p>Fails to meet <b>1 or more</b> of the following criteria:</p> <p>Provides specific and accurate information pertaining to research that supports the thesis.</p> <p>Reflects insightful consideration of the significance of the study.</p> <p>Uses precise and accurate vocabulary appropriate for the audience.</p> <p>Maintains a formal and objective style.</p> <p>At least 7 typed pages (not including cover and works cited pages).</p>
<b><u>Organization</u></b>	<p>Meets <b>ALL</b> of the following criteria:</p> <p>Uses an engaging introduction and thesis.</p> <p>Minimum of 3 developed supporting ideas.</p> <p>Clear transitions.</p> <p>Demonstrates correct grammar (e.g. usage, mechanics, punctuation, and spelling).</p> <p>Varied sentence structure.</p> <p>Paragraphs are cohesive and organized for maximum effect.</p> <p>All supporting ideas appropriately cited.</p> <p>Conclusion reinforces thesis and supporting ideas, provides insight into work.</p>	<p>Fails to meet <b>1 or more</b> of the following criteria:</p> <p>Uses an engaging introduction and thesis.</p> <p>Minimum of 3 developed supporting ideas.</p> <p>Clear transitions.</p> <p>Demonstrates correct grammar (e.g. usage, mechanics, punctuation, and spelling).</p> <p>Varied sentence structure.</p> <p>Paragraphs are cohesive and organized for maximum effect.</p> <p>All supporting ideas appropriately cited.</p> <p>Conclusion reinforces thesis and supporting ideas, prnclusion.</p>
<b><u>Product/ Aesthetics</u></b>	<p>Meets <b>ALL</b> of the following criteria:</p> <p>Cover page Times New Roman, 12pt. Double spaced Pages numbered 1" margins</p> <p>At least 4 distinct, MLA correct citations, including one print source and one database source</p> <p>All correct works cited page</p>	<p>Fails to meet <b>1 or more</b> of the following criteria:</p> <p>Cover page Times New Roman, 12pt. Double spaced Pages numbered 1" margins</p> <p>At least 4 distinct, MLA correct citations, including one print source and one database source</p> <p>All correct works cited page</p>

## Benchmark B

**All components due no later than November 29, 2022**

<u>Date of Completion</u>	<u>Task</u>
_____	Completed Outline <b>September 20, 2022</b>
_____	First Draft of Paper Completed (7 pages + cover page and bibliography ) <b>October 18, 2022</b>
_____	Final Draft of Research Paper <b>November 29, 2022</b>

Benchmark B completed.

\_\_\_\_\_  
(Monitor Signature)

First drafts will be returned to the students no later than **November 10, 2022**

Final drafts will be returned to the students no later than **December 20, 2022\***

\* Any person with a research paper graded “Not Yet Successful” (NYS) has **10 school days** to submit the corrected paper for credit.

# **Benchmark C**

Oral-Visual Presentation

Process Paper

## Oral/Visual Component

Students must deliver an Oral-Visual presentation (15 minimum) that summarizes their research and conclusions and exhibits any products or productions. The Oral-Visual presentation includes a variety of modes of expression and technologies. Seniors are encouraged to examine and use the mode(s) most effective for their project. This is a public presentation to the Project Committee. Up to 3 minutes of audio/video may be used towards your presentation time. Any additional minutes must be added to the presentation length.

**If a student needs to get coverage for a committee member/teacher for their Oral-Visual they should contact their monitor for a list containing the faculty's free periods. This list is in the Teacher Handbook. It is the student's responsibility to ask and arrange coverage for that committee member who needs it. The faculty member may or may not agree to cover, resulting in the possibility of having to change the presentation date.**

# Examples of Technology

## What is Technology?

A common definition of technology is “the practical application of scientific knowledge to solve a problem or satisfy a need.” In general, technology consists of processes and knowledge that people use to extend human abilities and to satisfy human needs and wants. The effective use of technology in your Senior Project can demonstrate your ability to be an effective communicator, to be an innovative problem solver, and to be a critical thinker.

The following are some examples of technology that could be used as part of your Senior Project

Oral-Visual presentation:

*Machine*- equipment that performs work using power

*Equipment*- a broad term for any physical tool

*Vehicles*- equipment used to transport people

*Software*- digital instructions for computers

*Communication technology* - the storing, retrieving, and sending information between people and/or machines

*Environmental technology* - the use of science, knowledge and various forms of tech for the betterment of the environment and our ecosystem

*Agriculture technology* - application of techniques to control the growth and harvesting of animal and vegetable products.

