

Only **YOU** can make your Senior Experience memorable and valuable.

Plan ⇒ **Implement** ⇒ **Reflect**

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District Information

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Ted Daughtrey, Principal; Denise Salters, Project Coordinator

Nondiscrimination

Lexington County School District One does not discriminate on the basis of race, color, religion, national origin, sex, disability or age in admission to, access to, treatment in or employment in its programs and activities.

The following people have been designated to handle inquiries or complaints. The Chief Human Resources Officer handles inquiries/complaints regarding Title IX. Inquiries/complaints regarding Section 504 for elementary students go to the Coordinator of ESOL/Rtl and for secondary students to the Director of School Counseling and Advisement. The Mathematics Coordinator handles inquiries/complaints regarding Title II. Contact these people if you have questions regarding these issues at 100 Tarrar Springs Road, Lexington, SC 29072 and telephone number 803-821-1000.

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Lexington One Mission

The mission of Lexington County School District One — where caring people, academics, the arts and athletics connect — is to prepare 21st century graduates while serving as the center for community learning. Therefore, we will provide:

- an array of exceptional learning experiences in a high-performance culture of excellence that sets high expectations for every student.
- opportunities to develop talents, interests and skills through choices from a comprehensive system of 21st century learning experiences in the arts, academics and athletics.
- various innovative learning delivery and support systems to personalize learning and to ensure that our students are learning sophisticated 21st century skills, knowledge and attitudes.
- opportunities to practice leadership and citizenship in a global context.
- access by the community to a range of learning and participatory community experiences throughout life.
- a learning environment and professional culture of caring and support.

Lexington One Vision

The graduates of Lexington County School District One are a new generation of leaders and global citizens who are self-directed, creative, collaborative, caring and multilingual, and who flourish in a global, competitive 21st century.

Our graduates are confident in academics, sophisticated in learning, accomplished in 21st century skills, global in orientation, and prepared as leaders and citizens of our democracy. Therefore:

- Our schools serve as the center for community learning.
- Our students are engaged in high-quality learning and are provided an exceptional array of 21st century learning experiences.
- Our collaborative and innovative organization for learning develops self-directed, creative and collaborative graduates.
- Our culture and our academics develop leadership and citizenship skills for the global world and for our democracy.
- All stakeholders accept collective responsibility for the sophisticated learning of our students.
- Each student receives the personal support necessary to reach his or her goals through a caring environment that advocates for students and works to eliminate barriers to learning.

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Rationale

High school seniors are nearing the completion of 12 years of education. They have taken a variety of courses and developed an assortment of skills during those years. The senior year is a time for students to assimilate their knowledge and skills in a Senior Experience to showcase what they have learned. A Senior Experience provides an opportunity for students to choose an area of interest, conduct in-depth research, and demonstrate problem-solving, decision-making and independent learning skills. It contributes to a strong senior year of challenging course and practical experiences that prepare students for the next step in work and further education following the district's initiative of LexLeads, LexLearns, LexLives.

A Senior Experience involves several steps. First, students select a topic, gather information and create a plan of action with their adviser. Second, students complete an analytical, in-depth research project in their English 4 class culminating with a formal research paper. Third, students job shadow someone in the research field and complete a product that applies some aspect of the research. Finally, students create an electronic Senior Experience presentation in which they explain and defend their work to students, teachers and community leaders who know about and are interested in the topic.

The Senior Experience is challenging. It requires considerable effort on the part of the students to show what they have learned. A good Senior Experience requires students to plan in order to meet deadlines and manage the project successfully. Students have opportunities to gather information, integrate academic and career/technical studies, develop verbal and nonverbal communication skills, and feel a sense of accomplishment for a job well-done.

Choose your Senior Experience adviser wisely and do not procrastinate. The senior experience is meant to be a culmination of your hard work and dedication to excellence throughout your high school career. Let this final project define your high school years and showcase your talents for colleges and future employers to appreciate what you have to offer their organizations.

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Organizational Framework

The Senior Experience Coordinator

If special circumstances arise during the year, discuss the matter with the adviser. The adviser may refer students to the Senior Experience Coordinator who may be able to resolve the issue. The Senior Experience Coordinator may decide to schedule an appointment with the Executive Committee to present information.

Executive Committee

The Executive Committee is a panel of teachers and administrators at each school who meet to resolve Senior Experience issues. Students who have a concern need to write a letter, typed in block format, describing the problem. Make sure to include the student's full name, the name of the adviser and the English teacher, and a detailed description of the request. Students must submit the request to the Senior Experience Coordinator no later than one week before the date of the meeting. The Coordinator will inform students if they need to appear before the Committee. Students will receive a written response from the Coordinator regarding the request.

Adviser

An adviser is a certified faculty member with whom students meet regularly, a minimum of four times, during the Senior Experience process. It is the student's responsibility to locate and set up meetings with the adviser. Students should come to all meetings with a prepared list of questions or topics to discuss. Students must meet with the adviser a minimum of four times to complete the proposal and to complete the Senior Experience. The adviser will approve the project and will approve any changes to the project.

Overview of Process

I. Topic Selection and Proposal

Complete preliminary Senior Experience Proposal. Make sure the topic is a learning stretch. Select a category for the project: LexLeads, LexLives or LexLearns. See Appendix B for sample proposals.

II. Adviser Selection

Select a certified faculty member to be the adviser. The adviser will help plan, approve the project and verify the evidence. The adviser should be knowledgeable about the subject area. Students are responsible for setting up and meeting with their advisers a minimum of four times.

