

# CLARKSTON HIGH SCHOOL

## Academic Yearbook

*Freshman - Senior Year Project Framework*



### Research and Writing in High School

Students Develop Academic and Technical Skills through Creating an Academic Yearbook which will include: Writing a Research Paper at Each Grade Level, Providing a Community Service at Each Grade Level, Creating a Senior Product, Creating a Senior Portfolio, and Making an Oral Presentation.

**Clarkston High School**  
**Home of the Mighty Angoras**  
***Where Achievement Is Anchored By Excellence***

## Introduction

The High School Academic Yearbook provides an opportunity for students to develop academic and technical skills; conduct in-depth research and demonstrate problem-solving and independent learning skills. The project will offer practical experiences to prepare students for the challenges of higher education.

## Acknowledgments

Taken from the SREB Senior Project Guide which was developed with the assistance of a committee of teachers from the Forsyth County School System, Cumming, Georgia; Buford City Schools, Buford, Georgia; Paul M. Hodgson Vocational-Technical High Schools, Newark, Delaware; and Howard High School of Technology, Wilmington, Delaware. Portions are based on input from the DeKalb County School System Senior Project Committee.

## Senior Project Committee

Mrs. Sandi Woodall	Director of High Schools
Dr. Francena W. Lewis	Area I HSTW Coordinator
Ms. Marilyn J. Griffith	Area II HSTW Coordinator
Ms. Lisa A. Domzal	Area III HSTW Coordinator
Mrs. Rhonda R. Prunty	Secondary English Coordinator
Ms. Patricia A. Patterson	School Support Coordinator
Mr. Ben Ridgeway	Social Studies Coordinator
Mr. Doug Hrabe	Science Coordinator
Mr. Morcease Beasley	Principal, Stephenson High School
Mr. Everett Patrick	Principal, Druid Hills High School
Ms. Lenora Paschal	Science Teacher, Clarkston High School
Ms. Carly Ambler	English Teacher, Clarkston High School

## Guidelines for Freshman Focus: Science

The freshman focus integrates knowledge, skills, and concepts from a science foundation. Individual research papers will be done in a ninth grade science course. A formal or informal oral presentation based on the student's paper will be optional.

The freshmen focus consists of a **science research paper**, community service, reading log, and artifacts. An oral presentation is encouraged. Science teachers will determine how the report and presentation (optional) are graded based on school guidelines.

- The research paper is a formal report that requires students to develop and demonstrate proficiency in conducting research and writing about a chosen topic. The teacher will set parameters for length, format, sources, the writing style, and other characteristics as indicated in a checklist and/or rubric that addresses the elements of the research process.
- The oral presentation (optional) is a formal or informal presentation of the paper. A teacher's rubric will indicate elements for evaluation.

The freshman science teacher will monitor the research report and oral presentation. This teacher will monitor the quality of written materials and provide guidance throughout the report and/or oral presentation.

**The community service documentation** will indicate a minimum 10 hours per semester for each semester a student is enrolled in a DeKalb County High School.

**The reading log documentation** will indicate the required 25 books per year a student is enrolled in a DeKalb County High School.

- Books and/or Newspapers
- On-line research
- Magazine articles

### Suggested guidelines for books by Content Area

<u>1<sup>st</sup> Semester</u>		<u>2<sup>nd</sup> Semester</u>	
* English/Language Arts or Social Studies	5	* English Language Arts or Social Studies	5
* Science or Math	3	* Science or Math	3
* World Languages	2	* World Languages	2
* Electives	2	* Electives	2
* Self-Selected	1	* Self- Selected	1

**Artifacts or other records of learning experiences** from three (3) different courses in the 9<sup>th</sup> grade and the Science Paper will be included in the yearbook.

## Academic Yearbook Inserts for Freshman Focus

- **Research Report in Science (Biology)**
- **Community Service documentation** (minimum 10 hours per semester for each semester enrolled in a DeKalb County High School)
- **Reading Log documentation (25 Books)**
  - Books and/or Newspapers
  - Magazine articles
  - On-line research
- **Artifacts or other records of learning experiences from three (3) different courses in the 9<sup>th</sup> grade to be chosen by the student.**

## Guidelines for a Sophomore Focus: Social Studies

The sophomore focus integrates knowledge, skills, and concepts from a social studies foundation. Individual research reports will be done in a tenth grade level social studies course. A formal or informal oral presentation based on the student's paper will be optional.

