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SENIOR PROJECT IDEAS FROM PAST YEARS

Accounting	Activity Planning for Learning Impaired	Alternative Medicine
Alzheimer's Disease	Anime Madness	Archaeology
Architecture	Assembling a Computer	Attention Deficit Disorder
Audio Engineering	Auto Makeover	Backyard Sugaring
Baking	Basketball Coaching	Bicycle Repair
Bipolar Disorder	Building a Deer Camp	Building a Horse Stall
Building a Radio	Building Adirondack Chairs	Business Management
Cake Decorating	Ceramics and pottery creation	Chamber of Commerce
Child Development in Soccer	Chinese Food/Catering	Choreography
Civil Engineering	Coaching Pee-Wee Football	Congressional Casework
Constructing a Trade Booth	Cosmetology	Criminal Law
Crochet a Blanket	Culinary Arts	Early Childhood Development
Early Childhood Education	Embroidery	Emergency Medical Training
Engine Rebuilding	Events Planning	Exercise Effect on the Body
Fashion Accessories	Firefighting and Rescue	Framing Roofs
Fundraising	Funeral Directing	Graphic Design
Interior Design	Intern in a Vet Clinic	Investing in the Stock Market
Journalism	Law Enforcement	Learning Bass Guitar
Learning Botany in a Greenhouse	Learning Chinese	Learning the Saxophone
Learning to Sew	Learning to Sing	Library Studies
Living Outdoors	Making a Film	Making a Water Fountain
Making Teddy Bears	Martial Arts	Massage Therapy
Metal Forging - Blacksmith	Metalworking	Mosaic Mirrors
Museum Education	Music Composition	Norway Cultural Website
Organic Farming	Origami	Pasta Making
Peer Counseling	Photography	Photos of Historical BF
Playing Banjo Bluegrass	Politicians and the Media	Printing Press Operation
Music		
Quilting	Rebuilding a Mustang Convertible	Re-Decorating a Room
Re-enacting Native American Warfare During the 1750's	Remembering the Holocaust	Scrapbooking
Scuba Diving	Sign Language	Sound Mixing
Sports Medicine	Stages of a Baby's Growth	Stained Glass
Storytelling	Teaching Art to Pre-Schoolers	Training a Foal
Training for a Marathon	Video Production	Working with a Lawyer
Working with Older People	Writing a Children's Book	Writing a Novella
Writing a One-Act Play	Youth Theater	

SAMPLE PROPOSAL LETTER

77 Sunset St.
Bellows Falls, Vermont 05032
March 13, 2004

Senior Project Committee
Bellows Falls Union High School
Route 5
Bellows Falls, Vermont 05101

Dear Senior Project Committee Members:

Remembering the stories my grandfather told when I was a child has given me an idea for a Senior Project. I would like to do a series of oral interviews with some of the older people in Bellows Falls. I'm a little nervous about talking to people I don't know—especially old people—but if I can get over that, maybe I can learn about some of the changes that have taken place in Bellows Falls. I plan to record these interviews and take pictures of the people I interview. Maybe this project will be useful if and when someone updates the history of Bellows Falls. Since I have never done an oral history before, this will be new learning for me. (Make sure that you write about the aspects of your project which will be “new” learning for you, or which aspects of the project will be “in-depth” learning about something you already know what to do. Be as specific as possible.)

In my Paper, I plan to write about the changes (if any) that have taken place in Bellows Falls from the time these older people were born until now. My interviews should provide plenty of material to write about these changes. I can also use the *A History of Bellows Falls* to find out about changes that have happened.

Mrs. Virginia Crowell has agreed to be my mentor. My mother told me she would be a good person to ask because Mrs. Crowell is a member of the Bellows Falls Historical Society. She is in her eighties and has always lived in Bellows Falls. She knows a lot about the town and is very interested in my project because she loves history.

I plan to do five to seven interviews between July and September. I will have to buy some cassette tapes to record the conversations and some film for my camera, but these are minor expenses.

I hope this proposal meets the Senior Project requirements. Please let me know as soon as possible whether you approve it because I would like to get started on my Product.

Sincerely,

Jay Winter (hand written signature)

Jay Winter

SAMPLE LEARNING LOG ENTRIES

May 1, 1999 – I had no idea it would take so much time to plan this trip. It was bad enough trying to figure out where I would start and end, and where I would camp in between, but the hardest part has been trying to make sure I don't forget anything. I've finally resorted to a checklist. I've broken it down into camping gear, boating gear, food, clothes, and personal stuff. I'm going to ask if I can include my checklist in my paper somehow because it actually represents a lot of work. I wonder how you plan for a big expedition. Trying to figure out meals has been hard because I can't keep anything cold. It's a good thing I'm using a canoe to carry stuff. It must be hard to plan a backpacking trip—I wonder how many days you can go with just the food on your back?

June 22, 1999 – I decided to leave as soon as school was out. Awesome! I love being out here. The bugs are nasty, but I have anti-bug stuff that is just as nasty. They don't seem to be too bad during the day anyway—only at dusk and dawn. I stopped in Bradford, Vermont today just to get out of the boat and stretch my legs. I splurged on a spaghetti lunch at the Colatina Exit—can't do that too often since I don't have much cash. This morning I saw two otters playing on the riverbank. It was so cool! I don't know whether they didn't notice me or didn't care, but I pulled the canoe into some cattails and watched them for about twenty minutes. I took some pictures. Sure hope they come out.