*Electronic technology* - the design, manufacture, installation, testing, maintenance and control of electronic parts

*Robotics technology* - the process of designing and building intelligent robots.

*Assistive technology* - equipment used for assisting people with disabilities.

*Manufacturing Technology* - any system or device that improves production

*Presentation technology* refers to a wide range of applications that enable students and teachers to display information during a lecture. These applications usually allow for some combination of text and graphics as well as embedded video and can be used to help organize presentations, show examples, and provide visual interest. Examples of this type of technology include Microsoft PowerPoint, Apple Keynote, Google Slides, and Prezi.

## General Recommendation for Slideshow Slides:

- Use font size large enough to be visible, including captions and legends (look at your slides from the back of your actual classroom to check)
- Use legible color combinations (keep in mind when referring to different color items that some students are color blind)
- Use graphs rather than word-heavy charts when possible
- Display only essential information and limit the number of words/bullets per slide
- Use slides for outlines and examples rather than trying to capture every point you make
- Display only the information that will help students; find other ways to keep yourself on track for the presentation
- Distribute the slides or another outline-style handout in advance
- Avoid overly flashy transitions and special effects that can be distracting

# Example for Oral Visual Presentation Outline

Thesis: Three-dimensional printing is a valuable capability that has and will continue to revolutionize design and engineering.

## 1. Introduction

- a. 3D printing is the process of using a machine to create a physical model of a three-dimensional digital drawing.
- b. Which of the following items have already been created by a three-dimensional printer?
- c. “Third Industrial Revolution”
- d. Early development of 3D printing

## 2. Types of 3D printing

- a. Stereolithography
- b. Fused deposition modeling
  - i. Afina 3D printer display
- c. Selective laser sintering
- d. Electron beam melting
- e. Direct metal laser sintering
- f. Selective laser melting

## 3. Subtractive manufacturing

## 4. 3D printing and the environment

## 5. Increased availability of 3D printing

## 6. Applications of 3D printing

- a. Biomedical applications
  - i. Video: Boy gets prosthetic hand made by 3-D printer
- b. Automotive industry applications
  - i. Printing car parts
  - ii. The Strati
- c. Aerospace Industry applications
- d. Additional applications
  - i. Architecture
  - ii. Art
- e. Educational applications

## 7. Conclusion

- a. “The 21st century is going to be about bringing the virtual world into closer alignment with the physical one.” -Fabricated: The New World of 3D Printing

## Rubric: Senior Project Evaluation Oral-Visual

	SUCCESSFUL	NOT YET SUCCESSFUL
<b>Content</b>	<p>Meets <b>ALL</b> of the following criteria:</p> <p>Communicates supporting information or data.</p> <p>Communicates importance, value, or impact.</p> <p>Communicates conclusions.</p> <p>Verbally cites 2 sources within the presentation.</p> <p>Uses appropriate terminology and some awareness of the audience.</p> <p>Responds adequately to questions</p> <p>Clearly identifies and elaborates on project's alignment with PoG pillars:</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Responsible Citizen  <input type="checkbox"/> Effective Communicator  <input type="checkbox"/> Innovative Problem Solver         </div> <div> <input type="checkbox"/> Critical Thinker  <input type="checkbox"/> Lifelong Learner  <input type="checkbox"/> Engaged Collaborator         </div> </div>	<p>Fails to meet <b>1 or more</b> of the following criteria:</p> <p>Communicates supporting information or data.</p> <p>Communicates importance, value, or impact.</p> <p>Communicates conclusions.</p> <p>Verbally cites 2 sources within the presentation.</p> <p>Uses appropriate terminology and some awareness of the audience.</p> <p>Responds adequately to questions</p> <p>Clearly identifies and elaborates on project's alignment with PoG pillars:</p> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Responsible Citizen  <input type="checkbox"/> Effective Communicator  <input type="checkbox"/> Innovative Problem Solver         </div> <div> <input type="checkbox"/> Critical Thinker  <input type="checkbox"/> Lifelong Learner  <input type="checkbox"/> Engaged Collaborator         </div> </div>
<b>Effective Presentation Speaking</b>	<p>Meets <b>ALL</b> of the following criteria:</p> <p>Uses appropriate body language.</p> <p>Sufficient eye contact with members of the audience</p> <p>Enunciates clearly, correctly, and efficiently most of the time.</p> <p>Includes a variety of tone, volume, and speed.</p> <p>Neat appearance</p>	<p>Fails to meet <b>1 or more</b> of the following criteria:</p> <p>Uses appropriate body language.</p> <p>Sufficient eye contact with members of the audience</p> <p>Enunciates clearly, correctly, and efficiently most of the time.</p> <p>Includes a variety of tone, volume, and speed.</p> <p>Neat appearance.</p>
<b>Organization</b>	<p>Meets <b>ALL</b> of the following criteria:</p> <p>Prepares and follows a presentational outline to be shared with the audience.</p> <p>Uses an appropriate beginning and ending.</p> <p>Primarily focuses around a controlling idea or thesis.</p> <p>Consistently moves smoothly from one idea to the next.</p>	<p>Fails to meet <b>1 or more</b> of the following criteria:</p> <p>Prepares and follows a presentational outline to be shared with the audience.</p> <p>Uses an appropriate beginning and ending.</p> <p>Primarily focuses around a controlling idea or thesis.</p> <p>Consistently moves smoothly from one idea to the next.</p>
<b>Visual/Media Presentation</b>	<p>Meets <b>ALL</b> of the following criteria:</p> <p>Presentation serves to communicate relevant information in a complete and thoughtful way.</p> <p>Grammatical structures reflect a high degree of accuracy</p> <p>Pictures, text, color, and theme combine to create an effective presentation; all graphics are relevant and support the theme/content of the presentation</p> <p>Animations and transitions are timely and effective</p> <p>Includes supplemental/additional technology as part of the presentation</p> <p>Minimum – 15 minutes (not including Q &amp; A)</p>	<p>Fails to meet <b>1 or more</b> of the following criteria:</p> <p>Presentation serves to communicate relevant information in a complete and thoughtful way.</p> <p>Grammatical structures reflect a high degree of accuracy</p> <p>Pictures, text, color, and theme combine to create an effective presentation; all graphics are relevant and support the theme/content of the presentation</p> <p>Animations and transitions are timely and effective</p> <p>Includes supplemental/additional technology as part of the presentation</p> <p>Minimum – 15 minutes (not including Q &amp; A)</p>

