



PINELANDS REGIONAL SCHOOL DISTRICT SENIOR PROJECT

P.O. Box 248
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PINELANDS REGIONAL SCHOOL DISTRICT SENIOR PROJECT ~ CLASS OF 2021



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2019-2023

Mission/Vision Statement

Create a positive culture and space to encourage life-long, personalized learning opportunities for students, staff, families, and community members.

THE PINELANDS REGIONAL SENIOR PROJECT is a personal experience internship in a particular career area. Internships are one of the most important ways students gain experience and start to make contacts within their field. Work experience at a respected company or organization, especially if it is related to a field the students might pursue in college or the workplace, will only strengthen their future endeavors. Interviews with career professionals will allow students to explore potential careers and courses of study. Finally, job shadowing can help students understand how a professional organization operates. Within that organization they will gain access to valuable contacts that may lead them to other opportunities as they progress through high school and beyond.

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A NOTE TO OUR STUDENTS...

Dear Senior,

We, at the Pinelands Regional School District, are excited to embark on this career exploration journey with you.

This project culminates the application of all of the English Language Arts skills that you have attained in your education thus far.

The Senior Project will demonstrate competencies in oral communication, written communication, information gathering, research skills, and technology utilization. Your teachers, your peers, community members, and possibly administrators will evaluate your project. You will also assess your own project by reflecting on your ability to apply, analyze, synthesize, and evaluate information and then communicate significant knowledge and understanding to others.

It is our hope that each of you will derive a sense of accomplishment by completing a graduation project that reflects your interests and abilities. The opportunity to explain one's knowledge, explore possible career paths, and apply learning to real-life situations will help you grow and also promote learning long after graduating from Pinelands Regional School District.

We wish you all a safe and productive senior year!

Best wishes,

Ms. Gina Frasca

Assistant Superintendent
District Supervisor of English and Social Studies

Mr. Troy Henderson

High School Principal

Dr. Melissa McCoolley

Superintendent of Schools



SENIOR PROJECT CAREER REQUIREMENTS

The senior career project is a joint venture between the English Department and the twelfth grade students.

It is a comprehensive study of potential career options and interests and is designed to be reflective, experiential and evaluative. All the parts of the project build on each other, so failure to do one part satisfactorily will affect the success of the remaining parts. All students are expected to participate fully in this program as a requirement for graduation. Each student must maintain a portfolio in which all satisfactorily completed assignments must be submitted on time. The completed senior project will be graded and will count as the second semester assessment grade in English.

If a student receives a grade below 70% on the senior project, the senior is responsible to make up the project before graduating.

IMPORTANT: ALL ASSIGNMENTS WILL BE GRADED INDIVIDUALLY AS WELL AS CUMULATIVELY.

Individual assignments will reflect in the marking period grade. The culmination of this project will be reflected in the fourth marking period and the FINAL ASSESSMENT GRADE.

OVERVIEW

This senior project provides students with the opportunity to learn firsthand what employees experience day to day in their careers. Students may observe activities, ask prepared questions and gain a better understanding of what employees and employers do on a daily basis.

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GOAL

Your goal will be to learn as much as possible by observing, listening, asking questions and taking good notes. If possible, you will "shadow" a person or perhaps many different people and observe what they do throughout their job duties. During the internship, you will ask interview questions included in this packet. If the person you are shadowing is extremely busy and there is absolutely no time to cover all your questions, ask if you may call them at a specific time to conduct an interview. Always be respectful to all those with whom you come in contact outside the walls of our school.

REQUIREMENTS FOR SUCCESSFUL COMPLETION THE PROJECT

The components of the senior project include a yearlong personal experience investigation in a particular career area. Personal contact interviews are one of the most important ways students gain experience and start to make contacts within their field of interest. Relating to work experience at a respected company or organization, especially if it is related to a field students might pursue in the workplace or college, will only strengthen their future options. Next, personal interviews will allow students to explore potential careers and courses of study. Finally, this process can help students understand how a professional organization operates. Within that organization they will gain access to valuable contacts who may lead them to other opportunities as they progress beyond high school or after graduation.

Requisites

- Minimum of three in person or virtual interviews in a selected career area. Students may also job shadow in person and maintain corresponding journals of their experience if the business permits.
- Completion of three virtual or in person interviews in three separate career areas or about three separate jobs in the same career area. Maintain journal entries discussing learning and its relationship to career plans (See Page 17).
- Interview time log required with career professionals' signatures for each interview. (See Page 41).
- The project must provide evidence of learning through the application of the Language Arts Literacy Standards (Reading, Writing, Listening, Speaking and Viewing).

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Senior Project Pacing Chart 2020-2021

May - August 2020	• Receive Senior Project Packet • Think about personal career choices • Find three career professionals and meet with them in person or virtually to explain the senior project • Complete Senior Project interviews and receive 5 points extra credit on first marking period grade • Complete Senior Project interviews & documents by September to continue in the AP Program
Marking Period 1	
September-November 2020	• Initial Personal Career Inventory Survey • Initial career investigation and research • Initial student/teacher conference • Preliminary internship documents completed • Compose a resume • Complete interviews (if not completed during the summer) • Take/find pictures during interviews to be used for multimedia presentation or visit company (if possible) and take pictures
Marking Period 2	
November 2020-January 2021	• Complete additional interviews/ask follow up questions • Organize pictures • Complete numerous student/teacher conferences • Complete all internship documents • Obtain extension if need
Marking Period 3	
February-April 2021	• Complete career research • Complete the research paper • Complete and present Senior Project Presentation • Hand in completed senior project portfolio
Marking Period 4	
April-June 2021	• Complete the personal quilt square • Make a decision about plans for the future post graduation