June 23, 1999 – I thought I might be lonely doing this trip by myself, but I'm not for the most part. It surprises me, but I really like it. This is really the fun part of Senior Project. The part I dread is the paper. If I could just write about this trip it would be great, but would that fill ten pages? And where would the research come in? I wouldn't mind learning more about river otters or what happened to the bridge where I saw those old abutments in Newbury. I wonder if I could just find out more about the stuff I saw on the river. . . .

SAMPLE OUTLINE FORMAT

Topic: Canoe Camping

Focus: A One Week Canoe Trip on the Connecticut River

Question(s): What is it like to spend a week camping by yourself?
What do you need to do a trip like this?

I. Introduction:

(What your paper is about. Why you chose this topic.

How you went about answering my project questions)

- A. Canoe camping is something new to me, that I'd always wanted to do
- B. My love of outdoor adventure, deer hunting, camping
- C. Plan, prepare, carry out solo canoe camping trip

II. Body:

(How you proceeded with project, several pages)

A. Preparation

- 1. consultation with mentor
- 2. all-important checklist
 - a. foods
 - b. clothes
 - c. sleeping camping gear
 - d. survival and comfort
 - e. itinerary, contacts

B. Planning

- 1. where to go, maps, etc.
- 2. distances to paddle, portage, etc.
- 3. ways of restocking supplies and drinking water

C. Observations along the way

- 1. plants and animals
- 2. weather, daylight hours, nighttime
- 3. people and villages, other canoeists and campers

D. Reflections

- 1. how well is my preparation serving me?
- 2. surprises and things that go better than planned
- 3. ways this different lifestyle affects appetite, thoughts, feelings

III. Conclusion:

(What you found and what it meant) (2-5 pages)

- A. Living outdoors changed me (#s1, 2, 3, etc. - 3-6 specific ways)
- B. Experience answered questions re: spending time alone (3?s,3ans)
- C. Self reliance put to the test (#s1,2,3, - specific tests)
- D. New appreciation of the natural world (#s 1,2,3 examples elab'd)
- E. new self confidence and sense of accomplishment
- F. Processing experience with mentor
- G. Looking toward the future

BELLOWS FALLS UNION HIGH SCHOOL SENIOR PROJECT

MENTOR AGREEMENT

STUDENT NAME: _____

PROJECT TITLE: _____

MENTOR NAME: _____

Briefly describe your mentor's expertise with respect to your Product.

MENTOR'S AGREEMENT

- I agree to work as a resource person for the above student.
- We have discussed the project and I have agreed to be available at times mutually convenient for us.
- At the end of the agreement, I will verify that the student has spent at least twenty-five hours working on this project by signing the verification form. I understand that I do not personally have to supervise the student for the twenty-five hours.
- I am also willing to give the student feedback on the content of his or her final paper.
- If I am unable to continue as this student's mentor, I will notify the student and a Senior Project Coordinator at Bellows Falls High School (463-3944x248).
- I understand that a Senior Project Coordinator may contact me to check on the student's progress.

Mentor's Signature: _____ Date: _____

MENTOR CONTACT INFORMATION (PLEASE PRINT CLEARLY):

Name: _____

Address: _____

Phone: _____

Email: _____

BELLOWS FALLS UNION HIGH SCHOOL SENIOR PROJECT

PARENT PERMISSION

STUDENT NAME: _____

PROJECT TITLE: _____

MENTOR NAME: _____

- As the parent(s)/guardian(s) of the above named student, I am aware that he or she must complete all three phases of the Senior Project (Product, Paper, Presentation) and achieve a grade of 70% to graduate from Bellows Falls High School.
- I have read his or her Senior Project Proposal and give my/our permission to complete this Project.
- I am aware that the individual named above will be mentor for this project.
- I fully understand that my son or daughter's choice of Project has been made independently of the staff and administration of Bellows Falls High School.

PARENT/GUARDIAN: _____
(please print name)

(signature)

STUDENT: _____
(please print name)

(signature)

DATE: _____

Senior Project Calendar for 2009 - 2010

<u>Deadline</u>	<u>Action</u>
March 30	Senior Project Handbook distributed to Juniors
May 18	<u>Deadline</u> for submitting your Product Proposal letter, Mentor Agreement, and Parent Permission form. Forms may be submitted any time prior to this date. (5 pts).
September 14*	<u>Project Progress Checkpoint</u> . Discuss status of your project with homeroom advisor. Show learning log and photos to support your progress report. (5pts.)
November 2*	<u>End of Phase I</u> . Product evidence, <u>including photos and Mentor Verification Letter</u> (10 pts), Learning Log (15 pts) Working Bibliography (5 pts).
November 23*	<u>Outline</u> for Paper due (5 pts).
December 7*	<u>First Draft</u> of Paper due (5 pages, minimum and must also include title page, in text citations, works cited, and final bibliography). You must pass in your approved outline when you submit your first draft. (5 pts.)
January 11*	<u>Second Draft</u> of Paper due (with all revisions related to clarity of ideas and organization from 1 st draft attended to). You must pass in all previous drafts and outline. (5 pts)
February 8*	Final Draft of Paper due. Must have all editing revisions completed, including grammar, punctuation, spelling, usage and style. You must pass in all earlier drafts. (15 pts.)
March 8*	Full class meeting with Senior Project Coordinator to prepare for Presentation Nights.
March 15*	All Phase II work must be completed in order to be eligible to make your Sr. Project Presentation.
March 22*	Last day to rehearse Presentation with faculty member and receive credit (5 pts). Be sure the faculty member notifies Senior Project Coordinator.
April 12 –15*	Phase III deadline: Senior Project Presentations (25pts). Evening presentations from 6:30 – 9:00 pm.

* Specific dates for September through April will be confirmed at the opening of school in the Fall.