The sophomore focus consists of a **social studies research paper**, community service, reading log, and artifacts. An oral presentation is optional. Social studies teachers will determine how the report and presentation (optional) are graded based on school guidelines.

- The research report is a formal paper that requires students to develop and demonstrate proficiency in conducting research and writing about a chosen topic. The teacher will set parameters for length, format, sources, the writing style, and other characteristics as indicated in a checklist and/or rubric that addresses the elements of the research process.
- The oral presentation (optional) is a formal or informal presentation of the paper. A teacher's rubric will indicate elements for evaluation.

The sophomore social studies teacher will monitor the sophomore research paper and oral presentation. This teacher will monitor the quality of written materials and provide guidance throughout the report and/or oral presentation.

**The community service documentation** will indicate a minimum 10 hours per semester for each semester a student is enrolled in a DeKalb County High School.

**The reading log documentation** - log in sheet required for each student.

- Books
- On-line research
- Magazine articles

### Suggested Guidelines for Books by Content Area:

<b><u>1<sup>st</sup> Semester</u></b>		<b><u>2<sup>nd</sup> Semester</u></b>	
* English/Language Arts or Social Studies	5	* English Language Arts or Social Studies	5
* Science or Math	3	* Science or Math	3
* World Languages	2	* World Languages	2
* Electives	2	* Electives	2
* Self-Selected	1	* Self- Selected	1

**Artifacts or other records of learning experiences** that show growth from at least three(3) courses in 10<sup>th</sup> grade and a Social Studies Research Paper will be included in the yearbook.

## Academic Inserts for Sophomore Focus

- **Research Paper in Social Studies class**
- **Optional Project Presentation** (in social studies class)
- **Community Service documentation** (minimum 10 hours per semester for each semester enrolled in a DeKalb County High School)
- **Reading Log documentation**
  - Books and/or Newspapers
  - On-line research
  - Magazine articles
- **Artifacts or other records of learning experiences from at three different (3) courses in the 10<sup>th</sup> grade to be chosen by the student.**

## Guidelines for a Junior Focus: English

The senior career-based project is an integral part of a student's junior and senior years of high school. It integrates knowledge, skills, and concepts from the student's program of study into one culminating project.

The junior focus provides Part I of a two-part research paper. The **topic research paper** will provide a foundation for the senior research.

The junior project advisor is the student's junior English teacher (or teacher designated by the school). The advisor monitors the quality of written materials and provides advisement throughout the project. He or she approves the student's topic and adds it to the list of students and projects that is published.

**The community service documentation** will indicate a minimum 10 hours per semester for each semester a student is enrolled in a DeKalb County High School.

**The reading log documentation** will indicate the required 25 books per year a student is enrolled in a DeKalb County High School.

- Books and/or Newspapers
- On-line research
- Magazine articles

### Suggested guidelines for books by Content Area:

<u>1<sup>st</sup> Semester</u>		<u>2<sup>nd</sup> Semester</u>	
* English/Language Arts or Social Studies	5	* English Language Arts or Social Studies	5
* Science or Math	3	* Science or Math	3
* World Languages	2	* World Languages	2
* Electives	2	* Electives	2
* Self-Selected	1	* Self- Selected	1

**Artifacts or other records of learning experiences** from three (3) different courses in the 11<sup>th</sup> grade and the Topic Research Paper will be included in the yearbook.

## Academic Inserts for Junior Focus

### Part I: E/LA Junior Research for Senior Project

- **Commitment Form**
- **Letter of Recommendation (Generic Character Reference)**
- **Student Resume**
- **Project Letter of Intent**
- **Research Notes**
- **Paper Outline**
- **Topic Research Paper**  
(Review of Literature or Preliminary Research to Support Your Topic)

**The community service documentation** will indicate a minimum 10 hours per semester for each semester a student is enrolled in a DeKalb County High School.

**The reading log documentation** will indicate the required 25 books per year a student is enrolled in a DeKalb County High School.