FOUNDATION

DOCUMENTS

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NEW JERSEY CORE CONTENT CURRICULUM STANDARDS

www13.state.nj.us/NJCCCS/

Anchor Standards for Reading

NJSLSA.R1 NJSLSA.R7

NJSLSA.R2 NJSLSA.R8

NJSLSA.R4 NJSLSA.R10

NJSLSA.R6

Anchor Standards for Writing

NJSLSA.W1 NJSLSA.W7

NJSLSA.W2 NJSLSA.W8

NJSLSA.W4 NJSLSA.W9

NJSLSA.W5 NJSLSA.W10

NJSLSA.W6

Anchor Standards for Speaking and Listening

NJSLSA.SL1

NJSLSA.SL5

NJSLSA.SL2

NJSLSA.SL6

NJSLSA.SL4

Anchor Standards for Language

NJSLSA.L1 NJSLSA.L4

NJSLSA.L2 NJSLSA.L5

NJSLSA.L3 NJSLSA.L6

Careers Exploration and Assessment

1. Students should investigate personal aptitudes and career opportunities at:
<https://portal.njcis.intocareers.org/>
2. Log in using User Name: pinelandshs Password: njcan!13
3. Click on the right side of the screen - "Create My Portfolio" - then follow the directions to create your own space. You can set up your own account, explore career aptitudes, take Interest Inventories, and investigate careers.
4. Be sure to write down the user name and password that you create. Your teacher will not be able to retrieve it. You can save all of your work and personal information here.
5. Save all results to "My Portfolio"

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16 CAREER CLUSTERS

- 1. Agriculture, Food and Natural Resources**
The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
- 2. Architecture and Construction**
Careers in designing, planning, managing, building and maintaining the built environment.
- 3. Arts, Audio/Video Technology and Communications**
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
- 4. Business Management and Administration**
Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
- 5. Education and Training**
Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.
- 6. Finance**
Planning and related services for financial and investment planning, banking, insurance, and business financial management.
- 7. Government and Public Administration**
Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
- 8. Health Science**
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
- 9. Hospitality and Tourism**
Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.
- 10. Human Services**
Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.
- 11. Information Technology**
Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
- 12. Law, Public Safety, Corrections & Security**
Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
- 13. Manufacturing**
Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
- 14. Marketing**
Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.
- 15. Science, Technology, Engineering and Mathematics**
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
- 16. Transportation, Distribution and Logistics**
The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance

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THE RÉSUMÉ

A well-written resume presents you and your accomplishments in the best possible light as it introduces you to potential employers. Therefore, it is important to prepare it carefully. You should present your completed resume to your mentor.

RÉSUMÉ GUIDELINES

DO the following:

- Keep your résumé to one page
- Keep sentences brief; try for twelve words or less
- Do not write in paragraph form
- Use simple everyday language
- Be specific in each section of the résumé —give examples
- Include accomplishments
- Be positive, enthusiastic and honest
- Use standard 8.5 by 11 paper
- Keep a one-inch margin on all four sides of the page
- Use single spacing within each section of the résumé
- Use bullets to list information under each section heading
- Double space between résumé sections
- Section headings should be in bold font, underlined or capitalized to make them stand out
- Proofread the résumé for spelling and grammar errors
- Use a computer to type the résumé and be sure to save it
- Use quality paper

DON'T do the following:

- Do not write in the first person. For example: "I washed dishes." should be "Washed dishes."
- Don't use fancy types of font — it is too difficult to read
- Don't use fancy types of paper
- Don't list references
- Don't list salary or wages

The resume template in the Appendix on page 34 is designed to guide you as you develop your own resume using your experience..

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Letters of Recommendation
Extra Credit

Include at least **one letter of recommendation** in your portfolio and include the letter with the resume that you give to your Career professional.

- One letter **could be** from a Pinelands Regional staff member (other than your English teacher). Ask a coach, advisor of a club or organization, a teacher or anyone else who can speak about your positive attributes.
- One letter (extra credit) **could be** from someone who you know from outside of school aside from members of your family. Examples could be: clergy, coaches, employers, friends' parents or supervisor of volunteer activities.

Also, give those people you are asking for a letter of recommendation ample time (at least two weeks) to complete your letter as these documents take time to complete. These letters will count as extra credit when included with your Senior Project Portfolio.



THE INTERVIEW PROCESS

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THE CAREER INTERVIEW PROCESS

THREE Career Interviews

The senior project is not an extracurricular activity or job. All Pinelands graduates must complete three virtual or in person interviews in potential career areas. The career professionals interviewed must be responsible adults outside the school environment. Senior students must be **actively involved** with conducting interviews. Job shadowing the mentor is acceptable in some instances if the career professional is willing and if the business is open. Please speak to your teacher about this. The fieldwork provides an opportunity to extend learning outside of the classroom and represents new knowledge and experiences.

**** If you will be completing job shadowing in another school, you will need that district's Board of Education approval for that school. This process can take up to three months so please plan accordingly!*

The interviews must be completed outside the normal school day unless prior approval has been given. **Job shadowing in the field of education must take place outside of the Pinelands Regional School District unless prior approval has been given.**

The Senior Career Interviews

Students are required to complete three interviews with three different career professionals (a person from the working community) in three different career areas of interest or about three different jobs in the same career area. These individuals should have an expertise and interest in the chosen career area and the experience to offer guidance, support and instruction.

