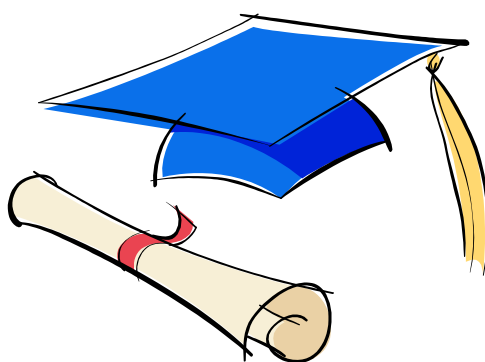


Hamilton High School Braves

SENIOR PROJECT GUIDE



2025 – 2026



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Hamilton High Senior Project

Senior Project Components 2025-2026

All components are to be submitted to your assigned Senior Project teacher before school dismissal on Friday (12:30 p.m.) of the specified week.

1st Quarter

Item	Due Date	NOTES
Parent Permission Form	September 5	1 st Qtr. Ends October 10, 2025
Project Rationale	September 5	
Mentor Request Letter	September 26	
Autobiographical Senior Essay	September 26	
Portfolio	September 26	

2nd Quarter

Mentor Agreement & Interview Form	October 24	1 st semester ends December 19, 2025
Senior Project Paper #1 pgs: 29-30	November 7	
Paper #1 re- submission	December 5	

3rd Quarter

Senior Project Paper #2	March 6	3 rd Qtr. ends March 20, 2026
Mentor Time Verification Form	March 6	
Mentor Thank-you letter	March 6	

4th Quarter

Paper submission #2	April 2 (Thursday)	2 nd semester ends June 05, 2026
Presentations	May 21 (Thursday)	
Community Service verification due	May 22	
Paper submission #3	May 22	

Revised August 26, 2025



Hamilton High Senior Project

Memo

To: Class of 2026
From: HUSD School Board
Date: August 10, 2024
Re: Senior Projects

As an incoming senior, Hamilton High School would like to congratulate you on your successful admittance into this important and final level of your high school career. Within your senior year, you will have many opportunities to display the skills, knowledge, and thinking abilities that you have acquired over the past eleven years. One of those opportunities is the Senior Project.

Hamilton High School's Senior Project (established 1995) is the last in a series of graduation requirements that is unique in many ways. Your Senior Project gives you the possibility of creating a special course of study that will allow you to unify and display your learning process in ways that any one class or project has never been able to do. The Senior Project represents an extraordinary challenge and responsibility that is only attainable by the oldest, wisest, and most experienced students on our campus, the seniors.

We, the Board, charge you with delivering proof to us that you have the ability to assimilate your years of learning by independently developing and carrying out a Senior Project. Your Senior Project advisors will provide you with criteria, directions for completing the project, as well as coaching and supervision throughout the duration of the project. You will decide what and how you will meet the criteria and display your knowledge.

You will submit several articles of proof including a project proposal, mentor letter, a written report, an oral presentation and a career development portfolio. Carefully follow the specific guidelines and due dates.



Hamilton High Senior Project

August 10, 2026

Dear Parent:

Hamilton High School's Senior Project (established 1995), the last in a series of graduation requirements, is unique in many ways. The Senior Project gives your student the possibility of creating a special course of study that will allow him/her to unify and display his/her learning process in ways that any one class or project has never been able to do. The Senior Project represents an extraordinary challenge and responsibility that is only attainable by the oldest, wisest, and most experienced students on our campus, the seniors.

Hamilton High School and the School Board charge your student with delivering proof to us that he/she has the ability to assimilate years of learning by independently developing and carrying out a Senior Project. The Senior Project team will provide your senior with criteria, directions for completing the project, as well as coaching and supervision throughout the duration of the project. The Senior Project Advisors are:

Mr. Kelly Langan	School Counselor	klangan@husdschools.org	826-3261 ext. 1018
Mrs. Rina Gonzalez	English Teacher	rgonzalez@husdschools.org	ext. 1024
Mrs. Ellese Mello	Science Teacher	emello@husdschools.org	ext. 1030
Mrs. Andrew Martin	Agriculture Teacher	amartin@husdschools.org	ext. 1034
Mrs. Amanda Von Kleist	Special Ed. Teacher	avonkleist@husdschools.org	ext.1040

The **Senior Project Guide** includes due dates, expectations and examples of each required component. This guide can be accessed through the Hamilton High website at <https://www.husdschools.org/Domain/37>. **Please review this information in detail with your senior. We ask that you read and sign the "Parent Permission Form", provide it to your student who will submit it to his/her "Senior Project" teacher Friday September 8, 2023.** The form is also in the Senior Project Guide on **page 7**.

