

Almira/Coulee-Hartline Senior Culminating Project

For many Washington students, the words "culminating project" and "senior project" mean hard work, fun and a chance to explore an interest or a potential career path.

Many Washington students have been participating in culminating and senior projects for years. Beginning with the Class of 2008, completing a culminating project is a graduation requirement for all students.

While each school district determines the guidelines for the culminating project, there are statewide goals:

- Encourage students to think analytically, logically and creatively and to integrate experience and knowledge to solve problems.
- Give students a chance to explore a topic in which they have a great interest.
- Offer students an opportunity to apply their learning in a "real world" way.

As part of the culminating project, each student will demonstrate essential skills through reading, writing, speaking, production and/or performance. To complete the project, students may be asked to write a research paper, work with a mentor in school or in the community, present to a community or peer panel, pull together a portfolio of work and/or develop a multi-media presentation.

ACH Senior Culminating Project Requirements:

- 1. 8-10 Page Paper**
- 2. Presentation**
- 3. 20 ACH/Community Service Hours**
- 4. 16 Job Shadowing Hours**

Paper

We want to know about you in this paper. Your assignment for your senior project paper is to write an **8 – 10 page paper** telling us about you and who you've become since being at Almira/Coulee-Hartline High School. The idea of this paper is for you to creatively express how your personal, social, and academic experiences have impacted your life thus far. This paper will be broken into four sections: Who you are? Who have you become? What would you have changed? Where you are going? **Please type this paper in a double-spaced format using Times New Roman size 12 font with one-inch margins on all sides.**

Who you are? (2 pages)

This is the section where we get to know you as a holistic person. We would like you to tell us about your interests (both in school and out of school), activities you have been and are still involved in (in and out of school), and how they have shaped you into the person you are today.

Who have you become? (3 pages)

This section is where you tell us how your experiences academically, socially, and personally while attending ACH having shaped you into the person you are. Describe how your experiences have helped mold you into the person you are. Speak specifically about experiences you've had in your time here that have been especially important to you. This is also the section where you tell us about important figures in your life that have made an impact on you.

- This is the section where you will discuss what you did for your community service or ACH hours.

What would you have changed? (1 page)

After reflecting about the person you are and experiences that have impacted the person you have become, is there anything you would have done differently? If so, explain what and why you would have changed. If not, please explain.

Where you are going? (4 pages)

- In this section you will explain your 16 hours of supervised job-shadowing. Explain who you worked for and the daily activities that accompany that particular job.
- Discuss the job activities that **you** participated in during your job-shadowing experience and what skills you learned. Explain how your experience had an impact on what you will choose to do after high school.

- Explain your plans for after high school. Explain whether you are going to college, straight into the work force, doing an apprenticeship, etc. Talk about how you came to this decision.
- Finally, do you feel you've been prepared for life after high school during your four years at ACH High School? How so?

Presentation

Students will appear before a class of their peers and give a 10-12 minute summary of the paper they have written. Following this presentation, there will be a 2-5 minute questioning period where the students will field questions from their peers and/or teachers. The audience of this presentation will be a randomly chosen class selected by Mr. Evans or Mr. Neely. These presentations will take place at the end of the first semester.

Follow this outline for the areas to cover during your presentation:

***Who You Are** (2 minutes)

- Discuss what you wrote about in your paper. Be sure to include how your interests and activities have shaped you into the person you are today.

***Who You've Become** (3 minutes)

- Discuss academic, personal, and social experiences that have occurred during your time at ACH that have been memorable and have made an impact on the person you are today. Some examples could be:
 - **Academic**- This is where you discuss what you have done for your ACH or community service hours and what you did for your job shadowing. Other topics to discuss could be ASB, student government, study habits, grade check experiences that may have triggered a change in your academic approach, etc. These would be specific scholastic or academic experiences that have impacted you.
 - **Personal**- youth group, employment, life-changing experiences, etc. These would be experiences outside of school that would have made an impact on the person you are today.
 - **Social**- sports, community service, relationships, friendships, etc. These could be experiences that are both in and out of school that involve working with or being involved with others.

***What Would You Have Changed** (1 minute)

- As mentioned in your paper, discuss anything you might have done differently during your time at ACH. If you would not have changed anything, please explain your reasons.

***Where You Are Going (4 minutes)**

- Explain to your audience what your plans are for life after high school. Explain whether you are going to college, straight into the work force, doing an apprenticeship, etc. Talk about how you came to this decision.
- If you're going to college or doing an apprenticeship, where are you going and what are you planning to study? What made you choose a particular college or apprenticeship?
- If you're going into the work force, what are you planning to do? How did you decide on a particular job? Are you relocating to a different area? What made you forgo college training?