Meeting 1: Go over the proposal form and discuss ideas — see page 7 and Appendices A and B for planning help.

Meeting 2: Review the completed proposal and discuss progress

Meeting 3: Monitor progress and work on the presentation

Meeting 4: Continue the presentation and work on the reflection.

Be sure to reference all rubrics.

III. Job Shadowing

Choose a person from the community in the research field to job shadow for one workday. This person may not be a family member. Shadowing must be coordinated by the Career Specialist and may be **on site** or **virtual**. A two-week notice is required for processing requests for shadowing. Students must follow all procedures and documentation for the absence to be excused. **IF** students select virtual job shadowing, then a **Work-Based Consultant** is required. In selecting a consultant from the community, find a person who is not a family member and who has work experience or other “expert” level qualifications in the research field. Meet with this person at least two times during the Senior Experience process. The student is responsible for locating and setting up appointments with this person as well as conducting an interview with this person.

IV. Research Component

Students will complete an annotated bibliography of five relevant, academic sources in MLA format and a research paper. Writing an annotated bibliography can help students gain a good perspective on what is being said about the topic. By reading and responding to a variety of sources on a topic, students start to see what the issues are and what people are arguing about, and will then be able to develop a research claim for the paper. The paper will be three to five pages (not including the Works Cited page). Refer to the MLA guide or an online MLA citation guide such as OWL at Purdue. (owl.english.purdue.edu/owl/resource/747/01/.) See rubrics on pages 11-12.

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V. Supporting Activities

Select activities to establish a practical application of the research or receive prior approval from the Senior Experience Coordinator at the school. Document the process of the efforts through pictures, videos, certificates and time logs. The activities should demonstrate a minimum of 10 hours of hard work, creativity and newly developed knowledge. The first choice is completion of 10 hours of community service. Students may opt to take a course or create a physical object directly related to their topic to donate to a nonprofit organization. This product must be professional quality and represent a minimum of 10 hours of work. The 10 hours of activities should support the research and the job shadowing. See rubric on page 9.

VI. Presentation

Create a digital presentation to showcase the Senior Experience. Students will need to defend their research claim and how it related to the job shadowing and the 10 hours of supporting activities. Remember, business dress attire is expected for this presentation. Also check the links at the top of the presentation rubric for sample professional presentations. Although the content will be different, the presentation flow and delivery should resemble these samples. See rubric on page 14.

VII. Reflection

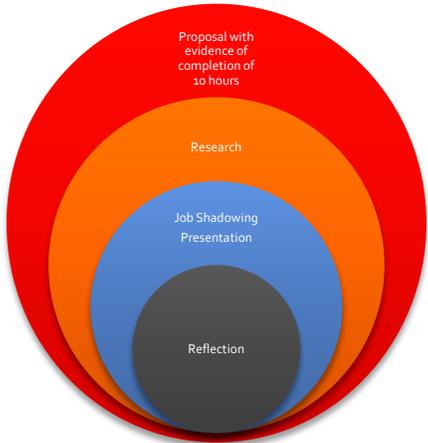
Write a 2- to 3-page reflection of the Senior Experience process and experiences. Be sure to reflect on personal growth throughout the experience. Consider how the steps of this process have changed the student as a learner and a citizen. How has the future been affected? See rubric on page 15.

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Major Components

4 Major Pieces

Students will begin with the project proposal. Once it is approved, the student will work on each portion and collect evidence of completion. When everything is finalized, the student will create a digital presentation demonstrating and showcasing the research and activities. Finally, students will reflect on their progress.



Grade Distribution

20% OF ENGLISH 4 GRADE

- ▲ SENIOR EXPERIENCE PROPOSAL
Counts 50%
- ▲ RESEARCH
Counts 20%
- ▲ PRESENTATION
Counts 20%
- ▲ REFLECTION
Counts 10%

Reflection

Students will write a 2- to 3-page reflection of the Senior Experience process and experiences. They will reflect on their growth throughout the experience and consider how the steps of the process changed them as learners and citizens. Be sure to reference the rubric on page 17 in this handbook.

Late Policy for Missing Senior Experience Deadlines

The late penalty for Senior Experience work is 5 percent per day for any late assignment. If students are absent or sign out from school, all work is **still** due on the assigned date.

Virtual School

Students enrolled in virtual English 4 are required to complete a Senior Experience through the Senior Experience Coordinator at their home school. Students should contact the Coordinator during the first week of their English 4 course.

South Carolina College- and Career-Ready ELA Standards (SCCCR-ELA)

Inquiry (1-5), Reading Informational Texts (5, 7), Writing (1-2, 4-6), Communication (1-3, 5)



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Topic Planning Chart: Guiding Questions



Use the following questions as you begin to explore possible topics.