- Books and/or Newspapers
- On-line research
- Magazine articles

**Artifacts or other records of learning experiences** from three (3) different courses in the 11<sup>th</sup> grade will be included in the yearbook.

***The topic research paper written during the junior year will provide a foundation for the senior research paper. The senior project development spans two years.***

## Guidelines for a Senior Focus: English

The senior career-based project is an integral part of a student's junior and senior final years of high school. It integrates knowledge, skills, and concepts from the student's program of study into one culminating project.

The senior focus provides Part II of the two-part research paper. The components of Part II include: a career-based research paper, a visual product, an oral presentation, and community service. School guidelines dictate how the projects are graded.

The **career-based research paper** is a formal paper that requires students to develop and demonstrate proficiency in conducting research and writing about a chosen career topic. A senior Project Board at the local school sets parameters for length, format, sources, writing style, and other characteristics.

The **visual product** is a creative presentation chosen, designed, and developed to accompany the student's field of study. The product can be a service-based venture that would benefit the school or the community.

- The product should challenge the student and reflect substantial time and application in the learning process.
- A senior project adviser or a designee will approve the initial plans.
- Each student will document his or her progress in a journal or log that will be monitored regularly.

The **oral presentation** is a formal presentation of the project before a panel of judges.

- A speech that is inclusive of the student's senior project process
- An explanation of how learning was applied in developing the product
- A discussion of lessons learned
- Community Service – documented minimum hours that can be accumulated from 9<sup>th</sup> through 12<sup>th</sup> grades.

**The community service documentation** will indicate a minimum 10 hours per semester for each semester a student is enrolled in a DeKalb County High School.

**The reading log documentation** will indicate the required 25 books per year a student is enrolled in a DeKalb County High School.

- Books and/or Newspapers
- On-line research
- Magazine articles

### Suggested guidelines for books by Content Area:

<u>1<sup>st</sup> Semester</u>		<u>2<sup>nd</sup> Semester</u>	
* English/Language Arts or Social Studies	5	* English Language Arts or Social Studies	5
* Science or Math	3	* Science or Math	3
* World Languages	2	* World Languages	2
* Electives	2	* Electives	2
* Self-Selected	1	* Self- Selected	1

**Artifacts or other records of learning experiences** from three (3) different courses in the 12<sup>th</sup> grade and the Career-Based Research Paper will be included in the yearbook.

***Students new to a given school must get topic approval from their Senior English teacher and publish the approved topic on the student list.***

## Academic Inserts for Senior Focus

### Part II: E/LA Senior Project

- **Career-based Research Paper** (based upon Junior Research)
- **Revised Resume**
- **Two Letters of Recommendation**
- **The community service documentation** will indicate a minimum 10 hours per semester for each semester a student is enrolled in a DeKalb County High School.
- **The reading log documentation** will indicate the required 25 books per year a student is enrolled in a DeKalb County High School.
  - Books and or Newspapers
  - On-line research
  - Magazine articles
- **Artifacts or other records of learning experiences** from three (3) different courses in the 12<sup>th</sup> grade will be included in the yearbook.

## Responsibilities of Participants during the Junior and Senior Focus

**The junior project advisor (JPA)** is the student's junior English teacher. This teacher approves the student's topic and monitors work in Part I of the two-part research process.

**The senior project advisor (SPA)** is the student's senior English teacher. This teacher monitors the quality of Part II of the research and provides advisement throughout the senior year.

**The Academic Yearbook School Coordinator**, appointed by the principal, will:

- Chair the Academic steering committee.
- Facilitate and manage the procedures and practices of the Academic Yearbook.
- Maintain a file of all the Academic Yearbook activities, procedures, and related paperwork.

The **Academic Yearbook Committee** plans and coordinates the Academic Yearbook. This committee also names the evaluation committees that will assess academic yearbooks and the oral presentations. The committees should include:

- a school administrator
- an English teacher
- a career/technical teacher
- other teachers
- academic yearbook coordinator

**The Media Specialists** will help students develop research strategies and locate research materials.

## Senior Project Checklist

Getting Started:

Every journey begins with an important first step. The first step in a senior project is to choose a topic that interests you, will be fun to study and is worthwhile. Refer to the Senior Project Checklist below and begin planning your next step as outlined in the checklist.