All Senior Project items **(as outlined on page 3)** are due on the specified date to your student's Senior Project teacher. This class will be graded with a Credit/No Credit grade. If the item(s) is/are not submitted, this will be reflected on the class Aeries gradebook. Consistent communication with your student's Senior Project teacher or a team member above will alleviate any issues or concerns.

If you have any questions or concerns, please contact me at 530/826-3261 ext. 1018, Monday through Friday from 8:00a.m to 4:00p.m.

Sincerely,

Kelly Langan
School Counselor



Hamilton High Senior Project

1st Quarter components

Item	Due Date
Parent Permission Form	September 5
Project Rationale	September 5
Mentor Request Letter	September 26
Autobiographical Senior Essay	September 26
Portfolio	September 26





Hamilton High Senior Project

PARENT PERMISSION FORM & STUDENT CONTRACT Due September 5, 2025

My student _____, has chosen to complete his or her senior project on _____ (topic). I approve my student's project selection and I have reviewed the "Senior Project Guide" with my student. I understand that my student is expected to complete a project that "stretches" his or her learning by choosing a project that he or she wants to learn about rather than something already known.

Please provide the requested information below for future contact if necessary:

Parent contact information. Please check the preferred method of contact if needed:

- ☐ Parent name (print) _____
- ☐ work phone: _____
- ☐ cell phone: _____
- ☐ email address: _____

Student contact information

cell phone: _____
email address: _____

Each senior is assigned a Senior Project period during the school day. The objective of this period is to provide seniors with time, support and guidance to accomplish and complete the components of the senior project.

I understand that the senior project is a graduation requirement for my student. He/She is enrolled in a Senior Project class which will be graded with a Credit/No Credit grade.

Parent Signature: _____

Student Signature: _____

*** This form must be accompanied with your "Project Rationale" and submitted on 09/05/25.**



Hamilton High Senior Project

PROJECT SELECTION

Points to Think About When Selecting Your Project

Choose Something That Interests You

Myth: Your project needs to be career related.

Truth: Your project **DOES NOT** need to be related to a career. Students in the past have researched hobbies, such as acting, model building, ceramics, pilot, etc.

We can't say this strongly enough! Choose something that you may be interested in researching. You will spend a great deal of time developing a quality project, don't just select a project because you have a family friend that can be your mentor, choose something you really want to learn about. This is the **WHOLE POINT** of the senior project, for you to research something **YOU** want to know about. Your topic can be anything **APPROPRIATE**.

Think about the school topics that interest you. Do you like math and science? Or do you like English and Social Studies? Do you like to talk with people? Or are you not a "people person"? Thinking about how you behave with friends and what you do during your own time will help you to select a project that will be enjoyable to you.

Looking into a specific career? Do you really know all you need to know about a career you intend to do? The senior project provides a great opportunity for you to discover if you really want to do a specific career. It is equally valuable to you to discover that you don't want to do a specific career as it is to find out that you do!

The Challenge

You will need to choose a project that is a "personal stretch" for you. That means you cannot select a project that you already know a great deal about. For example, if you have rebuilt an engine in a car, you cannot do a project on engine rebuilding. However, if you have rebuilt a break system in a car and now you want to learn how to rebuild the engine, you can select that for your project. A "personal stretch" means you may have some basic knowledge, **but you will** need to show how you expanded your knowledge. If you are unsure of what would be considered a challenge, see your senior project advisors to discuss your project interest.