<p>Is there an issue or problem you would like to solve?</p> <p>What solutions can you imagine?</p> <p>What are the advantages/disadvantages you can foresee?</p>	<p>Are there any areas/topics of interest that you would like to explore?</p> <p>Is there a hobby or sport you want to try?</p>
<p>What do you enjoy doing?</p>	<p>Is there a language or skill you would like to learn?</p>



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Senior Experience Topic Proposal Form

Senior Experience Proposal for: _____ **(Student's Name)**

Title of Senior Experience: _____

Student's Email Address: _____

Activities to be Completed: 1. Research Paper; 2. Job Shadowing; 3. Supporting Activities — 10 hours)

Adviser's Name: _____

Senior Experience Title: _____

1. Research Paper Topic:

2. Job Shadowing: Please see rubric on page 10.

Student will job shadow someone in the field in which they are interested. The job shadowing experience may be virtual or on-site and may not be a family member. **Evidence: Interview, Employer Evaluation and Thank-You Note (see Rubric on page 10)**

Name of Business _____

Name of Individual to be Shadowed _____

Contact Phone Number _____ Date of Initial Contact _____

Shadowing Date _____ Adviser Signature _____

Thank You Note Sent _____ Date _____

3. Detailed Plan of Action: Please see rubric on page 10.

Students will complete 10 hours in their chosen area outside of classroom assignments. For these products, services or instruction, students will receive no pay; however, they may obtain certification (or training leading to some endorsement). All work must be monitored by the chosen adviser.

Evidence: Proof of completion of 10 hours

1. Describe activities to be completed AND the connection between the research and job shadowing.

2. What evidence will be provided as proof of completion of the activities listed above?

3. Name of organization through which the activities will be completed

4. Name of contact person for organization _____

5. Contact phone number and/or email _____

6. Date of initial contact _____ Adviser Signature and Date _____

7. Proposed Dates of Activities _____ (see page 10)

Proposal Approval Date: (To be completed by adviser and verified by Coordinator)

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Senior Experience Proposal Rubric

Job-Shadowing Rubric

Standard/Criteria	Learning Target	Points Allowed		
	I can...	Documents have met learning targets		
<p>C. 1.2: Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>W. 1–2, 4–6: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>	<ul style="list-style-type: none"> interview the person I job shadow or my work-based consultant and complete the appropriate documentation. 	0 Did not submit interview	2 Submitted incomplete or poorly written interview	5 Submitted complete, well-written interview
	<ul style="list-style-type: none"> submit the completed job-shadowing evaluation form and/or other proof of job shadowing. 	0 Did not provide proof of job shadowing	3 Submitted employer evaluation	6 Employer evaluation received all "3s" and positive comments
	<ul style="list-style-type: none"> write and submit a well-written thank-you note to send to my job-shadow person and/or work-based consultant. 	0 Did not submit a thank-you note	Not applicable	5 Submitted well-written thank you note
Total:				/16

Supporting Activities Rubric

Standard/Criteria	Learning Target	Points Allowed	
	I can...	Documents have met learning targets	
<p>Supporting Activities: The first choice is completion of 10 hours of community service. Students may opt to take a course or create a physical object directly related to their topic to donate to a nonprofit organization. This product must be professional quality and represent a minimum of 10 hours of work. The 10 hours of activities should support the research and job shadowing.</p>	<ul style="list-style-type: none"> provide PROOF of completion of a minimum of 10 hours in the activity described in the plan (document the process of the efforts through pictures, videos, certificates and time logs). For physical products, proof of donation to a nonprofit organization is required. 	0 No evidence of hours or no proof	Students will receive three points per hour
Total:			/30

Adviser Rubric

Standard/Criteria	Learning Target	Points Allowed			
	I can...	Documents have met learning targets			
<p>C. 1.2: Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p>	<ul style="list-style-type: none"> work with my adviser to plan and implement my Senior Experience (minimum of 4 meetings). 	1 Meeting	2 Meetings	3 Meetings	4 Meetings
Total:					/4
Final Proposal Grade:					/50
Comments:					

Please Note: This form will be used by your adviser and/or the Senior Experience Coordinator to evaluate the degree of completion of your proposal.

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Senior Experience Employer/Work-Based Consultant Evaluation Form

LEXINGTON SCHOOL DISTRICT ONE EMPLOYER SHADOWING EVALUATION FORM

We appreciate your taking time to host Lexington School District One students at your place of work. We are very interested in the long-term success of our program and would appreciate your taking a few minutes to share your assessment of the job shadowing experience. Your feedback will be very valuable as we plan our future programs.

NAME OF EVALUATOR: _____ TITLE: _____

COMPANY: _____ PHONE: _____

NAME OF STUDENT: _____ DATE OF SHADOW: _____

SCHOOL: _____

USING A SCALE OF 1 – 3, PLEASE RATE THE STUDENT IN THE FOLLOWING AREAS:

3 – exceeds expectations; 2 – meets expectations; 1 – below expectations

1. Punctuality:			
-Reported to Job Shadowing at appropriate time.	3	2	1
2. Professional Appearance:			
-Dressed appropriately.	3	2	1
-Groomed appropriately.	3	2	1
3. Professional Conduct:			
-Confirmed appointment in professional manner.	3	2	1
-Behaved in a professional manner at worksite.	3	2	1
4. Communications:			
-Related well to host and others.	3	2	1
-Asked appropriate questions.	3	2	1
-Demonstrated interest in the experience.	3	2	1
5. Overall Evaluation:			
-Student seemed to benefit from the experience.	3	2	1

ADDITIONAL COMMENTS REGARDING THE STUDENT:

- a. I would give the individual the following positive feedback.

- b. I would suggest that the above individual consider changing some of the following behaviors, attitudes, dress, etc., that could be unappealing to future employers.

ADDITIONAL COMMENTS REGARDING THE JOB SHADOWING PROGRAM:

- a. Aspects of the job shadowing that went particularly well:

- b. Changes/additions that I would recommend making to improve the experience include:

This form will be provided for on-site job shadowing by the career specialist and will be used for virtual job shadowing with the work-based consultant.