### Senior Project Checklist

Activity	Date Due	Date Completed	Comments
<b><i>Commitment form</i></b>			
Student's signature			
Parent's signature			
Senior project advisor's signature			
<b><i>Research paper</i></b>			
Topic			
Outline/note cards			
First draft			
Revision			
Final draft			
<b><i>Product</i></b>			
Product plan submitted			
Parent's approval of plan			
Resources identified			
Procedures outlined			
Journal/learning log submitted			
Product completed			
<b><i>Oral Presentation</i></b>			
Speech Outline submitted			
Note cards developed			
Speech/presentation practiced			
<b><i>Follow - up</i></b>			
Feedback received			
Thank-you notes to advisors			
Portfolio completed			

## Suggested Timeline

	Week #	Research Paper	Product or Service	Presentation	Portfolio Item
JUNIORS	1	Orientation	Orientation	Orientation	Orientation
	2				
	3	Identify topic.			Letter of Intent
	4	Begin research.	Tentatively identify product; get parental approval.		Include research notes.
	5	Continue research.			
	6				
	7				
	8				
	9				
	10				
	11	Preliminary draft, note cards, and outline due.	Submit initial product plan.		Include outline and draft.
	12				
	13	Begin product journal.			
	14				
	15				
	16				
	17				
	18				
SENIORS	1	Orientation for new seniors.	Orientation for new seniors.	Orientation for new seniors.	Orientation for new seniors.
	2	Review project status/journal.	Review project status/journal.	Review project status/journal.	Review project status/journal.
	3				
	4	Continue revisions of final draft.	Continue product journal.	Outline speech for presentation.	
	5				
	6	Design visual aids.			
	7				
	8				
	9	Submit copy of final draft.		Continue work on presentation.	Include copy of final draft.
	10				
	11	Rehearse presentation.			Include visual aids.
	12				
	13	Journal and product due.		Submit presentation.	Include project journal.
	14				
	15	Reflection	Reflection	Reflection	Reflection
	16				
	17	Reflection	Reflection	Reflection	Reflection
	18				

## Commitment Form

Student's name \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Research topic \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

Senior project advisor's signature \_\_\_\_\_ Date \_\_\_\_\_

Product idea (tentative) \_\_\_\_\_

Product mentor's signature \_\_\_\_\_ Date \_\_\_\_\_

Career Cluster (Check one.)

- Agricultural & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Finance
- Retail/Wholesale Sales & Service
- Government & Public Administration
- Scientific Research/Engineering

- 
- Health Science
  - Transportation, Distribution & Logistics
  - Hospitality & Tourism
  - Human Services
  - Information Technology
  - Business & Administration
  - Law & Public Safety
  - Manufacturing

## Choosing a Senior Project Topic

A senior project is about doing and learning something that you want to do and learn about. This is your chance to choose a topic that will be interesting and worthwhile and will extend your knowledge. However, making the decision may not be easy. Choose carefully, consult with your senior project advisor, and remember to keep your project manageable. Here are some guidelines:

- Relate the topic to your interests or career choice.
- Make the topic broad enough to provide adequate resources and to yield a written report of the desired length and depth of study.
- Make the topic narrow enough to be covered within the time frame of the project.
- Choose a topic that lends itself to a manageable and affordable product.

## Choosing a Senior Project Product

Carefully choose a product to build or produce or a community-based service to provide. Answer these questions:

- Does the research enhance the product? Is there a clear connection between the research topic and the product you want to produce?
- Does the product represent significant amounts of time, effort and appropriate complexity? Does it go beyond what you already know how to do?
- Is the product something you will do outside of your regular class? A product that you produce for a career/technical student organization will not fulfill senior project requirements unless it goes substantially beyond the parameters of that product.
- Will the product involve tangible evidence of your work — either something physical that can be seen and touched, a community-based service that can be documented as beneficial, or something performed, such as a play or a musical that is written, produced, taped and presented?

## Interviewing Experts

An interview with a knowledgeable person (a primary source) can be very valuable. Be prepared, make a good impression, get the needed information, and show appreciation for the person's time and willingness to share information.