In addition, the mentor must:

- Be over 21 years of age

- Not be your current employer (without prior approval from the supervisor)

- Not be a current teacher at Pinelands Regional High School (without prior approval from the supervisor)

The Career Professionals' Role

Before you begin, develop a plan for your interview (There are potential questions on Pages 38-39.), then plan and schedule either virtual or in person interviews. It is the student's responsibility to plan, follow up, and schedule interviews. This is the student's senior project. The career professional is there to assist during the interview phase.

Fieldwork Documentation – The Interview Log and Journal

As students conduct interviews, they must record the dates and hours on the interview log. This log will become a part of the senior project portfolio and a copy of the log must be submitted to the senior project coordinators. In addition, students must keep a journal of the individual tasks completed during the research process.

Job Shadowing a teacher at Pinelands Regional High School:

If you are able to job shadow a Pinelands Regional High School staff member, it must be approved by your English teacher and the chairperson of the English Department.

Career Professional Evaluation

At the completion of the interview experience, the student is expected to supply the career professional with the Interview Evaluation Form. The career professional will complete this evaluation and review with the student.

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STUDENT/CAREER PROFESSIONAL GUIDELINES and RESPONSIBILITIES

The senior student is responsible for:

- Securing appropriate career professionals to interview
- Completing and submitting all required forms
- Being prepared and punctual for all appointments with career professionals
- Communicating with career professionals
- Completing a journal reflecting the interview experience
- Verifying that interview hours can be completed **AFTER** school dismissal (or earlier if the student is on early dismissal or has received prior approval).

Suggested adults who might assist you in finding career professionals to interview:

- Family members
- Friends of the family
- PRHS teachers and staff
- Employers and co-workers
- Contacts through religious organizations
- Contacts through civic and community organizations
- Contacts through athletic organizations
- Community businesses
- Professional organizations
- Newspapers

BE PERSISTENT! (One contact is not enough)

How to make the first contact with career professionals

- Telephone (prepare a written message ahead of time so you do not forget to give all of your information to the individual or their voicemail.)
- Write and mail a letter
- Send an email
- Visit the place of business in person (if possible)

The career professionals' qualifications are:

- Cannot be a member of the student's immediate family or live in the same home
- Must be an adult (at least 21 years of age)
- Must be an expert or professional in the field
- The career professional may be a current teacher at Pinelands Regional High School but you may not job shadow unless prior approval is given by Ms. Frasca.

A senior project career professional's duties are:

- Advising and assisting student in the senior project interview
- Signing Interview Request/Consent Form
- VERIFICATION OF COMPLETION OF INTERVIEW (signature)

Complete the Interview Evaluation Form at the end of the student's experience.
Student will provide these documents to the career professionals

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CAREER PROFESSIONAL PREPARATION GUIDELINES

A career professional should be someone who knows the career area of the internship and will take a sincere interest in guiding the student toward successful completion of the interview phase of the senior project.

What does the career professional do?

- Provides expertise relating to the chosen career field.
- Gives suggestions and advice.
- Supports the student's efforts.
- Provides comments about the interview.
- Evaluates the student's performance during the interview

Before choosing a career professional:

- Clearly define the career area of interest by completing research.
- Be specific about what you need from the interview (prepare a written list), including time commitments (number of hours). Confirm that the career professional will be available to meet with you during non-school hours.

How do you choose an interview subject?

- Think about and make a list of possible businesses/experts who have useful knowledge to assist you with this phase of your senior project.
- Talk to parents, friends and/or teachers about possibilities.
- Make phone calls and/or write letters to possible businesses/mentors.
- Be persistent!
- Look for someone who has the expertise in your chosen field and who is interested in being interviewed (perhaps more than once) through to the completion of your project.

Once you have selected three professionals to interview—what should happen next?

- Finalize the three career professionals you want to interview.
- Finalize with them (or their office) the date and time of your interview—record these meeting dates on a calendar
- Have the career professionals sign the Interview Request Forms
- Begin documenting your time spent and conversation AFTER every interview in your senior project journal.



The Senior Project Journal

Purpose

The senior project journal is a description/explanation of your contacts with career professionals. Entries should be made in your journal following each interview experience (and job shadowing if you are able). Your journal must follow these guidelines:

Protocol

Be sure to keep the following in mind as you complete your journal:

- Your journal is not to be written during the interview—record your entry after each meeting.
- Your journal will be read by an evaluator during the senior project presentation phase. Do not use improper language.
- Present your log to your senior English teacher to keep him/her informed of your project progress.
- This journal should be included in your Senior Project Portfolio.

Guidelines

When writing your journal entries, use the following format and answer some of the sample questions below.

- Must be typed, double spaced.
- Use complete sentences and be sure to write clearly.
- Each entry should answer questions such as the following:
 - How do you feel about the information you obtained in this interview?
 - Did everything about this career sound exactly as you expected or were there some surprises?
 - How will you benefit from what you are learning?
 - What frustrations did you experience?
 - What successes did you achieve?



THE RESEARCH PAPER

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RESEARCH PAPER AND PROJECT

Students

During the senior English class the research paper and project are addressed as follows:

Research Paper

- Students will have an opportunity to compose, type and edit their research paper during class time.
- Instruction on how to conduct research and type a paper in MLA/APA format will be taught in the Pinelands senior English classes.
- Although career research is conducted from the beginning of the school year, the senior project research paper counts as a major grade in senior English during the second and third marking periods.