Annotated Bibliography Rubric

Standards	Learning Targets	Source 1	Source 2	Source 3	Source 4	Source 5
	I can...	Writing has met learning targets				
W. L. 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • format the margins of a page according to MLA (1 pt) • use consistent Times New Roman 12 pt. font (1 pt) • include a proper MLA header and spacing (1 pt) • include an appropriate MLA heading (1 pt) • alphabetize citations according to MLA format (1 pt) <p style="text-align: right;">(5 total points)</p>					
W. L. 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • include all source information for each citation (1 pt) • format each citation correctly (1 pt) • utilize appropriate punctuation for each source (1 pt) • include a minimum of 5 relevant academic sources (e.g., DISCUS) (1 pt) <p style="text-align: right;">(20 total points)</p>					
RI. 6: Summarize key details and ideas to support analysis of central ideas. I. 3.3: Gather information from a variety of primary and secondary sources and evaluate for perspective, validity and bias.	<ul style="list-style-type: none"> • objectively summarize the key points of a text (2 pts) • provide a valid evaluation of the credibility of the sources (4 pts) • provide an insightful analysis of how the source informs the topic (4 pts) <p style="text-align: right;">(50 total points)</p>					
W. L. 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W. L. 5: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> • write utilizing standard English: grammar, spelling, capitalization, punctuation, usage (5 pts) <p style="text-align: right;">(25 total points)</p> <p style="text-align: right;">Sub-total</p>					
		Total Score: /100				

Please ask the teacher, or reference the MLA guide or an online MLA guide such as OWL at Purdue for samples (owl.english.purdue.edu/owl/resource/747/01/).

Writing an annotated bibliography can help students gain a good perspective on what is being said about the topic. By reading and responding to a variety of sources on a topic, students start to see what the issues are and what people are arguing about, and will then be able to develop a research claim for the paper.

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Argumentative Research Rubric

*Research papers require the use and documentation of relevant academic sources. Without evidence of incorporation of at least four relevant academic sources, a paper will automatically receive a failing grade. To meet these standards, a 3- to 6-page minimum is recommended.

Score	Statement of Purpose/Focus and Organization		Development: Language and Elaboration		Conventions
	Statement of Purpose/Focus <i>The response...</i>	Organization <i>The response...</i>	Elaboration of Evidence <i>The response...</i>	Language and Vocabulary <i>The response...</i>	tinyurl.com/conventions-matrix Click link for the SC K-12 Conventions Matrix <i>The response...</i>
4	is fully sustained and consistently and purposefully focused: <ul style="list-style-type: none"> ▪ Claim is clearly stated, focused and strongly maintained ▪ alternate or opposing claims are clearly addressed* ▪ claim is introduced and communicated clearly within the context 	has a clear and effective organizational structure creating unity and completeness: <ul style="list-style-type: none"> ▪ effective, consistent use of a variety of transitional strategies ▪ logical progression of ideas from beginning to end ▪ effective introduction and conclusion for audience and purpose ▪ strong connections among ideas, with some syntactic variety 	provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts and details. The response achieves substantial depth that is specific and relevant: <ul style="list-style-type: none"> ▪ use of evidence from sources is smoothly integrated, comprehensive, relevant, concrete and cited correctly ▪ effective use of a variety of elaborate techniques 	clearly and effectively expresses ideas, using precise language: <ul style="list-style-type: none"> ▪ use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose 	demonstrates a strong command of conventions: <ul style="list-style-type: none"> ▪ few, if any, errors are present in usage and sentence formation ▪ effective and consistent use of punctuation, capitalization and spelling ▪ works cited page contains no errors and all works cited
3	is adequately sustained and generally focused: <ul style="list-style-type: none"> ▪ claim is clear and for the most part maintained, though some loosely related material may be present ▪ context provided for the claim is adequate 	has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected: <ul style="list-style-type: none"> ▪ adequate use of transitional strategies with some variety ▪ adequate progression of ideas from beginning to end ▪ adequate introduction and conclusion ▪ adequate, if slightly inconsistent, connection among ideas 	provides adequate support/evidence for writer's claim that includes the use of sources, facts and details. The response achieves some depth and specificity but is predominantly general: <ul style="list-style-type: none"> ▪ some evidence from sources is integrated, though citations may be general or imprecise ▪ adequate use of some elaborative techniques 	adequately expresses ideas, employing a mix of precise with more general language: <ul style="list-style-type: none"> ▪ use of domain-specific vocabulary is generally appropriate for the audience and purpose 	demonstrates an adequate command of conventions: <ul style="list-style-type: none"> ▪ some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed ▪ adequate use of punctuation, capitalization and spelling ▪ works cited page contains few errors and all works cited