Projects that have proven to be difficult

- Cosmetology
- Preschool Teacher
- Construction
- Auto/Farm Mechanics
- Speaker Box Construction
- Some medical field projects



With the COVID-19 virus and State Guidelines and Restrictions changing daily, we understand it may be difficult to secure a mentor or complete hours as required. Please discuss any concerns or obstacles you are experiencing with your Senior Project teacher or Team member. We can discuss alternatives or brainstorm creative ways to address these concerns.

For cosmetology and preschool teacher the difficulties have been that students cannot collect enough information or develop enough knowledge to write a quality paper. If you select either of these areas, you will be expected to work very closely with your mentor and you can expect to complete a minimum of 20 hours to develop a good project.



Hamilton High Senior Project

If you select construction or mechanics, typically the problems have been that the student is unable to write a paper that provides the detail necessary for the reader to understand. If you select these projects, you will want to focus on a specific area within the topics and expect to develop a paper that provides very detailed information for your reader. This type of writing can be very difficult, so you may want to decide what type of writer you are before you select this type of project.

Selecting a project where you build a specific item like a speaker box has proven to be too narrow a focus. It is difficult to find enough information about speaker boxes to write a quality paper that doesn't sound like it came out of the encyclopedia or right off the Internet.

Some of the medical field projects have proven to be difficult because of patient/doctor confidentiality. You may want to discuss this with a perspective mentor prior to choosing this type of project. Some doctors are very open to asking patients to allow you to observe, while others are not. Be sure to select mentor who will allow you to observe medical procedures so you can really understand the occupation you are exploring.

Due: September 5, 2025

***Your "Project Rationale" must be affixed to your completed "Parent Permission Form" on page 7.**



Hamilton High Senior Project Project Rationale

The project rationale will identify the topic of your senior project, why you chose it and what you hope to learn. It will also include three possible sources to secure a mentor and a Works Cited draft.

Please review the "Senior Project Research Tips" on page 30 of this booklet to locate appropriate sources to be identified on the Works Cited draft. Internet search engines can identify individuals or agencies for possible mentor sources.

What is your personal background with this topic?

Why did you pick this project?

Where did you get the idea for this project?

Did it have anything to do with your past or did you just develop an interest in this project?

Was there a particular person who influenced you to pick this project?

What do you hope to learn, do, experience during this project?

How will you use what you learn on the project?

Last name, first name, pg. 1
SP Teacher name
Senior Project
Date

Project Rationale example

Dr. Phil is my idol. All kidding aside, I'm intrigued by his profession and respect him for his candid communication with his guests and his intervention techniques. I believe the counseling profession is right for me. For this reason, I hope to work with a counselor to gain a greater understanding of the profession. I would love to work with school-aged children and help them deal with issues of self-esteem, loss and separation, addiction and disorders. Working in a school setting would be ideal. My school counselor in high school was very instrumental to my academic success. He not only advised me about academic matters but talked openly about other pertinent issues in my life. This relationship helped me deal with the divorce of my parents, social issues in school as well as plan for my life following high school. Through this project, I hope to solidify my goal of becoming a counselor and seeing if it is the career for me.



Hamilton High Senior Project

Possible mentor sources for counseling would be:

1. High School Counseling
Chico High School
901 Esplanade
Chico, CA 95926
891-3026
2. Victims of Domestic Violence
Catalyst
6249 Skyway
Paradise, CA 95969
Paradise office #: 876-0397
Chico office #: 343-7711
3. Counseling Solutions
130 Yellowstone Drive
Chico, CA 95973
879-5991

Last name, first name, pg. 2

Three research sources, **excluding** my mentor, are:

“CSU, Chico”. *Eureka Career Information System*. Eureka CCIS Online 2018. August 30, 2018. www.eureka.org.

“Guidance Counselors”. *Encyclopedia of Careers and Vocational Guidance*. Thirteenth Edition. 2015.

“School and Career Counselors”. U.S. Department of Labor: Bureau of Labor Statistics. Occupational Outlook Handbook. 2017-2018 Edition. August 30, 2018. <http://www.bls.gov>.

* Works Cited draft above has sources alphabetized with first line of each entry being left justified at the 1 inch left margin. Subsequent lines are indented and double spaced.