Project

- Senior English instructors will check the development of the project phase of the senior project.
- Students must present their multimedia presentation in class unless prior arrangements have been made with their instructor.
- The research paper and project are mandatory components of the senior English class.

RESEARCH PAPER

The research paper will require students to use specific skills such as research, organization, interviews, and time management to produce a multi-page paper that reflects their career journey.

Requisites

- MLA/APA Format (teacher preference)
- One copy of final paper
- Five sources minimum. Personal interviews and the senior project journal each count as a source.
- Paper must be double-spaced in Times New Roman, Tahoma or Arial and all characters must be in 12 point font. The works cited page is not included in page count.

****All work should reflect the Pinelands Regional High School Plagiarism Policy contained in the student handbook.** All proof of research is documented on the works cited page of the report.

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RESEARCH PAPER

The Subject

The research paper will include both research relating to your career area and reflection on your senior project experience.

- Career Research: This part of the research paper will explore the particular careers you have selected. Research will include but is not limited to salary, education required, job availability, benefits, and other important elements of this particular career.
- Interview Activities: This part of the research paper will discuss your interviews (and job shadowing, if possible).
- Reflection: This part of the research paper will discuss what you learned from this experience and what your future plans include.

The Layout

MLA/APA Format is very specific about the look of your paper. Listed below are the components of your paper and the order in which they should be organized. Here are some details you need to keep in mind:

The first thing you need to do is to write a general introduction for your paper. Follow the order of information you determined when you organized your thoughts. Begin with general comments that introduce your topic; save the details for the second paragraph and beyond.

- Do not forget -- your thesis statement should appear somewhere in your opening paragraph (introduction).
- After the introduction, continue supporting your thesis, following the order of information that you arranged earlier. Remember, you constantly need to check yourself to be sure you are not including information that is irrelevant in helping you support your thesis. Paragraphs should be five to seven sentences. Be careful, though, that your paragraphs are not too long. Divide your ideas up and deal with one main idea per paragraph.
- Use transitions (*therefore, however, on the other hand, in addition, etc.*) to make your paper flow from paragraph to paragraph and idea to idea.

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SAMPLE FIRST PAGE FORMAT:

Note: This heading only appears on Page 1 of the final draft of the paper.

Joe Rogers *(your name)*

Mrs. Smith *(your teacher's name)*

Senior English *(full official name of the class)*

May 1, 2020 *(date paper is due)*

(Title of paper; centered)

Page One

Page numbering starts at 1 (be sure to click the box when you insert page numbers) and you must begin with the proper heading. Page numbering starts on the first piece of paper. Center your title above the first paragraph. In every part of your paper you will double space.

The Rest of the Paper: Pages 2-?

Use one-inch margins all around (as on every page), placing your last name and the page number a half inch from the top right corner. (You can set this up in the header as mentioned above.) Remember to use transitions as you move from point to point so your paper is unified and flows together nicely. Do not forget to end your paper with a concluding paragraph that sums everything up and restates your main point. Often, your final paragraph will include a reworded thesis statement to tie everything together.



THE PORTFOLIO

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PORTFOLIO

Students will keep good records of their senior project and preserve everything in a portfolio folder or notebook that documents their investigative journey into a particular career area. These items may include personal notes, photographs, time logs of interview hours, journal entries and other pertinent items. The entire portfolio will be graded at the end of the process for completeness.

Forms to be Included

(These should be found on the indicated page numbers):

Pre-Internship Documents

- Approved Senior Project Topic/Project Approval Form Pages 29-31
(3 copies)
- Code of Ethics Page 32
- Signed Parent Consent for Interviews Page 33
- 3 Interview Request Forms Page 35
- Resume (Student's clean copy) Page 36
- 3 Interview Agreements Page 37
- 3 Additional Career Subject Area Questions Page 40
- Portfolio Cover Sheet Checklist Page 49

Internship Documents

- Student Interview Journal Page 17
- Interview Contact Log Page 41
- 3 Career Professional Evaluation Forms Page 43
- 3 Thank You Letters to Career Professionals Page 45
- Student Self-Evaluation Page 47-48
- Supporting Documentation: outlines, interviews, pictures, etc.



THE PRESENTATION

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MULTIMEDIA PRESENTATION

One component of the senior project is the presentation. This is an oral presentation given by the student before an evaluator and his/her senior English class. During the presentation, the student will explain through a multimedia presentation the learning that occurred during their senior internship.

Requisites

- Multimedia Presentation between 8-10 minutes
- Time requirement does not include time for answering questions from judges
- Judged on content, delivery, and question/answer session using a rubric
- Appropriate professional dress (unless dress reflects the particular career area)
- Visuals (pictures and videos) and music to enhance speech
- Portfolio of Senior Project documents (due the day of presentation)
 - **Information the presentation should include:**
 - General Career Information (About ¼ of the presentation)
 - Salary
 - Entry level
 - Raises
 - Salary guide
 - Benefits
 - Health insurance
 - Social Security
 - Sick days
 - Vacation days
 - Retirement
 - Room for advancement
 - Qualifications
 - Skills
 - Degree
 - Certifications/licenses
 - College/trade school/technical school
 - Job Demand
 - Interview Experience
 - Experience (About ½ of the presentation)
 - What information did you gather that is the same or different from your research?
 - What did you learn that surprised you?
 - Did the up-close, personal interviews affect your feelings about the career(s).
 - How do you feel about the experience?
 - How will this help you on the road to your career?
 - Reflection on your experience (About ¼ of the presentation)
 - Is this the career for you?
 - What are your plans for the future?