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<p>2</p>	<p>is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • may be clearly focused on the claim but is insufficiently sustained • claim on the issue may be somewhat unclear and unfocused 	<p>has an inconsistent organizational structure, and flaws are evident:</p> <ul style="list-style-type: none"> • inconsistent use of basic transitional strategies with little variety • uneven progression of ideas from beginning to end • conclusion and introduction, if present, are weak • Weak connection among ideas 	<p>provides uneven, cursory support/evidence for the writer's claim that includes partial or uneven use of sources, facts and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> • frequent errors in usage may obscure meaning • inconsistent use of punctuation, capitalization and spelling • works cited page contains frequent errors and all works cited
<p>1</p>	<p>may be related to the purpose but may offer little relevant detail:</p> <ul style="list-style-type: none"> • may be very brief • may have a major drift • claim may be confusing or ambiguous 	<p>has little or no discernible organizational structure:</p> <ul style="list-style-type: none"> • few or no transitional strategies are evident • frequent extraneous ideas may intrude 	<p>provides minimal support/evidence for the writer's claim that includes little or no use of sources, facts and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error or irrelevant 	<p>expression of ideas is vague, lacks clarity or is confusing:</p> <ul style="list-style-type: none"> • uses limited language or domain-specific vocabulary • may have little sense of audience and purpose 	<p>demonstrates a lack of command of conventions:</p> <ul style="list-style-type: none"> • errors are frequent and severe and meaning is often obscure • works cited page contains frequent errors or is missing some works cited

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Senior Experience Presentation Rubric

Presentation flow and delivery are important. Exemplary presentations can be found at the links below. Remember, the presentation must align to the rubric below. tedxteen.com/talks/tedxteen-2015-nyc/298-mihir-garimella-designing-the-next-generation-of-first-responders and ted.com/playlists/129/ted_under_20.

Standards	Learning Targets	Presentation has met learning targets.					
	I can...						
C. 2: Articulate ideas, claims and perspectives in a logical sequence using information, findings and credible evidence from sources. C. 5: Incorporate craft techniques to engage and impact audience and convey messages.	present information in an organized manner:					/12	
	• hook,	0	1				
	• statement of research claim,	0	1				
	• smooth transitions,	0	1				
	• conclusion,	0	1				
	• logically support a research claim,	0	1				
	• address alternative or opposing perspectives,	0	1				
	• identify three pieces of supporting evidence,	0	1	2	3		
C. 1: Interact with others to explore ideas and concepts, communicate meaning and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	explain my job-shadowing/work-based consultant experience in detail.	0	1			/3	
	logically connect my job-shadowing/work-based consultant to my research claim.	0	1				
	explain my supporting activities in detail.	0	1				
C. 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. C. 5: Incorporate craft techniques to engage and impact audience and convey messages.	utilize digital media and multiple modalities to enhance the audience’s understanding of the presentation (outside media not to exceed 30 seconds).	0	1	2		/3	
	include a properly formatted works cited slide at the end of the presentation.	0	1				
C. 5: Incorporate craft techniques to engage and impact audience and convey messages. W. L. 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. W. L. 5: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	clearly and coherently present information orally to a specific audience for 8–10 minutes.	0–3 1	4–5 2	6–7 3	8–10 4	/12	
	effectively use standard English: • grammar/spelling (oral and written). • persuasive tone. • avoid filler words.	1	2	3	4		
	maintain a professional manner when presenting: • maintain eye contact. • avoid fidgeting. • appropriate attire. • answer questions intelligently and confidently.	1	2	3	4		
Comments					Total		/30

The presentation accounts for 20% of your Senior Experience grade. Two to four judges will evaluate your presentation and send their scores to your adviser and/or the Senior Experience Coordinator.

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Senior Experience Reflection Rubric

Proposal

Standards	Learning Targets	Writing has met learning targets.					
	I Can...						
C. 1.2: Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on ideas of others and express own ideas clearly and persuasively. W. 6.1: Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	describe the obstacles and complications I encountered while completing my plan and explain how I overcame them to learn and grow.	0	1	2	3	4	
	evaluate my effectiveness at working with my adviser to plan and implement my senior experience including developing my research claim, setting up my job shadowing and selecting my 10 hours of supporting activities.	0	1	2	3	4	5

Research Paper

W. 6.1: Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	explain my research process and describe how I selected my research claim.	0	1	2	3	4	
	evaluate my use of sources and feedback from my annotated bibliography and drafts of my research paper to finalize my research paper.	0	1	2	3	4	5

Job Shadowing

W. 6.1: Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	describe my job-shadowing experience in detail.	0	1	2	3	4	
	evaluate my job-shadowing experience and what I learned.	0	1	2	3	4	5

10 Hours of Supporting Activities

W. 6.1: Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	explain and describe in detail my 10 hours of activities.	0	1	2	3	4	
	evaluate my performance on the 10 hours of supporting activities and what I gained from the experience.	0	1	2	3	4	5

Presentation

W. 6.1: Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain specific tasks, and for a variety of purposes and audiences.	describe the process of preparing my presentation including finding outside media, fully explaining my project (working with my adviser, researching, job shadowing, completing 10 hours of supporting activities) and creating my final presentation.	0	1	2	3	4	
	evaluate the delivery of my Senior Experience presentation.	0	1	2	3	4	5

Conventions

C. L. 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. L. 5: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	write with correct grammar.	0	1				
	use correct writing mechanics.	0	1				
	use correct spelling and capitalization.	0	1				
	use correct punctuation.	0	1				
	use standard American English.	0	1				
Total Score:							/50