# Process Component

The process component culminates with a Process Paper. The Process Paper is a **personal essay** that **demonstrates reflection** on the process and methods used. This begins with the initial idea and ends with the completion of the project.

## The Process Paper

The purpose of a process paper is to summarize the process you went through in completing this project. This paper is to be written in the first person (I realize now...) and should be two pages in length. You need to address the following:

- What were the major things you had to do to complete this project?
- What problems did you have? Were they anticipated?
- What would you do differently if you had it to do over again?
- What were the positives and negatives of this experience?
- How did completing this project demonstrate your understanding of the pillars of the Portrait of a Graduate?
- What comments would you like to make to the Steering Committee about this process?

**THE PROCESS PAPER IS DUE ON OR BEFORE MARCH 3, 2023**

## Rubric: Process Paper

	SUCCESSFUL	NOT YET SUCCESSFUL
Process Paper	Meets <b>ALL</b> of the following criteria:  Project connection to PoG  Typed, double spaced, 12pt. font, spellchecked, but with errors.  Minimum of 2 pages	Fails to meet <b>1 or more</b> of the following criteria:  Project connection to PoG  Typed, double spaced, 12pt. font, spellchecked, but with errors.  Minimum of 2 pages

Any student who receives a NYS on their process paper will have 5 school days to revise and resubmit to the monitor.

# Benchmark C

**Due no later than March 3, 2023**

\_\_\_\_\_ Oral/Visual Presentation of research  
successfully presented.

\_\_\_\_\_ Process paper completed

Benchmark C completed. \_\_\_\_\_  
(Monitor Signature)

Any person with an Oral/Visual presentation graded NYS has **5 school days** to make up this deficiency.

**SENIOR PROJECT DUE DATE CHECKLIST**

REQUIREMENT	DUE DATE	TASK COMPLETED
BENCHMARK A		
STATEMENT OF UNDERSTANDING	4/12/22	
NARRATIVE PROPOSAL WITH THESIS	4/12/22	
20 RESEARCH FACTS WITH CITATIONS	5/17/22	
COMMITTEE MEMBERS	5/17/22	
BENCHMARK B		
PAPER OUTLINE	9/20/22	
FIRST DRAFT OF PAPER	10/18/22	
FINAL PAPER	11/29/22	
BENCHMARK C		
ORAL-VISUAL PRESENTATION	3/3/23	
PROCESS PAPER	3/3/23	

**Additional Project Forms**

[Performance Activity Proposal Form](#)- Used to request / reserve spaces in the school such as auditorium, library, or conference rooms for your presentation

[Permission to Travel by Private Transportation \(Driver\)](#)- Permission from Parent /Guardian for senior student to use private vehicle for Senior Project