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PRESENTATION GUIDELINES

Areas of Concentration for Your Presentation

VISUAL

- Your visual (using Google Slides) is something that helps your audience understand the content of your presentation and will assist you in keeping your speech organized.
- The focus of your visual should be of “substance” not just “show.”
- Your visual should be an **outline** of what you plan to talk about during your presentation. Your visual should be a multimedia presentation. Be sure that it contains a **minimal** amount of text. **You should not stand and read from the board.**
- Secondary visuals might include photographs, an embedded video, or a demonstration of a skill you developed during the internship phase of the senior project. **Be aware that any type of technology can fail.** Do not completely rely on electronic visuals to complete your presentation and test your presentation ahead of time to be sure that it works.
- IMPORTANT -- If you are going to have an “assistant” in the room, their presence must be approved by your senior English teacher prior to your presentation day.

Regardless of the number/type of visuals used, your speech must be at least 8-10 minutes—minimum speaking time is 5 minutes.

CONTENT

- Your speech should attempt to anticipate questions that might be asked about your senior project. All presenters should be prepared to answer the following:
 - Why did you choose this topic for your research?
 - What did you learn from your research?
 - How did you connect your interviews to your career area?
 - What was your “learning stretch” in doing this particular project?
 - What was your “central question” and “thesis statement”?

DELIVERY and APPEARANCE

- Delivery
 - Note cards may be used, but they **should not be read**
 - You can walk as you speak, but within a defined area
 - Use your hands to gesture for emphasis
 - Use vocal inflection to highlight important points and to keep the audience interested
 - Make eye contact with **audience**
 - Face your audience at all times—do not turn your back to look at a TV screen or a projector image
- Appearance
 - You should be clean and well groomed
 - Your clothes should represent respect for yourself and the audience
 - You may dress in the uniform/standard dress of this occupation (extra credit)



DISCLAIMER

This handbook was written for the needs of the Pinelands Regional School District and its students. In some cases, it was compiled from sources available and shared through individuals, workshops and/or the internet. From the information shared and available through these sources free of charge, specific documents were rewritten and revised to meet the needs of our student population.

In no way is it the intent of the Pinelands Regional School District or Pinelands Regional High School to infringe on the copyright or publication rights of any particular company, organization or source for financial gain.

This handbook is intended to be as comprehensive and specific as possible given the limitations of a handbook. In the course of the school year necessary changes may occur, and it is the responsibility of every student to attend school/class to learn of any necessary adjustments as they may occur.

The sole and explicit use of this handbook is for the administrators, faculty, students and parents in preparation for the senior project.

Appendixes

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**INTERVIEW AND PROJECT
APPROVAL FORM**

Career area of research or name of occupation for senior project (#1 of 3)

Name and job title of career professional

Name of Company_____

Address of Company_____

By signing below, I promise that the above information is honest and accurate.

_____ (Student Signature)

Project and Internship Decision

_____ Interview approved

_____ Changes required

Explanation for changes:_____

Note: You must make adjustments to your interview or chose a new topic/project and resubmit by _____.

Signature Senior English Teacher _____

Date Approved_____

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**INTERVIEW AND PROJECT
APPROVAL FORM**

Career area of research or name of occupation for senior project (#2 of 3)

Name and job title of career professional to be interviewed

Name of Company_____

Address of Company_____

By signing below, I promise that the above information is honest and accurate.

_____ (Student Signature)

Project and Internship Decision

_____ Interview approved

_____ Changes required

Explanation for changes:_____

Note: You must make adjustments to your interview or chose a new topic/project and resubmit by _____.

Signature Senior English Teacher _____

Date Approved_____

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**INTERVIEW AND PROJECT
APPROVAL FORM**

Career area of research or name of occupation for senior project (#3 of 3)

Name and job title of career professional

Name of Company_____

Address of Company_____

By signing below, I promise that the above information is honest and accurate.

_____ (Student Signature)

Project and Internship Decision

_____ Interview approved

_____ Changes required *hose a new*
topic/project and resubmit by _____.

Signature Senior English Teacher _____

Date Approved _____

Explanation for changes: _____

Note: You must make adjustments to your interview or c

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Code of Ethics

As a member of the Pinelands Regional school community I understand that I am solely responsible for completing a Senior Project as part of the graduation requirements set forth by the Pinelands Regional School District.

I recognize that all work related to this project must be originated by me and me alone. Honor and integrity exemplifies my responsibility for completing this project.

Therefore, I pledge to the following:

I must meet all project deadlines.

I will complete all of my topic research on my own.

I will write my own research paper and will not plagiarize any part of my research paper.

I will not use a paper or any information collected and/or organized by any other student or adult.

I will not use a purchased or Internet research paper.

I will learn research techniques and MLA (Modern Language Association) format as a component of the English department curriculum and will type my paper in MLA format.

I will complete all components of my project/interviews.

I will collect all required parent and career professional approval forms with authentic signatures for my Senior Project Portfolio.

My portfolio will reflect only the work **I** have completed during my senior project journey.