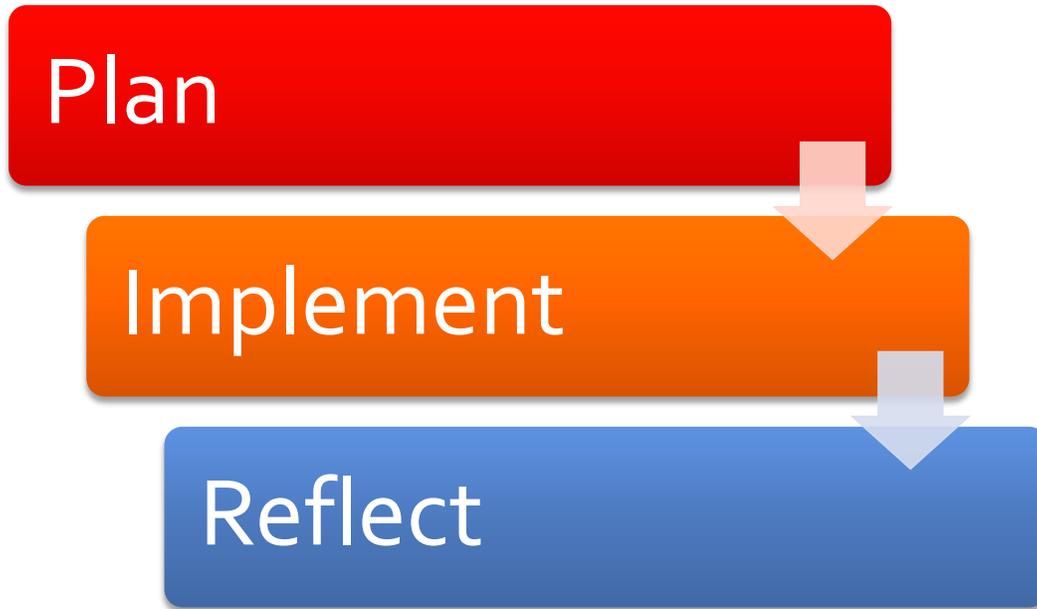
* To meet these standards, a 2- to 3-page minimum paper length is recommended.

The reflection score is worth 10% of the Senior Experience grade and will be evaluated by the adviser and/or the Senior Experience Coordinator.

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Conclusion

Only you can make your senior experience memorable and valuable.



Choose your Senior Experience adviser wisely and do not procrastinate. The senior experience is meant to be a culmination of your hard work and dedication to excellence throughout your high school career. Let this final project define your high school years and showcase your talents for colleges and future employers to appreciate what you have to offer their organizations.

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Appendix A: Sample Project Ideas

TOPIC	RESEARCH PAPER IDEAS	JOB SHADOW	COMMUNITY SERVICE/PRODUCT
Technology	<ul style="list-style-type: none"> Drivers should be banned from using their cellphones while driving. Web-based advertising is the most effective marketing tool. Modern-day communication via social networks puts an end to true and sincere relationships. 	<ul style="list-style-type: none"> IT Specialist Computer programmer Geek Squad 	<ul style="list-style-type: none"> Volunteer with nonprofit organization to update/create website, create a program for their use, perform data entry Host a "Don't Text and Drive" Pledge Event at school or church
Fashion Industry	<ul style="list-style-type: none"> The fall of the economy has had a negative effect on the fashion industry. Fashion designers are responsible for the inaccurate representation of body image in today's society. 	<ul style="list-style-type: none"> Designer — or local store 	<ul style="list-style-type: none"> Volunteer with local Goodwill, LICS or other nonprofit group that accepts clothing Volunteer with Cinderella project
Health	<ul style="list-style-type: none"> The production and sale of cigarettes should be made illegal. To encourage healthy eating, higher taxes should be imposed on soft drinks and junk food. The proper amount of rest enhances student health and performance. 	<ul style="list-style-type: none"> Medical Professional Day Care Nutritionist/Dietician Personal Trainer 	<ul style="list-style-type: none"> Volunteer with unused prescription medication collection day Donate student-made product to or work with local nonprofit for marathon or other activity-based event Volunteer at church nursery
Sports	<ul style="list-style-type: none"> When given the option, it is more beneficial for a high school athlete to play at the college level before entering the professional leagues. College athletes should not be paid because they are already receiving the benefits of education and experience in the sport. Skating is not just a sport, but has become a culture that affects a skater's behaviors, dress, speech and other areas of their lifestyle. 	<ul style="list-style-type: none"> College coach Owner of sport shop, skate shop Professional or competitive athlete 	<ul style="list-style-type: none"> Volunteer to help coach nonprofit youth sports team Volunteer with a nonprofit camp
Wildlife/Animals	<ul style="list-style-type: none"> Land developers are unnecessarily destroying our wildlife populations. All animal experimentation (including cancer research) should be outlawed as advances in technology have made animal testing unnecessary. 	<ul style="list-style-type: none"> DNR Ducks Unlimited Animal shelter 	<ul style="list-style-type: none"> Volunteer with PETSinc or other animal shelter Participate in or organize community clean-up Build duck boxes or other preservation item AND donate to local nonprofit org
Nursing/Medicine	<ul style="list-style-type: none"> Alternative medicinal solutions should be encouraged before attempting conventional treatments. Further, alternative medicine should be covered by conventional health insurance policies. The misdiagnosis of Attention Deficit Hyperactivity Disorder has caused doctors to over-prescribe Ritalin. 	<ul style="list-style-type: none"> Nurse — anywhere Nursing educator Director of activities, nursing home or adult living facility 	<ul style="list-style-type: none"> Volunteer with Lexington Medical Center or other local hospital, Ronald McDonald House, Children's Hospital, nursing home Make product to donate to local hospital or other nonprofit group (care bags, caps, blankets)
Science	<ul style="list-style-type: none"> Stem cell research is a positive practice because it saves lives and improves knowledge in the medical community. Genetically modified foods should be outlawed until further research can be done to see if these foods affect the environment or individuals. 	<ul style="list-style-type: none"> Hospital Nurse Local farm 	<ul style="list-style-type: none"> See Nursing options Local food pantry Volunteer with research lab at Clemson extension, USC or MTC
Military	<ul style="list-style-type: none"> A college degree provides more opportunities for advancement in the military. The United States government should provide more support for Veterans as they re-enter civilian life. 	<ul style="list-style-type: none"> Recruiter Member of the military 	<ul style="list-style-type: none"> Volunteer with local recruiter, NJROTC, Wounded Warrior Project, Hidden Wounds, USO, VFW

