Senior Project Scope & Sequence

The final long term project in high school is intended for the student to put all of the skills he or she has acquired up to this point and manage a project from start to finish independently and with quite a bit of autonomy. The work required to complete the Senior Project (SP) would begin in the junior year with the expectation that the student meets periodically with their chosen SP Advisor. There are several checkpoint assignments due in the junior year although the conclusion of the senior project is in the senior year.

Senior Project Coordinator:
The Senior Project Coordinator (SPC) serves as the primary source of information and supervision for students in completing the project. The SPC assigns a Senior Project Supervisor to each student based on the topic the student chooses to research and maintains the Senior Project gradebook. The SPC also assigns the final grades for students at the end of each year. The current SPC is Barrie Hillman at bhillman@westsoundacademy.org.

Senior Project Supervisor
Each student will be assigned a faculty member to serve as their SP Supervisor. This Supervisor is responsible for meeting with the student three times during the junior year and three times before the project is due. A supervisor can be any WSA faculty or staff member. It is the responsibility of the student to conduct the project independently and with minimal instruction by the Supervisor. This is the opportunity for students to demonstrate the skills they have developed to this point on their own. Students will coordinate through the Senior Project Coordinator to choose their supervisor.

The Senior Project (for students not doing the Extended Essay)
Each student not conducting an IB Extended Essay will begin work during the junior year and complete it during the senior year. The senior project is comprised of the following components:

- Develop a question within a subject area that can be supported by the faculty of WSA
- Meet with the SP supervisor periodically during the phases of the project
- Develop a Thesis Statement
- Research and develop a comprehensive bibliography using source worksheets
- Write a researched Argumentative Essay (2,500 word maximum, 2,000 word minimum)
- Prepare and conduct a 15-minute presentation to a formal panel
- Prepare a physical representation of their research (PRR) in one of the following formats:
  - **Invention**: Invent a machine, code a software program or program a robot (game design qualifies only if it involves significant coding)
  - **Community Project**: Develop a project that demonstrates a commitment to collaboration and service to the community
  - **Performance**: Perform on stage a theatrical and original work or perform a musical piece of original or high challenge for you
  - **Visual Art**: Create a significant piece of visual art with artist statement
  - **Documentary or Original Film**: create a documentary or original creative film
  - **Website

Assessment
The Senior Project is assessed and students earn .5 credits for the entire two-year process. At the end of the junior year a pass/fail status will be recorded on the student’s transcript along with the title of their essay. At the end of the senior year, a letter grade will be recorded along with the title of the entire project. If the student is in a failing condition at the end of the junior year but receives a non-failing grade at the end of the entire project, the failing grade remains on the student’s transcript for the junior year.
Creative, Active and Service Learning for Senior Project
The work done for the Senior Project can apply toward the CAS requirements of a non-IB Diploma Programme student or a student not intending to earn the IB CAS certificate. The eight learning outcomes for CAS will form the basis of assessment for the Senior Project. An IB Diploma Programme Candidate or one intending to apply for an IB CAS certificate may not use their EE or senior project work to fulfill the IB CAS requirements.

Learning Outcomes
As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

• *Increased their awareness of their own strengths and areas for growth*
  They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.

• *Undertaken new challenges*
  A new challenge may be an unfamiliar activity, or an extension to an existing one.

• *Planned and initiated activities*
  Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.

• *Worked collaboratively with others*
  Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.

• *Shown perseverance and commitment in their activities*
  At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.

• *Engaged with issues of global importance*
  Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).

• *Considered the ethical implications of their actions*
  Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.

• *Developed new skills*
  As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.
What are the milestones I must accomplish?

Research paper

- The thesis and content of the paper answers your research question
- Minimum of 2000 words
- Includes a title page with the title, your name, date, senior project advisor’s name
- Bibliography that includes primary and secondary sources and parenthetical citations
- Typed double-spaced in Arial 11 point font
- Photographs, graphs or images can be included in the context of the paper
- The subject matter of the paper must be able to be supported by a WSA faculty senior project advisor

Presentation to the Senior Project Panel

- 10-minute presentation with 5-minute question and answer (Q&A) period by the panel
- Visual Aid in the form of a PowerPoint, Keynote or Prezi style presentation software
- Students must talk during the 10-minute presentation so prepared videos to replace that component are not allowed
- Student should be prepare to defend their work in the Q&A session
- Professional dress is required

Physical Representation of your Research (PRR)

- Students must submit their proposed PRR to their Senior Project Advisor for approval and for specific requirements of the PRR.
- The PRR must fall in to one of these categories which would be presented to the formal panel outside of the 15-minute presentation
  - **Invention**: Invent a machine, code a software program or program a robot (game design qualifies only if it involves significant coding)
  - **Community Project**: Develop a project that demonstrates a commitment to collaboration and service to the community. The project must have been conducted prior to May of the senior year
  - **Performance**: Perform on stage a theatrical and original work or perform a musical piece of original or high challenge for you
  - **Visual Art**: Create a significant piece of visual art with artist statement
  - **Documentary or Original Film**: create a documentary or original creative film
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Where is the work done?