I understand that plagiarism is the unlawful claiming of another person's work as my own. Furthermore, I understand that any incidents of plagiarism or a violation of senior project ethics in any part of my senior project work will result in an automatic failing grade and a referral to the administration. Outcomes of the meeting with the administration may include but are not limited to the suspension of privileges to participate in any or all senior activities including graduation exercises. In addition, students run the risk of not graduating from Pinelands Regional High School.

By signing below, **I** agree to meet all of the above criteria while completing my senior project.

Student's Full Name **(printed)**

Student's **Signature**

Date

Parent/Guardian **Signature**

Date

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PARENT ACKNOWLEDGMENT/CONSENT FORM

Choice of Senior Project Topic and Interviews

This parent acknowledgment form hereby recognizes that the parent(s) or guardian(s) of _____ are aware of Pinelands Regional High School's graduation requirements as it relates to their son/daughter's senior project. The Pinelands Regional Board of Education has approved this project as a requirement for graduation.

By signing below, you acknowledge that you have been informed of the requirement of the senior project. If your child does not successfully complete a senior project by the end of the senior year, he/she will not graduate with their class. Please reference the attached documents.

In addition, as the parent/guardian of I am fully aware of and approve of the following senior project choices:

Topics for senior project _____, _____, and _____

I realize the research and project must represent new learning -- something that my son/daughter has not accomplished before.

Both my son/daughter and I understand that plagiarism is using another author's words or ideas without giving credit. I am aware that if my son/daughter plagiarizes any portion of the research paper, he/she will receive a zero for this part of his/her senior project.

Parent Permission to Conduct Interviews with Career Professionals:

I give permission for my son/daughter _____ to
Student's Name
conduct interviews with career professionals as research for their senior project.

While I expect the school to demonstrate every reasonable precaution to avoid any student injury, I understand that both the mentor and the school district will not be held financially accountable should an accident occur during my child's participation in this activity and accept full responsibility for such injuries.

Student's Signature Date ____/____/____

Parent or Guardian Signature (s)
(Requires at least one parent signature) Date ____/____/____

Home #: _____ Work #: _____

Cell Telephone #: _____ E-Mail Address: _____

NOTE: If you would like additional information about the senior project, please visit our website: www.pinelandsregional.org

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How to Conduct an Interview

1. Prepare for the Interviews.

Narrow the career field: Select three career areas or different jobs in one career area in which you are interested.

Investigate the selection of career professionals you would like to interview and narrow it to three.

Set up Appointments:

- Telephone, email or visit personally (if that is possible) the professional's place of business.
- Transmit (by mail, electronically or in person) the required senior project documents (Interview Request Form and Interview Agreement).

2. Research background information. Gather enough information so you sound like you are well informed about the career area and the career professional's business. If it's an interview with a business owner, get information about the company. If you're interviewing an expert, gather information on the subject.

3. Create questions. Use the list of career research information contained in the senior project packet to develop appropriate questions (Page 38). Make up ten questions of your own (Page) The best questions are open-ended ones that invite the interviewee to talk about himself. Everyone has interests. It's the interviewer's job to get the subject talking. This is where good research really helps.

4. Conduct the Interview Everyone is nervous, but good preparation will offset nerves. Here are some tips for conducting the interview.

- Make your questions connect logically. Create a question funnel by asking follow up questions. For example, you could begin by asking where the subject grew up, followed by what school he went to, followed by what were his favorite subjects and activities in high school.
- Stick to the subject. Make sure your interview has a purpose. Write it at the top of your notebook. If you sense yourself straying, change your focus. If the subject looks confused by your question, simplify.
- Conduct a practice interview with a friend or relative.
- Overprepare - Have enough material to do three interviews just in case.
- Ask permission to write down answers. Write down everything. Ask if you can record the answers.
- Make a follow up phone call to clarify direct quotations and to say thank you.
- Write a thank you note.

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INTERVIEW REQUEST FORM

(You will need three of these - one for each career professional you interview.)

Dear _____:
(Career Professional's Name)

I am participating in the senior project at Pinelands Regional High School. This requires the cooperation of a career professional with expertise in the topic I am researching. The suggested responsibilities of the professional are:

- 1. Serve as a source for the research paper.**
- 2. Provide and guide the student through the interview process.**
- 3. Confirm the number of hours the student has spent interviewing.**
- 4. Verify that the interview has been completed.**

I understand that I am responsible for making and keeping all arranged appointments. I also understand that you will be signing an evaluation and verification form at the end of my mentoring experience.

If you have any questions, please contact the Senior Project Coordinators at Pinelands Regional High School. Thank you, in advance, for your time and your willingness to be a part of my education.

Senior Project Student **(Print)**

Senior Project Student **(Signature)**

Please fill out the information below. **PLEASE PRINT NEATLY:**

Name of Mentor _____

Mentor's Employer _____

Mentor's Work Title/Specialty _____

(Work) Address: _____
Street Address

City _____ State _____ Zip code _____

Telephone Number: (Work) _____ (Home) _____

E-mail address: _____ (Cell) _____

Signature of Professional: _____ (Date) _____

BUSINESS CARD OF MENTOR—IF POSSIBLE, PLEASE ATTACH AT RIGHT.