### Before the interview:

- Decide on your purpose. What do you want to find out?
- Write your questions and organize them in logical order.
- Learn something about the person to be interviewed (background, position, education, title, duties, etc.).
- Take paper and a pen to make notes.

### During the interview:

- Make a good impression. Dress for the occasion.
- Be on time. Five to 10 minutes early is better.
- Smile, state your name clearly, shake hands, and state your purpose.
- Ask pertinent questions and listen for interesting information.
- Ask for clarification if needed. Remember, direct quotes must be accurate, and something "off the record" should stay that way.

### After the interview:

- Express appreciation at the interview and in a follow-up note.
- Review your interview notes immediately. Fill in gaps and add information that will be helpful later in the project.

## Writing a Letter of Intent

Using correct business style, write a letter of intent to the Senior Project Board. This letter will become part of your senior project portfolio. It should be typed/word-processed and planned well. It should include:

**Paragraph 1:** Describe the general area of interest of your senior project. Explain why you chose the topic and what (if anything) you already know or have done in the area to help build your knowledge base.

**Paragraph 2:** Include the specific research on which your paper will focus and some of the ideas you hope to include. Also discuss some of the resources you plan to use, any specific questions you want to answer, and what you need to know to do the research.

**Paragraph 3:** Describe how your paper relates to your project. Describe your project — what it is, who is involved, potential cost, time involved and possible resources. Explain how this is a potential learning challenge.

## Conducting Research

There is no shortage of information in today's society. The challenges are to decide what information is needed, how to get it, how to organize it and how to use it. Six steps will help with this process.

**Step 1:** Define the task.

- What is my task?
- What do I want to do?
- What information do I need in order to complete my project? What do I already know?
- What do I want to know?
- What questions do I need to answer?

**Step 2:** Determine information- seeking strategies.

- What sources can I use?
- What resources are appropriate and available to use?
- What print, electronic, visual or personal (interview) approaches can I use?
- What is reasonable?

**Step 3:** Locate and access resources.

- What skills do I need in order to use the resources?
- What strategies can I use?
- What are some interviewing strategies?

**Step 4:** Get the information.

- Get accurate information. (Read, view and hear sources.)
- How do I understand and record my information? (Paraphrase, summarize, take notes and list references.)

**Step 5:** Synthesize the information.

- Determine how to organize and share the information. (Make an outline, use word-processing equipment to write the report, use graphics and other visuals, and plan a multimedia presentation, if appropriate.)

**Step 6:** Evaluate.

- How did I do? (Self-evaluation) Did my research meet the needs of my project?

# Product Service (Career-based) Agreement

Student's name \_\_\_\_\_

Product title \_\_\_\_\_

Product proposal description \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Steps for product completion

_____	_____
_____	_____
_____	_____

Materials list/Cost

_____	_____
_____	_____
_____	_____

Approvals

Senior project adviser's signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

## Senior Project Checklist

A senior project is a good way to strengthen learning. It enables you to reflect on new information and to apply that knowledge in new and creative ways. A senior project should include all forms, references, proposals, research information, product-building procedures and activities associated with the project. The project items should be accurate, clean, neat, sequenced, assembled, labeled, and filed in a three-ring binder (or in some other organizer) for future reference.

### Recommended items:

- This checklist
- Final letters to judges and others
- Letter of intent
- Outline of research paper
- Research paper
- Journal or learning log
- Product agreement
- Commitment form
- Personal résumé
- Certificate of completion
- Letters of recommendation
- Other records of learning experiences

# Presentation Organization

## Presentation

- Introduction: Introduce your topic and try to capture the audience's attention.
- Body: List and explain four key points.
  - Point 1: How did you become interested in the topic?
  - Point 2: What did you learn from the research?
  - Point 3: What did you learn from the product?
  - Point 4: What did you learn about yourself, and how has this information affected your plans for the future?
- Conclusion: Connect the introduction, implications for learning and possible plans for the future.