The senior project work is primarily done independently, during Junior Seminar and at home. Visiting local libraries, museums and topic-related sites can be inspiring and beneficial to a student’s understanding of their senior project topic. Remember that real books still can be the best sources of information. Expect that nearly all of the work for the project will be done at home.

How many sources do I need?

You get information from both primary and secondary sources and will need to list those in your bibliography under separate headings for each type. There is no exact number of necessary sources but a good guide line is:

- 3-4 Primary Sources of various types
- 5Secondary Sources with a balanced representation of books, periodicals, documentary, etc.
- Be sure to cite your image sources
You don’t have to include exactly these numbers or combinations of types of sources; however, a well-rounded bibliography is what you are aiming for. Wikipedia is a good place to begin research on topics and to get ideas but Wikipedia will not be an acceptable source in your bibliography.

How will I manage my bibliographic information?
All WSA students have free access to an online platform called NoodleTools to manage your bibliography. Please be sure to establish a login and password in NoodleTools - Susan Trower can assist you with this task.

Research Question
Students may choose any topic of interest to research regardless of time period or subject matter as long as it falls within academically appropriate content. This freedom of choice can often make it challenging for students to narrow down the topic. Remember you are essentially asking a question and answering it with your research and writing. So think of a question that interests you first. Be kind to yourself and consider the feasibility and ease with which the topic can be researched.

Thesis Statement
A thesis statement is the central idea of your paper and states an arguable opinion. It informs the reader of your focus and gives a general overview of the order of analysis it will follow. It appears in the first paragraph of a paper. It is essential to do preliminary research on your topic before you try to write your thesis or else you will end up with a weak statement.

Your thesis statement must be clearly present with no question whatsoever of its existence.

Plagiarism
The ease with which the Internet makes information available may sometimes tempt students to borrow information without properly documenting its source. Poor planning and organization can make it easy to lose track of what you read and where you read it. When you present material that contains any ideas that are not yours alone without properly citing or crediting the original author, that is plagiarism.

It is important to carefully keep track of your information and sources in your paper management system as well as to build your bibliography “as you go”.

Plagiarism is taken very seriously at West Sound Academy. Plagiarism will be detected by uploading papers to Grammarly for screening. If any work submitted in final draft form contains plagiarized material, the student’s grade will be severely affected.

Timeline
Students are issued a timeline for the Senior Project Milestones and a class is established in RenWeb so the SPC can post due dates and communicate easily with students. These deadlines are hard and fast deadlines. Missing them will result in a zero for the assignment due without exception (barring formal accommodations).

One Year Senior Project
Students can qualify for the one year senior project if they meet one of the following criteria:

- Enrolled into WSA in the senior year
- Will be enrolled in both English Language and ELL History in the senior year as determined by the ELL teachers
- Have a formal accommodations plan in place
- Emergent circumstances warrant a modification of the two year senior project

One Year Senior Project Scope:
A student conducting a one year senior project will have the following milestones:
Research & Bibliography

• Develop a research question and thesis
• Bibliography that includes primary and secondary sources and parenthetical citations
• The subject matter of the research must be able to be supported by a WSA faculty senior project advisor
• No formal paper is written; only research

Presentation to the Senior Project Panel

• 10-minute presentation with 5-minute question and answer (Q&A) period by the panel
• Visual Aid in the form of a PowerPoint, Keynote or Prezi style presentation software
• Students must talk during the 10-minute presentation so prepared videos to replace that component are not allowed
• Student should be prepare to defend their work in the Q&A session
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Assessment
The One Year Senior Project is assessed and students earn .25 credits for the entire process. Even though it is called the one-year senior project, work does indeed begin during the Junior Year. No paper is required for the one-year but the research work is required. At the end of the junior year a pass/fail status will be recorded on the student’s transcript along with the title of their essay. At the end of the senior year, a letter grade will be recorded along with the title of the entire project. If the student is in a failing condition at the end of the junior year but receives a non-failing grade at the end of the entire project, the failing grade remains on the student’s transcript for the junior year.