Senior English Teachers' email addresses:

Mrs. DiMeglio: sdimeglio@prsdnj.org
Mrs. Miller: bmiller@prsdnj.org

Mr. Becker jbecker@prsdnj.org
Ms. McGuire emcguire@prsdnj.org

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RESUME TEMPLATE

(The above heading is NOT included on your resume)

First and Last Name

Your Street Address

City, State Zip code

(609) XXX-XXXX

(Do NOT abbreviate any of the above information EXCEPT for the state—NJ)

2 (Number of returns from last line of typing)

EDUCATION

Pinelands Regional High School

Little Egg Harbor, NJ 08087

2017-2021

Add Membership to National and Subject Honor Societies

(Use this notation only if this applies to you)

2 (hit enter twice)

EMPLOYMENT

2018-Present

ABC Company

Tuckerton, NJ 08087 609-123-4567

Shift Manager and Sales Associate

Assist the staff with customer sales and relations

2016-2018

XYZ Company

Manahawkin, NJ 08050 609-597-1234

Cashier and Sales Associate

Assisted customers and handled sale of merchandise

2 (hit enter twice)

ACTIVITIES

2020, St. Theresa's Church, Tuckerton, NJ 08087

CYO Club

2014-2020, Soccer Team

Team Co-Captain 2007-2008

2016-2020, Pinelands Yearbook

2017-2018, Volunteer at YMCA, Toms River, NJ

Assistant on homework team

2 (hit enter twice)

COMMUNITY

November 2019—15 Hours Tuckerton Food Bank

Collected and shelved donations

SERVICE

March 2018—Habitat for Humanity

Fundraised and worked on house

NOTE: Suggestion—Use the **Microsoft Word "Resume Wizard"** or the www.njcan.com website to develop your resume. The above information is an example—your resume has to reveal **your** personal information.

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Interview Agreement

Student Name_____

Career
Area_____

Mentor Name_____

Mentor Business_____

The goals for the interview are:

Meeting time(s) is:

I have read and understand the duties of the career professional in the Senior Project Packet.

Mentor_____ Date_____

I have read and understand the duties and responsibilities of the student during the Senior Project.

Intern_____ Date_____

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Basic Career Research

Name _____

Career Area _____

Specific Job _____

1. History of this job. How old is the career? How did it originate?

2. Job Preparation

- Years of School Required _____
- What kind of school? _____
- Degrees required _____
- Special Training _____
- Certificates/Licenses _____

3. Skills and abilities necessary for success at this job:

4. Day-to-day responsibilities of this career:

5. Challenges of this career:

6. Working conditions and hours:

7. Salary Range (hourly/salaried, bonuses, overtime)

8. Benefits

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9. How is one's work evaluated?

10. Job Security (job availability and demand; where are the jobs?)

11. Room for personal growth and/or advancement:

12. Opportunities or requirements for further professional training or further education:

13. Future of this job?

14. Why did you select this job?

15. Your skills which complement the career responsibilities?

Your weaknesses which might get in the way of your success in this career and how you plan to overcome them.

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Student-Generated Career Subject Area Questions/Interview

(You will need three of these forms, one for each interview. The questions may be the same.)

Name _____

Career Area _____

Business _____

Name of Career
Professional _____

List below ten questions you would like to know about this career area:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now interview career professionals using these questions. Your interviews will be a part of your portfolio and may be used as a source for your presentation and research paper.

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Career Professional/Student Interview Hours Log

(Student's Full Name)

<u>Date</u>	<u>Time Arrived/Called/ Logged on</u>	<u>Time Left</u>	<u>Total Time Spent</u>	<u>Career Professional's Name</u>	<u>Career Area/Job</u>

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**Senior Project
Application for Deadline Extension**

Name _____

Mentor _____

Company _____

Requested Completion Date _____

Reason for Extension

Student's Signature _____

Extension Approved until (date) _____

English Teacher's Signature _____

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CAREER PROFESSIONAL EVALUATION OF

(Student's Full Name)

Directions: Please complete this evaluation form by placing an "X" next to the appropriate rating of the skills/abilities below and **return the evaluation.**

Did you review this evaluation with your Pinelands' student? _____ Yes _____ No

Skills/Abilities	Poor	Fair	Average	Above Average	Excellent	Not Able to Tell
General attitude						
Courtesy to others						
Punctuality at the interview						
Responds well to instruction						
Shows responsibility						
Shows commitment						
Sets and meets goals						
Works independently						
Interpersonal/communication skills						
Overall quality of internship						

Do you have any suggestions regarding your student's performance?

Do you have any suggestions for improving the Senior Project particularly in the area of interviewing?

Other Comments/Suggestions

Career Professional's Signature_____

Note: Please attach any other documentation you feel is necessary.

Thank you for your time, patience, and participation in this program.

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Senior Project 2021

Checklist for Teaching

Name of Intern _____

Name of Staff Member _____

This form is to be used if a student is able to job shadow a teacher either in person or virtually.

Senior Project Career Professional Teachers: Please use the rubric below to assess the performance of your Senior Project interns. Please rate them every time they intern with you.

Date of Participation

Area				
Planning/Preparation 25 Points				
Works well with teacher				
Creates lesson				
Enthusiasm/Presence 25 Points				
Energy				
Movement				
Classroom Management 25 Points				
Relates to students				
Handles problems				
Professionalism 25 Points				
Positive attitude				
Assists with grading				
Teaches at least two lessons				

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SAMPLE

THANK YOU LETTER TO MENTOR

(The above heading is NOT included in your letter to the mentor)

Your Street Address

City, State Zip Code **(Do NOT abbreviate on this line EXCEPT for the state—NJ)**

Date

4 (Number of returns from last line of typing)

Name of Mentor

Street Address

City, State Zip Code

2 (hit enter twice)

Dear Name of Mentor:

2 (hit enter twice)

Thank you for the time you worked with me during my mentoring experience for Senior Project.