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TOPIC	RESEARCH PAPER IDEAS	JOB SHADOW	COMMUNITY SERVICE/PRODUCT
Cars/Engines	<ul style="list-style-type: none"> Hybrids are more economical and energy efficient than regular cars. Certain types of engines/car brands/car types are better than other types. 	<ul style="list-style-type: none"> Automotive technician Car salesperson 	<ul style="list-style-type: none"> Volunteer with school bus lot, local police/fire with washing or inspecting vehicles; host church vehicle inspection Volunteer with NASCAR-sponsored camp Online course
Landscaping/ Farming	<ul style="list-style-type: none"> Green roofs are more energy efficient and aesthetic than regular roofs. Landscaping can improve the property value of a home. Organically grown produce is not any safer or healthier than traditionally farmed foods. Locally grown produce is healthier than imported produce. 	<ul style="list-style-type: none"> Horticulturist Landscaper Greenhouse worker Farmer Grocer Irrigation specialist 	<ul style="list-style-type: none"> Volunteer with local nonprofit or church group to clean-up lawns Volunteer with school to help with lawn Volunteer with or create a local food co-op
Law/Government	<ul style="list-style-type: none"> The War on Terror has contributed to the growing abuse of human rights. Voting guidelines should be federally mandated, not state controlled. Drug testing should be mandatory for receiving public assistance. Drunk drivers should be imprisoned on the first offense. 	<ul style="list-style-type: none"> Lawyer Police officer Politician 	<ul style="list-style-type: none"> Cinderella Project Volunteer with any nonprofit project/activity sponsored by local law enforcement or lawyers (e.g., Battle of Badges) Sponsor a voter registration drive at school or church Participate in any nonprofit activity (run, Kids Day, etc.) supporting MADD or SADD
Education	<ul style="list-style-type: none"> High school graduates should take a year off before entering college. Financial incentives should be offered to high school students who perform well on standardized tests. Schools should place more emphasis on bullying prevention (counseling). 	<ul style="list-style-type: none"> Teacher at another school, college/university Admissions counselor 	<ul style="list-style-type: none"> Volunteer with church or school-based after-school tutoring program Create an educational unit related to the research topic and donate to a teacher
Music/Media	<ul style="list-style-type: none"> Internet censorship should be implemented; not all free expression is protected by the First Amendment. Mass media plays an important role in shaping the opinions and positions of the younger generation. Music education contributes to academic achievement. 	<ul style="list-style-type: none"> Local DJ, television personnel Music/media production company Politician Music teacher 	<ul style="list-style-type: none"> Volunteer with nonprofit or school-based after-school music tutoring Volunteer with local church music program or FCA Volunteer with local radio or television broadcast Create PSAs for school news program

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Appendix B: Sample Proposal Forms

Senior Experience SAMPLE Proposal Excellent Student LexLeads: Create a Walking Tour of Lexington StudentExcellentA@k12.lexington1.net
Activities to be Completed: 1. Research Paper; 2. Job Shadowing; 3. Supporting Activities — 10 hours)
Adviser's Name: Mr. Helpful Teacher
Senior Experience Title: Historic Walking Tour of Lexington
1. Research Paper Topic: Analysis of the Development of the City of Lexington, S.C.
2. Job Shadowing: Please see rubric on page 10. Student will job shadow someone in the field in which they are interested. The job-shadowing experience may be virtual or on-site and may not be a family member. Evidence: Interview, Employer Evaluation and Thank-You Note (see Rubric on page 10) Name of Business <u>Lexington County Museum</u> Name of Individual to be Shadowed <u>J.R. Fennell</u> Contact Phone Number <u>803-359-8369</u> Date of Initial Contact <u>7/10/2016</u> Shadowing Date <u>9/1/2016</u> Adviser Signature _____ Thank You Note Sent <u>9/5/2016</u> Date _____
3. Detailed Plan of Action: Please see rubric on page 10. Students will complete 10 hours in their chosen area outside of classroom assignments. For these products, services or instruction, students will receive no pay; however, they may obtain certification (or training leading to some endorsement). All work must be monitored by the chosen adviser. Evidence: Proof of completion of 10 hours 1. Describe activities to be completed AND the connection between the research and job shadowing. <u>I will research the creation of the town of Lexington, and analyze how and why it has become a thriving city. I will job shadow the director of the Lexington County Museum and use his advice for places to include within a 5-mile area surrounding the Town of Lexington. For my 10 hours, I will research the Town of Lexington and the buildings which are on the historic register including houses, museums and businesses, and I will create a walking tour which showcases the architecture and history of the Town of Lexington.</u> 2. What evidence will be provided as proof of completion of the activities listed above? <u>The evidence for completion will include a log of my hours spent researching the information, walking the area and creating the actual walking tour. I will create a brochure that will include a QR code that can be posted around town or at the museum. The QR code can also be posted to the museum website for easy access for tourists and residents.</u> 3. Name of organization through which the activities will be completed <u>I will donate the QR code brochure to the Lexington County Museum.</u> 4. Name of contact person for organization <u>J.R. Fennell</u> 5. Contact phone number and/or email <u>803-359-8369</u> 6. Date of initial contact <u>7/10/2016</u> Adviser Signature and Date _____ 7. Proposed Dates of Activities <u>8/3, 8/4, 8/15, 8/16, 9/3, 9/10</u>
Proposal Approval Date: (To be completed by adviser and verified by Coordinator)