Hamilton High Senior Project MENTOR INFORMATION

MENTOR GUIDELINES

Four objectives for having a mentor component:

1. **To develop and practice your communication skills:** You must search out and meet an expert in the field of your choice.
2. **To gain knowledge and experience** from an expert.
3. **To gain professional support** and coaching from someone who is not your family or school staff.
4. **To develop a long-lasting professional relationship** that can continue after you leave high school.

Time and timelines

- Minimum of 10 hours spent with the mentor through a combination of acceptable methods (see below).
- The 10 hours does not include paper writing or preparing Power Point or Google slides.
- **You must complete your time before you write your paper.**
- **You must complete your time outside of school** – students will not be released from class to complete this assignment unless your mentor has requested your presence at an event that is essential for your project.

NOTE: If release time is required, a note from your mentor and parent needs to be submitted to Mr. Langan (or Mr. Oseguera) for approval at least 24 hours prior to the activity.

Acceptable methods (how to accomplish the objectives):

- Watch or shadow your mentor (observation)
- Apply what your mentor has taught you (practice)
- Check back with your mentor (reflection and discussion)
- Connect with others your mentor recommends (networking)
- Phone calls
- E-mail correspondence
- Written letters
- In-person visits
- Research recommended by mentor

Proofs (what documents will provide evidence):

- Logs – detailed and signed
- Journals – detailed and signed
- Phone records
- Printed e-mails
- Written letters
- Video tape
- Time card
- Summary letter at the end of the project – detailed and signed

DUE: September 26, 2025



Hamilton High Senior Project Senior Project Mentor Request Letter/Email

1. Address the letter/Email to your mentor using proper titles, company name, and address.
2. Explain your project idea, your initial plans to complete the project and the time commitment needed from the mentor.
3. Tell the mentor when you are available to meet with them (inform them of your school, athletics, work, and any other schedules).
4. Provide your name, address, and phone number and the best time to reach you, and when you will contact them to set your first appointment.
5. To deliver a letter to a prospective mentor, you have two options: email or USPS mail.
 - Email: Draft the mentor request letter and provide a copy to your SP teacher for proof-reading and approval. Once secured, CC your SP teacher on the email you send to your mentor as verification to your SP teacher for grading.
 - USPS mailing: prepare an envelope as follows:
 - ✓ Open a Word document
 - ✓ Click on Mailings
 - ✓ Select Envelopes (first selection)
 - ✓ Complete the “Delivery Address” info (this is your mentor’s address and where you will be sending the envelope)
 - ✓ Leave “Return Address” info blank and click the “omit” box, as you will be utilizing a pre-printed return-addressed Hamilton High envelope for mailing.
 - ✓ Place the envelope in Tray 1, face up, stamp side first into the feeder. (example is shown once tray 1 drawer is opened).
6. Once complete, provide the signed letter and envelope to your Senior Project instructor for proof-reading and mailing. **With approval, this letter can also be emailed to your mentor.**

Sample Letter

You are writing a business letter that **MUST** have the following components:

- Who you are
- What you want
- What do you want to do for your project
- What do you want to do with the mentor
- When is the best time to work with you?
- When you will be contacting him or her.



Hamilton High Senior Project

Student Name
P. O. Box 488
Hamilton City, CA 95951
(2 lines)

Date

(3 lines)

Mr. Louis Freen, Director
Federal Bureau of Investigation
702 Broadway
Chico, CA 95926

Dear Mr. Freen:

I am a senior at Hamilton High School and I am preparing a senior project on becoming an FBI agent. I plan to spend time with an expert in this field asking questions about the job, education requirements, and job opportunities. I am interested in observing an agent while they perform their duties and practicing some of their training activities. I will also independently research career information about FBI agents. Then I will develop a written report and an oral presentation.

Thank you for agreeing to be my mentor for this project. I must spend a minimum of ten hours both with you and in follow-up activities related to my project. I attend school Monday through Friday, 8:00am to 3:15pm and I work Tuesday and Thursday evenings. I would be available to meet with you after school any Monday, Wednesday or Friday.

My address is at the top of this letter and my evening and message phone is 826-3261. I will phone you (put a date about one week later than you mail the letter) to set up our first appointment. Thank you for being my mentor.