2 (hit enter twice)

Your expertise in the field of **(List mentor's professional area)** has enlightened my outlook toward this subject. **(Personalize the remainder of this paragraph with a few sentences on what you specifically learned with your mentor)**

2 (hit enter twice)

My success was due in large part to your commitment to students such as myself. Thank you again for being my mentor and your support of my Senior Project activities.

2 (hit enter twice)

Sincerely,

4 (hit enter four times)

(Sign your name in this space with a pen)

(Type your full name)

NOTE: The thank you letters to career professionals must be typed in 12 font, single-spaced with double spaces between paragraphs as indicated by the numbers.

NOTE: Students should type this document. It is strongly suggested that all students save this and all documents to a USB flash drive as well.

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Multi-Media Presentation Rubric

Name _____ **Period** _____

Career Area _____

	10 Points	8 Points	7 Points	5 Points
# of Slides	The student has 20 or more slides.	The student has 15-19 slides.	The student has 10-14 slides.	The student has 9 or fewer slides.
Time Assignment is 10 minutes.	Presentation is 9 -10 minutes long.	Presentation is 8 minutes long.	Presentation is 7 minutes long.	Presentation is less than 5 minutes or more than 12 minutes.
Preparation/ Presentation Skills Proper grammar, diction and vocabulary, eye contact, gestures, movement and posture.	Student is completely prepared and has obviously rehearsed. Stands up straight, looks relaxed and confident. Establishes eye contact, uses appropriate gestures and movement.	Student seems fairly prepared but might have needed a few more rehearsals. Stands up straight and establishes eye contact with everyone in the room; uses some gestures and movement.	The student is somewhat prepared, but it is clear that rehearsal is lacking. Sometimes stands up straight and establishes eye contact. Minimal gestures and movement.	Student does not seem at all prepared. Slouches and/or does not look at people during the presentation.
Spelling and Grammar	Flawless in slides.	Two or fewer mistakes in slides.	Three to five mistakes in slides.	Six or more mistakes in slides.
Introduction Stimulates interest.	Very interesting, with examples	Interesting, with some evidence.	Mildly interesting.	Flat, with no evidence.
Content Ideas organized, developed, supported and includes transitional devices.	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Elements Includes information about the career, internship, and plans for future.	Includes all elements in a thorough manner including many details.	Includes most elements including some details.	Includes some elements with some details.	Coverage is superficial.
Conclusion	Thoroughly relates to the internship experience.	Relates to the internship experience.	Somewhat relates to the internship experience.	Does not seem to appreciate the experience.
Sources/Research Includes Works Cited Page as last slide.	Cites all researched information and pictures in correct MLA/APA format.	Cites most researched information in correct MLA/APA format.	Cites some researched information in MLA/APA format.	Does not cite sources.
Visual Interest	Has at least 10 pictures/illustrations.	Has at least 8 pictures/illustrations.	Has at least 6 pictures/illustration.	Has at least 4 illustrations

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STUDENT SELF-EVALUATION FORM

Student's Full Name _____

Date _____

(PLEASE PRINT)

Research Topic: _____

Directions: Answer the questions below as a self-evaluation of your senior project experience. You must return this completed evaluation form to your senior English teacher no later than _____.

Describe in detail your Senior Project.

List three things you learned from working on this project.

1. _____
2. _____
3. _____

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Did you encounter any problems while completing your project? How did you overcome them?

If you could start your project over, what would you do differently?

What was your most valuable accomplishment while completing your Senior Project?

What did you learn about yourself?

With the knowledge that you have obtained while completing your Senior Project would you choose this career? Explain.

Student's Signature _____ Date _____

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Senior Project Portfolio Documents 2021

Due on the Day of Your Scheduled Senior Project Presentation

Name _____ Period _____

	Internship
5	Portfolio Checklist (this sheet)
5	Interview and Project Approval Form (3 copies)
5	Code of Ethics
5	Parent Consent for Senior Project and Interviews
5	Resume - Clean Copy
5	Interview Request Form (3 copies)
5	Interview Agreement (3 copies)
10	Basic Career Research (3 copies)
5	Student-Generated Career Subject Area Questions (3 copies)
15	Career Professional Evaluation (3 copies)
10	Career Professional/Student Interview Hours Log
5	Student Thank You Letter to Career Professional (3 copies)
10	Student Self-Evaluation
10	Student Interview Journal Entries (1 paragraph reaction for each interview)
	Extra Credit:
	Letter of Recommendation
	Interviews, pictures, etc.
	Total



Class of 2021 Quilt

The goal of this project is to create a “Class of 2021 Quilt” that represents the personality, character, and soul of the individual members of the senior class.

After answering questions that help delineate traits, likes/dislikes, and goals, each student will create their own personal quilt square using one piece of letter-size white paper. Each student will create a quilt square that shows the world who they are. They may bring into class photos and pictures that have been cut out of magazines or have been printed from a computer. The teachers will have crayons, colored pencils, and markers available to use to make an individual, striking design.

When students are finished they will present their design to their class. Then the squares will be inserted into plastic page protectors, punched with holes at the corners, and tied together to form rows just like a quilt.

Finally, the completed quilt representing the entire Class of 2021 will be displayed in the Commons.