## Suggestions

- You may write the entire speech, but you may be more at ease if you make some points from general knowledge of the topic instead of reading from a pre- pared script. Follow a well-rehearsed outline. Don't ramble.
- Indicate on your outline where you will use visual aids.
- Practice, practice, practice. Build logical transitions between major sections. Plan and rehearse until you feel comfortable with your speech.

## Sample Worksheet for Scheduling Evaluations

Career Cluster \_\_\_\_\_ Total number of projects \_\_\_\_\_

Student	Topic	Date	Time	Judges

## Sample Evaluation of Presentation

Student's name \_\_\_\_\_ Title of project \_\_\_\_\_ Date \_\_\_\_\_

### COMMUNICATION

Rank from one to five, with five as the highest.

#### Verbal

Volume/tone 1 2 3 4 5

Grammar 1 2 3 4 5

Speech pattern/pace 1 2 3 4 5

#### Nonverbal

Appearance 1 2 3 4 5

Eye contact 1 2 3 4 5

Poise/delivery 1 2 3 4 5

**TOTAL: \_\_\_\_\_ x 1 = \_\_\_\_\_ (A)**

### CONTENT

The subject was properly introduced. 1 2 3 4 5

The key points were made. 1 2 3 4 5

The information was accurate. 1 2 3 4 5

The presentation flowed logically. 1 2 3 4 5

The visual aids were appropriate. 1 2 3 4 5

The visual aids were attractive. 1 2 3 4 5

**TOTAL: \_\_\_\_\_ x 2 = \_\_\_\_\_ (B)**

### PRODUCT

A high level of technical expertise was evident. 1 2 3 4 5

The product represented an appropriate level of challenge/difficulty. 1 2 3 4 5

The product clearly applied concepts covered in research content. 1 2 3 4 5

The student used appropriate materials to construct the product. 1 2 3 4 5

The student showed evidence of problem-solving ability, creativity and originality. 1 2 3 4 5

The student was conscientious in making an effort. 1 2 3 4 5

**TOTAL: \_\_\_\_\_ x 3 = \_\_\_\_\_ (C)**

**GRAND TOTAL (A + B + C) = \_\_\_\_\_**

## SAMPLE RESUME RUBRIC

Student Name: \_\_\_\_\_

**0 = Task not done**

**2 = Shows basic mastery**

**1 = Makes poor/little attempt/incomplete**

**3 = Shows mastery/exceeds standards**

- |   |   |   |   |   |
|---|---|---|---|---|
| 0 | 1 | 2 | 3 | Opens with student's name and contact information including address, email, and phone number(s)   |
| 0 | 1 | 2 | 3 | Indicates objective   |
| 0 | 1 | 2 | 3 | One page  |
| 0 | 1 | 2 | 3 | Typed or word-processed neatly; avoids erasures, correction fluid, stray marks  |
| 0 | 1 | 2 | 3 | Uses standard American English conventions, grammar, and mechanics  |
| 0 | 1 | 2 | 3 | Structure, organization, and appearance are professional and give the reader an impression of the applicant and his/her abilities   |
| 0 | 1 | 2 | 3 | Includes education – diploma, school, expected graduation date, GPA if above 3.5, and relevant course work (AP, etc)  |
| 0 | 1 | 2 | 3 | Work experience (work, volunteer, extra-curricular activities) listed in reverse chronological order (though in separate categories if possible), listing position held, the name of the organization, location of organization, and duties of the position – those that give a positive overview of qualifications; also, mention awards and promotions. |
| 0 | 1 | 2 | 3 | Uses professional diction and tone  |
| 0 | 1 | 2 | 3 | Uses present tense, action verbs for currently held positions, and past tense for previously held positions   |
| 0 | 1 | 2 | 3 | Uses short phrases to explain duties rather than complete sentences. Phrases are punctuated with periods.   |
| 0 | 1 | 2 | 3 | Skills are listed including typing, technology (Microsoft Word, PPT, etc), phone skills, multiple languages   |

**Grade \_\_\_\_\_ points earned / 36 pts possible**

**Grade \_\_\_\_\_ converted to %**

**Comments:**

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## Sample: Documentation of Community Service Hours

Student ID# \_\_\_\_\_

**Directions:** Submit official letters and/ or official documentation from the organization(s) where you completed hours of community service or use this form/format. All documentation must be on official organization letterhead or contain the organization's official seal. Attach forms or letters as needed.