Sincerely,

(signature goes here) (4 lines)

Your Name



Hamilton High Senior Project

Senior Project Mentor Do's and Don'ts

Selecting a Mentor

Choosing the proper mentor to work with you is critical to the success of your senior project. If you choose a mentor who doesn't have time to work with you or one who has little knowledge of the area you have selected, you will have a difficult time acquiring the knowledge you need to write a successful paper and complete a quality presentation. Some key questions to ask when selecting a mentor are:

- How many years have you worked in this field?
- What education do you have?
- Do you own your own business?
- What is your time availability to work with me?

Cosmetology – If you have chosen cosmetology, your mentor **MUST** work in a salon. Mentors who work in their homes will not be acceptable for you to use.

Mechanics/Construction – If you have chosen either mechanics or construction, you must work with a mentor who has been working a minimum of five years in the field.

Preschool Teacher – If you have chosen to study the profession of a preschool teacher, you must work with a director who has a minimum of five years experience and you must complete a series of projects in the preschool setting.

Mentor Do's

- Your mentor should have specific knowledge of your topic and be willing to make time to work with you. You will be able to judge their interest in you and your project when you make contact with them.
- **Mentors are very busy**; they are usually involved in some sort of work and you will need to work around their schedules. Most people work during the day. Do not call a business at night unless your mentor has given you those instructions. Be respectful of their time and show up when you say you will, and call early if you will be late or to reschedule. Do not reschedule for frivolous reasons (i.e. I had to go to the game!).
- Notify your senior advisor of your potential contacts before you call so we can avoid duplication.
- You may use the phones in the office or Mr. Langan's office during break, lunch, or after school. Do not ask your teacher(s) to set you free. Follow the phone contact tips sheet.
- Log your time and activities with your mentor. Do not wait until the last minute. You have four months until your paper is due. You should target about five hours of project/mentor time per month.
- Provide your own transportation to meet with your mentor.
- Be prepared. Think about the questions you want to ask. Bring paper and a writing instrument. Take notes. Remember to thank your mentor for their time, every time!
- When you visit your mentor, allow plenty of travel time, as well as time to park to get to the meeting on time.

NOTE: The majority of the time you spend with your mentor should be outside of school hours. If it is necessary to work with your mentor during school hours, you must obtain prior approval from Mr. Oseguera, Mrs. Reyes or Mr. Langan. Only 1 school day will be excused or approved for your senior project requirements. The entire day must be utilized. Half days or hourly time will not be excused or permitted.



Hamilton High Senior Project

Mentor Don'ts

- No relatives -- the exercise is designed to help you meet and work with other people outside your family.
- No school staff without prior approval, which will only be granted if no other options are available).

Phone Script

First phone call to a potential mentor. **“Remember that you do not get a second chance to make a first impression.”**

“Hello, may I speak to _____, please? Hello, my name is _____ and I am a senior at Hamilton High in Hamilton City. As a part of graduation requirements, I am doing a senior project. I am doing my senior project on (briefly explain your project and what you want to accomplish) and I would like to ask you to be my mentor.

I will spend a minimum of 10 hours on my project and I will need your support to advise me and help me carry out my project. My final paper is due in April 8, 2022, so I have several months to complete my project. (This gives them time to plan out when it is best for them). **I know you are busy, but I have free time on _____** (this is where you talk about times you are available).

At this point, set up a time to meet. Write it down or note it on your calendar so you don't forget! Write down the phone number, the address, and directions if you need them. Ask about how to dress at their business.

* (No, would you like to leave a message?) You may ask **“when is the best time to reach them?”** and offer to call then **OR** say, **I can be reached at _____** (your home or cell number) **at these times _____** OR you may leave the school number 826-3261 ext. 0 and have them call during break, lunch, or after school. You would then have to be available for your call. We can take messages, but you will have to check with us.



Hamilton High Senior Project

Due September 26, 2025

AUTOBIOGRAPHICAL ESSAY

The Autobiographical essay gives you the opportunity to tell the admission office or scholarship review panel about circumstances in your background that may not be evident in other parts of your college or scholarship application. You will communicate in writing with the **intended audience** (college admission staff, scholarship review board and community partners) who will make a decision regarding your admission or scholarship award. They will be reading to understand what you have learned throughout high school, what activities you have been involved in and what you plan for the future. Be descriptive, but make your point succinctly and do not repeat information over and over and over.