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<p>Senior Experience SAMPLE Proposal Excellent Student LexLives: Fitness in Lexington StudentExcellentA@k12.lexington1.net</p>
<p>Activities to be Completed: 1. Research Paper; 2. Job Shadowing; 3. Supporting Activities — 10 hours)</p>
<p>Adviser's Name: Mr. Helpful Teacher</p>
<p>Senior Experience Title: Fitness in Lexington</p>
<p>1. Research Paper Topic: Analysis of types of exercise programs</p>
<p>2. Job Shadowing: Please see rubric on page 10. Student will job shadow someone in the field in which they are interested. The job-shadowing experience may be virtual or on-site and may not be a family member. Evidence: Interview, Employer Evaluation and Thank-You Note (see Rubric on page 10) Name of Business <u>Lexington Leisure Center</u> Name of Individual to be Shadowed <u>John Smith</u> Contact Phone Number <u>803-957-7828</u> Date of Initial Contact <u>7/10/2016</u> Shadowing Date <u>9/1/2016</u> Adviser Signature _____ Thank You Note Sent <u>9/5/2016</u> Date _____</p>
<p>3. Detailed Plan of Action: Please see rubric on page 10. Students will complete 10 hours in their chosen area outside of classroom assignments. For these products, services or instruction, students will receive no pay; however, they may obtain certification (or training leading to some endorsement). All work must be monitored by the chosen adviser. Evidence: Proof of completion of 10 hours</p> <ol style="list-style-type: none"> 1. Describe activities to be completed AND the connection between the research and job shadowing. <u>I will participate in the annual Lexington Race Against Hunger. I will sign up as a runner and get people to sponsor me, then I will participate in either the 10K or 5K run, depending on my level of fitness at the time. I am researching fitness programs and job shadowing at the Leisure Center to learn more about fitness and how to live a more active lifestyle.</u> 2. What evidence will be provided as proof of completion of the activities listed above? <u>The evidence for completion will include a log of my hours spent volunteering prior to the run and any events leading up to and including the run. I know I must reach at least 10 hours. I will also get pictures and video of my participation.</u> 3. Name of organization through which the activities will be completed <u>Lexington Race Against Hunger</u> 4. Name of contact person for organization <u>R. Renner</u> 5. Contact phone number and/or email <u>rrenner@lexrah.org</u> 6. Date of initial contact <u>7/10/2016</u> Adviser Signature and Date _____ 7. Proposed Dates of Activities <u>8/3, 8/4, 8/15, 8/16, 9/3, 9/10</u>
<p>Proposal Approval Date: (To be completed by adviser and verified by Coordinator)</p>

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Senior Experience SAMPLE Proposal
Excellent Student

LexLearns: History of Lexington
StudentExcellentA@k12.lexington1.net

Activities to be Completed: 1. Research Paper; 2. Job Shadowing; 3. Supporting Activities — 10 hours)

Adviser's Name: Mr. Helpful Teacher

Senior Experience Title: History of Lexington

1. Research Paper Topic: Analysis of the Development of the City of Lexington, S.C.

2. Job Shadowing: Please see rubric on page 10.

Student will job shadow someone in the field in which they are interested. The job-shadowing experience may be virtual or on-site and may not be a family member. **Evidence: Interview, Employer Evaluation and Thank-You Note (see Rubric on page 10)**

Name of Business **Lexington County Museum**

Name of Individual to be Shadowed **J.R. Fennell**

Contact Phone Number **803-359-8369** Date of Initial Contact **7/10/2016**

Shadowing Date **9/1/2016**

Adviser Signature _____

Thank You Note Sent **9/5/2016**

Date _____

3. Detailed Plan of Action: Please see rubric on page 10.

Students will complete 10 hours in their chosen area outside of classroom assignments. For these products, services or instruction, students will receive no pay; however, they may obtain certification (or training leading to some endorsement). All work must be monitored by the chosen adviser.

Evidence: Proof of completion of 10 hours

1. Describe activities to be completed AND the connection between the research and job shadowing.
I will volunteer with the Lexington County Museum. Because I want to research the development of the city of Lexington for my 10 hours, I will volunteer with the Lexington County Museum learning more about the history of Lexington and helping with chores they need done. I will also job shadow there, which will help me better understand what help they need.

2. What evidence will be provided as proof of completion of the activities listed above?
The evidence for completion will include a log of my hours spent volunteering at the museum. If allowed, I will take pictures and maybe even some video of my activities.

3. Name of organization through which the activities will be completed
Lexington County Museum.

4. Name of contact person for organization **J.R. Fennell**

5. Contact phone number and/or email **803-359-8369**

6. Date of initial contact **7/10/2016** Adviser Signature and Date _____

7. Proposed Dates of Activities **8/3, 8/4, 8/15, 8/16, 9/3, 9/10**

Proposal Approval Date: (To be completed by adviser and verified by Coordinator)