Job Shadowing

What is Job Shadowing?

Shadowing is a short-term educational experience in which a student observes an employee on the job for part or all of the work day.

What are the Benefits of Job Shadowing?

Students:

- An opportunity to observe, ask questions, and obtain first-hand knowledge of the workplace.
- Focus on interests and skills in order to make better career decisions.

One of the best ways for a teenager to learn about the work-force is **job shadowing**. Think of it as an apprenticeship and an adventure all in one day (sometimes a couple of days!). Job shadowing allows you to really explore those careers and/or opportunities that may interest you. By "shadowing" someone in their job for a day, you get a first-hand, insider's look into what that person's job involves. The shadowed person can show you just what are the benefits, and challenges, of their position. By seeing how the person interacts with their co-workers, participating in the activities that they face every day, and seeing what it takes to "be that person," you will **gain valuable insight** into whether their job or career is something you might want to pursue yourself.

ACH seniors must complete **16 approved job shadowing hours**. Students are encouraged to seek out and explore a career field they find interesting and would benefit in their future plans. Please see Mr. Neely for job shadowing approval. Students are strongly encouraged to send a job shadowing request letter and a thank you letter to the particular person they shadow. Please use the example letters for formatting as you write your request and thank you letters. Use the attached form to log your job shadow hours. At the end of your job shadowing experience, be sure to have the person you shadowed sign and date your job shadow log.

- **For job shadowing hours to count towards the Senior Project, students must get approval from Mr. Neely, keep an accurate job shadowing log, and get a signature from the person they job shadowed.**

Sample Cover Letter to Request Job Shadowing

2838 Camphor Lane
DeLand, FL 32720
386-555-2922

Ms. Kathy Brown
Harbor Federal Bank
4035 Nova Road
Port Orange, FL 32127

Dear Ms. Brown,

I am currently a student at DeLand High School, and I am considering banking as a future career path. A family friend, Dr. Randall Hansen of Stetson University, suggested that you might be willing to let me spend a day observing you so I can learn more about banking.

I know I am asking quite a bit, but I would be extremely grateful if you allowed me to quietly observe you for a half- or full-day as you go about your usual schedule. If possible, it would be helpful if we also had a short interview toward the end of the shadowing so I could ask you any questions I might have about banking after observing your activities and actions.

Thank you so much for considering my request. I will call you the week of October 10 to see about scheduling the job shadowing. If you need to reach me before that time, please feel free to contact me via phone (386-555-2922) or via e-mail (kylie5843@yahoo.com).

Thank you for your time and consideration.

Sincerely,

Kylie Appleton

FOLLOW-UP THANK YOU LETTER



- Typed or neatly handwritten on blank white paper or personal stationery.
- Written immediately after the visit.
- State your appreciation of the time spent with you.
- State a few “facts” or “events” from the visit that are meaningful to you.
- Bring a copy of your letter to school along with your work day interview.

SAMPLE LETTER

123 My Street

Cary, NC 27611

May 2, 2005

Mr. Mark J. Raynard
Office Assistant
Johnson Electronics, Inc.
230 Washington Avenue
Cary, NC 27613

Dear Mr. Raynard,

Thank you so much for sharing your job with me. I never realized how much reading and writing is done in an office and how often people expect you to help them with their jobs.

I really enjoyed helping you with the filing and answering the telephone. I had to learn to take notes very quickly. It was a lot of work but a lot of fun, too.

Thanks again,

Vickie Sanders

ACH High School Senior Project

Job Shadowing Time Sheet (10 hours required)

Name _____

Record and describe your efforts below. Please record your job shadowing and field work below.

| DATE | TIME | TASK ACCOMPLISHED LOCATION AND OTHERS INVOLVED | HOURS Experience |
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Supervisor's Name: _____ **Date:** _____

ACH or Community Service Hours

Students will be devoting 20 hours to serving ACH schools and/or the community in a variety of formats. The idea here is to have seniors perform community service by giving back to their school and/or their community. It would be ideal if the students would split their 20 service hours by doing 10 ACH hours and 10 community service hours. However, students DO have the option of doing all of their service hours as either ACH service hours OR community service hours.

Students can earn community service hours by volunteering their time in any way that provides positive and beneficial service to Almira, Coulee City, Hartline, and surrounding communities. There are multiple ways that the students can obtain ACH service hours. Here are some examples: ASB, student government, scholarship events, concessions, setting up and cleaning up at athletic events, tutoring students, etc. Please use the enclosed community service sheet to document your ACH service hours.