Two options are outlined below. Both responses must be a minimum of 1000 words. Students applying to a University of California (UC) campus must complete option 2.

OPTION 1: General admission or scholarship response.

- **Personal:** Suggested one-half page long. Describe who you are. Include information about your background: racial/ethnic background, family members, important/influential people who have significantly impacted you, etc. Discuss any significant events that have occurred: migrating to the United States, learning English as a second language, the death of a family member, illness/health crisis, surgeries, accidents, etc.
- **Interest:** Suggested one-half to one page long. Describe your interests and your goals. Use results from your personality assessments completed in class. What activities have you been involved in (athletics, clubs, conferences, Student Body, etc.)? What are your talents? Skills?
- **Education:** Suggested one-half to one page long. Explain why you are applying to this school and what you hope to accomplish. Describe what type of training or education you are planning to obtain, i.e., training program, certificate, degree, etc. Elaborate on the school's qualities and how this fits your needs. Verify that you meet (or exceed) the school's admission requirements and why you are their "best choice" for admission.

OPTION 2: Personal Insight questions for the University of California (UC) Undergraduate Application.

- Answer any 4 of the following 8 questions
- Each response is limited to a maximum of 350 words.
- Which questions you choose to answer is entirely up to you: But you should select questions that are most relevant to your experience and that best reflect your individual circumstances.



Hamilton High Senior Project

1. Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes, or contributed to group efforts over time.
2. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.
3. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?
4. Describe how you have taken advantage of a significant educational opportunity or worked to overcome an educational barrier you have faced.
5. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?
6. Describe your favorite academic subject and explain how it has influenced you.
7. What have you done to make your school or your community a better place?
8. What is the one thing that you think sets you apart from other candidates applying to the University of California?

The prompts are posted at:

<https://admission.universityofcalifornia.edu/how-to-apply/applying-as-a-freshman/personal-insight-questions.html>

Each option will be typed, submitted on or before the due date and include a word count at the end of the document.

Due: September 26, 2025



Hamilton High Senior Project PORTFOLIO

All portfolio items should be scanned, saved and shared via Google Docs. All items will be verified and evaluated by the senior project team.

What exactly is a portfolio? A portfolio is a showcase for your achievements and talents, which can be used to show samples of your work certificates, diplomas, awards, letters of recommendation, and so on. It is most often presented in a good quality three-ring binder, and many of the items it contains are inserted in plastic sheet protectors.

Why do you need a portfolio? What are the advantages to using it?

Here are just a few of the reasons why having a portfolio to show employers can work to your advantage:

- It allows you to expand on your résumé in a more comprehensive manner. With résumés, we are usually limited to one or two pages. Having a portfolio allows you to expand as fully as you want to on any area of your expertise.
- Your portfolio can demonstrate tangible proof of your skills and abilities. Instead of just talking during a job interview about what you have done or can do, you can actually show samples of your work or letters of commendation testifying to the quality of your work.
- It helps you keep all of your essential work-related samples and documents in one place and protected so that you can easily find and access those materials when you need them for a job search, performance appraisal, or application for a promotion.
- Employers aren't used to seeing portfolios on a regular basis. When you put one together, it will really help you stand out from the crowd.
- In job interviews, it can act as a reminder of the things you want to highlight in promoting your skills.
- You will need it for scholarship interviews.
- Some scholarships require that you send a copy of your portfolio for scholarship selection.

What is required for your portfolio?

1. Job Application. (This needs to be current!)
Utilize the job-applications.com website to download and complete an application form
2. A copy of your résumé. (This needs to be current!)
3. A general cover letter.
4. Two letters of recommendation. One school source, one outside source. NO RELATIVES
5. Three awards, certificates, **OR** outstanding samples of work

Portfolio Extras:

6. Copies of positive performance appraisals. (Program Certificates of Completion).
7. E-mails, thank you letters, and handwritten notes complimenting you on a job well done.
8. Documents you may have designed-brochures, flyers, pamphlets, report covers, reports.
9. Flyers, conference brochures, or other materials describing presentations, workshops or seminars you have presented.
10. If you are into creative arts, you might include a video you have made or photos of a display of your work.
11. Photographs representing projects you have been involved in. (For example, a photograph of a conference display booth you created for a previous employer.)



