

Senior Thesis

teacher Zoom link

Mr. Rigler's Zoom Classroom: <https://us02web.zoom.us/j/9960557668>

preferred contact method

Students and parents/guardians should email me at isaac@silveroakmontessori.org if they have any questions or concerns. I will respond at my soonest possible availability during normal school hours.

essential understanding

Students will prepare and develop the necessary skills for the post secondary schooling experience and complete a long-term action research project around a topic of their own choosing



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

- _____ Identifying Personal Strengths
- _____ Creating a List of Schools
- _____ Researching Application Requirements and Deadlines
- _____ Applying for Financial Aid/Scholarships
- _____ Writing an Effective Personal Statement
- _____ Writing an Effective Resume

group work

Due Date: Sept. 24th/25th

Minutes for Completion: ~60

_____ **Review & Critique of Personal Statements-** In groups students 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. 5th/6th

Minutes for Completion: ~60

_____ **Review & Critique of Resumes -** In groups students 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. 15th/16th

Minutes for Completion: ~60

_____ **Mock College Admissions / Mock Job 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: Sept. 4th by 11:59PM****Minutes for Completion: ~120**

_____ **"Who Are You?"** - Students will complete *one of the two* assignments listed below to help them begin brainstorming for their personal statements and resumes.

1) **"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

2) **Self Assessment Inventory-** Students will create 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. 11th by 11:59PM**Minutes for Completion: ~120**

_____ **"Preparing for Life After School"** - Students will complete *one of the three* assignments listed below:

1) **List of Schools/Application Deadlines and Requirements-** Students will finalize the list of colleges (5 minimum) and majors (3 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. An optional template will be provided.

OR

2) **List of Careers-** Students will decide upon a list of careers (5 minimum) they will be planning on working on looking into. Students will organize and submit their list of careers along with a list of action plans to begin working on developing and learning about these careers. An optional template will be provided.

OR

3) **Independent Living Skills**- Students will decide upon a list of independent living skills (5 minimum) they will be planning on working on developing. Students will organize and submit their list of independent living skills along with a list of action plans to begin working on developing these independent living skills. An optional template will be provided.

Due Date: Sept. 18th by 11:59PM

Minutes for Completion: ~60

_____ **Financial Aid/Scholarship Info**- 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 2nd by 11:59PM

Minutes for Completion: ~240

_____ **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 9th by 11:59PM

Minutes for Completion: ~240

_____ **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.

assessment

Due Date: Every Friday by 11:59PM Weekly

Minutes for Completion: ~15 per week

_____ **Weekly Exit Ticket**- Beginning on September 4th, weekly throughout the quarter students will submit a written OR audio recorded progress reflection as their exit ticket for the week consisting of at minimum a couple sentences reflecting on their progress with that week's assignments, noting any successes or difficulties and why those occurred.

Due Date: Oct. 29th by 11:59PM

Minutes for Completion: ~60

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

Due Date: Oct. 29th by 11:59PM

Minutes for Completion: ~60

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