

Senior Thesis

essential understanding

Students will prepare and develop the necessary skills for the post secondary schooling experience and complete a long-term action research project



overview

Senior year of high school is an important transitional period for youth. Students are leaving childhood and growing into adults. As students finish their mandatory education, they become increasingly responsible for making the choices that will influence their journeys through adulthood. This course is designed to assist students to prepare for college and life after high school. This course is also designed to assist students in the development and presentation of a long-term action based research project, which will serve as a culmination of their high school experience and allow students to become experts in a specific topic of students' own choosing.

Guiding Question 1: How can you be prepared for post secondary education (personal statement, resume, college applications)?

lessons

- _____ List of Schools
- _____ Personal Statement
- _____ Resume
- _____ Application Requirements and Deadlines
- _____ Financial Aid/Scholarships/FAFSA

group work

Due Date: Sept. 26th/27th

_____ **Review and Critique of Personal Statements-** Groups will review and critique positive and negative elements of at least 3 example personal statements. Groups will prepare a 4-5 minute presentation for the class summarizing their findings and offering suggestions for improvement. Groups will address such questions as:

- What is exemplary/non-exemplary about the formatting/structure of the personal statement?
- What is exemplary/non-exemplary about the content included in the personal statement?
- Does the group think this personal statement could lead to an offer of admission into the school? Why or why not?
- How could this personal statement be improved?

Due Date: Oct. 3rd/4th

_____ **Review and Critique of Resumes** - Groups will review and critique positive and negative elements of at least 3 example resumes. Groups will prepare a 4-5 minute presentation for the class summarizing their findings and offering suggestions for improvement. Groups will address such questions as:

- What is exemplary/non-exemplary about the formatting/structure of the resume?
- What is exemplary/non-exemplary about the content included in the resume?
- Does the group think this resume could lead to a job offer? Why or why not?
- How could this resume be improved?

Due Date: Oct. 17th/18th

_____ **Mock College Admissions Interview-** Each student will act as the admissions director of a college and review the personal statements of their group members. Students will provide feedback in the form of written comments (template provided), which include both positive reflections on the candidate's

strengths as well as suggestions about areas for growth, expansion, or elaboration, which students can use to help improve personal statements. Groups must submit:

- a list of interview questions used by the mock admissions panel
- a 1-2 paragraph reflection from each group member on their experience with the interview process

individual work

Due Date: Varies

_____ **Daily Warm Ups** - Twice during the quarter, your daily warm ups (your written response to the daily ‘Start Your Brain’ question) will be collected by the instructor for credit. If your warm up is not complete when it is your turn to submit the warm up, you will not receive credit.

Due Date: Sept. 12th/13th

Students will complete *one of the two* assignments listed below to help them begin brainstorming for their personal statements and resumes.

_____ **“I Am From” Poem**- Students will complete an “I Am From” poem. Through this poem students will answer the question “What makes me, me?”

OR

_____ **Self Assessment Inventory**- Students will a “self assessment inventory” that lists positive accomplishments, experiences, strengths, skills, and qualities, which students might include on either a statement of purpose essay or resume.

Due Date: Sept. 19th/20th

_____ **List of Schools/Application deadlines and requirements**- Students will finalize the list of colleges (5 minimum) and majors (3-5 minimum) they would be interested in declaring. Trade schools and other non-four year college options are acceptable post-secondary school plans. Students will organize and submit their list of colleges along with all listed application requirements and deadlines.

Due Date: Sept. 26th/27th

_____ **Financial Aid/Scholarship**- Students will research deadlines and requirements for FAFSA, financial aid, and scholarships. Students will submit a list of deadlines and requirements for FAFSA and all financial aid/scholarships they are applying to.

Due Date: Oct 10th/11th

_____ **Personal Statement 1st Draft**- Students will write a personal statement for submission to college. Students will begin by researching personal statements and any specific requirements of the colleges they will be applying to. Students will use the University of California guidelines for their personal statement if their schools do not offer specific guidelines. Students must have their personal statement reviewed by Mr. Rigler and all students in their group. Regardless of college specific requirements, drafts must be a 500 word minimum.

Due Date: Oct 17th/18th

_____ **Student Resume 1st Draft** - Students will create and submit a resume for potential employers and colleges. A choice of templates will be provided. Resume draft must take up one full single sided page and use an appropriate professional font.

Due Date: Oct. 24th/25th

_____ **Senior Thesis Concept Proposal and Vision Board**- Students will plan for embarking on their senior thesis project through two different mediums.

1. Complete the provided concept proposal template. Template will be provided.
2. Complete a vision board of your senior thesis project. Students will complete a visual component to envision their senior thesis which could be a vision board, collage or detailed mind map.

assessment**Due Date: Weekly submissions due at the end of each school week on Google Classroom**

_____ **Progress Reflection** - Students will submit progress reflections at the end of each school week. Progress reflections may be submitted as a free write or answer the included weekly prompt.

Due Date: Oct. 28th/29th

_____ **Personal Statement Final Draft**- Students will submit their final personal statement, incorporating feedback from peers and Mr. Rigler.

Due Date: Oct. 28th/29th

_____ **Resume Final Draft**- Students will submit their final resume, incorporating feedback from peers and Mr. Rigler.

Students will submit all digital assignments to the below google classroom.

Google Classroom Code:

Mon/Thurs: [hyws4y](#)

Tues/Fri: [3d86rpw](#)