Hamilton High Senior Project

PORTFOLIO CHECK-OFF SHEET

Complete and submit this check-off sheet to your Senior Project teacher when your portfolio is ready for review. Share all components identified below through Google Docs.

My portfolio has all of the following, **current** documentation:

☐ Job Application

☐ Resume

☐ Cover Letter

☐ Two Letters of Recommendation.

Note: For letters to be considered **authentic** they must be:

1.) printed on school, company, or individual **original** letterhead

OR

2.) possess contact information with a signature in blue ink.

☐ School Source – Letter of Recommendation

From: _____

☐ Outside School Source – Letter of Recommendation

From: _____

☐ Three Awards, certificates, **OR** outstanding samples of work

- Academic, athletic, personal or other awards
- Certificates of participation
- Samples of outstanding class work (project, test, presentation, etc.)

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

☐ Autobiographical Essay

I have updated and reviewed my portfolio and shared it through Google Docs. The resume, job application, and cover letter are ERROR FREE!

Student Printed Name _____

Signature

Date



Hamilton High Senior Project

Sample Resume

Joe Student
PO Box 488, 620 Canal Street
Hamilton City, CA 95951
Home: 530-826-3261 Cell: 530-555-5555
Email: joestudent@gmail.com

OBJECTIVE: To secure a position that utilizes my background and experience in customer service.

WORK EXPERIENCE:

Rite Aid 220 W. East Avenue, Chico, CA 95973 530-343-9495
Duties: Customer service, cashier, unloading and stocking freight, asset protection, store closing responsibilities.

Taco Bell 11 Muir Road, Martinez, CA 94553 925-374-0050
Duties: Cashier, Food Preparation, Parking Lot Detail

EDUCATION:

Butte College
3536 Butte Campus Road
Oroville, CA 95965

Hamilton High School
PO Box 488
Hamilton City, CA 95951
Diploma June, 2018

SKILLS and ABILITIES:

- Excellent communication skills and customer service
- Ability to learn quickly and multi-task
- Flexible and willing to take on a variety of tasks
- Willing to do extra work and to accept additional shifts
- Capable problem solver

REFERENCES: Available upon Request.

ADDITIONAL HEADING choices could include:

AWARDS and CERTIFICATES
CLUBS and ACTIVITIES



Hamilton High Senior Project

Sample Cover Letter

A cover letter needs to have:

- Your Address
- Date
- Contact person, company and address
- First paragraph – What position are you applying for?
- Second paragraph – What qualifications do you have for this position?
- Third paragraph – How can you be contacted?
- Your signature in between “Sincerely” and your typed name.
- Enclosures, usually your resume and a job application

SAMPLE

(start 2 inches down, use a 12 point font. Arial or Times New Roman)

Your Address

City, State, zip code

Date (followed by 4 “Enters”)

Mr. Tracey Quarne
Glenn County Office of Education
311 S. Villa Avenue
Willows, CA 95988

Dear Mr. Quarne:

I would like to be interviewed for your part-time position as a cashier in your store. I believe I am the right employee for this job because of my many qualifications and skills I have developed while in high school.

I have been the varsity volleyball team captain for the past two years and I have also been a member of the Future Farmers of America. I have competed in several public speaking contests and I am the president of our student body council. These opportunities have provided me with the necessary skills to work with the public. I understand the importance of providing quality customer service that is fast and efficient.

Given some of the qualifications I have listed, I would like to meet with you for an interview to discuss my qualifications further. I can be contacted at 826-1234, Monday through Friday, from 5:00pm to 10:00pm. I look forward to meeting with you.

Sincerely, (“Enter” 4 times)

(3 blank lines)
Mary Smith



Hamilton High Senior Project PORTFOLIO RUBRIC

Student Name: _____

Total: _____/70

Portfolio Requirements: All items are required and must be deemed “Acceptable”. If any item scores “Amateur”, the portfolio will fail and will need to be resubmitted for evaluation and grading. All items must be current (dated within the past 12 months).