**Student's Name:** \_\_\_\_\_

**Total number of community service hours completed:** \_\_\_\_\_

Community service activities completed	Date completed
--	----------------

_____	_____
_____	_____
_____	_____
_____	_____

**Name of organization of community service:**

\_\_\_\_\_

**Organization's Street Address:**

\_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **ZIP:** \_\_\_\_\_

**Organization's Community Service Coordinator/ Representative:**

**Name:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Telephone Number:** (       ) \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

## Career Clusters and Examples of Career Majors

### **Agricultural / Natural Resources**

Food scientist  
Environmental engineer  
Agriculture teacher  
Animal scientist  
Biochemist  
Veterinarian assistant

### **Architecture / Construction**

Contractor  
Architect  
Electrician  
Heavy equipment operator  
Carpenter  
Plumber

### **Arts, A/V Technology / Communications**

Actor  
Video producer  
Journalist  
Audio engineer  
Telecommunications technologist  
Printing/graphics technologist

### **Business Administration**

Human resources administrator  
Administrative specialist  
Financial analyst  
International trade manager  
Entrepreneur  
Accountant

### **Education / Training**

Teacher  
Principal  
School counselor  
College professor  
Corporate trainer  
Coach

### **Finance**

Stockbroker  
Banker  
Insurance agent  
Financial planner  
Loan officer  
Tax examiner

### **Government / Public Administration**

Legislator  
City manager  
Policy/budget analyst  
Recreation/parks director  
State/federal agency director  
Urban/regional planner

### **Health Science**

Pediatrician  
Physical therapist  
Radiological technologist  
Occupational therapist  
Medical assistant  
Hospital administrator

### **Hospitality / Tourism**

Lodging manager  
Chef  
Travel and tourism manager  
Food service manager  
Restaurant manager  
Leisure and entertainment manager

### **Human Services**

Social worker  
Psychologist  
Child-care worker  
Substance abuse specialist  
Employment specialist  
Psychotherapist

### **Information Technology**

Software engineer  
Network administrator  
Web designer/developer  
Database manager  
Technical writer  
Multimedia producer

### **Law / Public Safety**

Attorney  
Firefighter  
Police officer  
Judge  
Paramedic  
Paralegal

### **Manufacturing**

Machinist  
Manufacturing engineer  
Automated process technician  
Production engineer/technician  
Welding technician  
Quality technician

### **Retail / Wholesale Sales Service**

Sales associate  
Interior designer  
Marketing director  
Buyer  
Real estate broker  
Customer service representative

### **Scientific Research / Engineering**

Chemical engineer  
Mathematician  
Biotechnologist  
Electrical engineer  
Biologist  
Oceanographer

### **Transportation, Distribution Logistics**

Pilot  
Automotive technician  
Logistics manager  
Flight attendant  
Warehouse manager  
Truck driver

## Examples of Senior Project Topic

Students at High Schools That Work sites have chosen a wide array of topics for senior projects. A student at one school even did a senior project on the benefits of doing a senior project!

- Causes and Effects of Violence
- Computer Viruses and Their Treatment
- Desktop Publishing Skills
- Effects of Refrigerants on the Ozone Layer
- Electrical Fire Safety Wiring
- Evolution of Types of Wrenches
- Improvements and Modifications in Electrical Motor Control
- Irrigation and Drainage Systems of Sports Fields
- Landscaping a Small Area Marketing a Product for Teenagers
- Medicinal Herbs
- Plants for Indoor Ponds
- Preventive Maintenance for Electrical Equipment
- Remodeling a Bathroom for the Physically Challenged
- Sexual Harassment in the Workplace
- Systems for Effective Time Management
- The History and Development of Gears
- The Use of Machining Tools in the Automotive Industry
- Using Plastic as an Alternative Material in the Manufacturing of Vehicles

### Options for Storage of Student Academic Yearbook in the School Building

- Three-ring binder
- Career Cruising
- First Class

**\*\*Note:** School personnel will be trained to use these tools for Academic Yearbook storage. Students will be trained to use these tools from their homes.