Scoring Item	Exceptional (10 points each)	Admirable (8 points each)	Acceptable (7 points each)	Amateur (0 points)
Job Application	The application is typed neatly, free of errors, describes experience and skills completely and up-to-date.	The application is typed neatly, error free, adequately describes experience and skills and up-to-date.	The application is hand-written in ink, error free, minimally describes experience and skills and up-to-date.	The application is written in pencil and includes spelling errors or lacks information.
Resume (Not to exceed 1 page)	Complete, neat, typewritten resume, which described education and experience in professional language. The format was consistent.	Complete, neat, typewritten resume, which adequately described education and experience. The format was consistent	Complete, neat, typewritten resume, which minimally describes education and experience. The format was consistent	The student was not able to present a complete resume in appropriate format.
Cover Letter	The letter follows the business letter format exactly, is typed neatly and error free and thoroughly provides information about the job wanted, why the person is qualified for the position and contact information.	The letter follows the business letter format exactly, is typed neatly and error free and provides adequate information about a job wanted and contact information.	The letter follows the business letter format exactly, is typed neatly and error free and provides basic information about a job of interest.	The letter does not follow the format provided and has errors.
Awards, Certificates or Work Samples (3 items are required)	All three (3) awards, certificates and/or work samples validate an exceptional , well-rounded individual with positive attendance, varied activity participation and rigorous course history.	The student is able to provide three (3) samples of his/her best work, which highlight his/her abilities and/or interests. The samples are appropriate to share with a potential employer.	The student is able to provide three (3) basic sampling of his/her best work .	The student is not able to provide three (3) samples of his or her best work, certificates or awards.
Overall Presentation of Portfolio	All items are present, of exceptional quality and provide an employer with a thorough description of the student and their skills for employment	All items are present, of admirable quality and provide an employer with an adequate description of the student and their skills for employment	All items are present, of basic quality and provide an employer with a basic description of the student and their skills for employment	The student does not present all five items, portfolio is inadequate, fails to present employability skills
Autobiographical Essay	<input type="checkbox"/> Essay is carefully composed and reflective with correct grammar, spelling and sentence structure. Specific details and examples are included.		<input type="checkbox"/> Essay leaves the reader with unanswered questions about who you are as an individual. It lacks detail, with several issues needing correction.	
2 Letters of Recommendation	<input type="checkbox"/> School Letter is current and deemed authentic. <input type="checkbox"/> Outside Letter is current and deemed authentic.		<input type="checkbox"/> School Letter not current or deemed authentic <input type="checkbox"/> Outside Letter not current/ deemed authentic	

***Students must ensure authenticity** of each letter of recommendation to be accepted. Review the authenticity requirements described on the “Portfolio Check-off Sheet” (pg 20). Student will not be credited or penalized for letter quality.



Hamilton High Senior Project

2nd Quarter (1st semester) components

Mentor Agreement Form	October 24
Project Paper #1	November 7
Paper #1 re-submission	December 5





Hamilton High Senior Project

Due October 24, 2025 (incorporated in Paper #1)

Mentor Interview

The mentor interview is required to gain personal knowledge about your mentor to be used in the paper. The information gathered will be used to complete the mentor professional history section. Information that discusses the field in general needs to be included in your “Field Experience” section.

What is your mentor’s name, training, education, years of experience in this field?
How did he or she get into this field?
What does this career involve, what is it all about?
What is your relationship with your mentor? Was he or she nice at first or intimidating?
What personal qualities does your mentor have that you see in yourself?

Interview Questions for your Mentor

What made you decide to work in this career field?
What kind of training, education, specialty licensing and experience do you have?
What skills are required for this business?
What do you enjoy most about your job?
What do you enjoy least about your job?
What opportunities are there for advancement?
How much money can a person expect to make in this field?
Are there any fringe benefits? (health insurance, life insurance, retirement plans, etc.)
What are your work hours?

The *Mentor Agreement Form* (pg. 26) and the *Mentor Interview Response Log* (pg. 27) must be completed and submitted together.

The *Mentor Interview Response Log* is utilized to complete your typed draft of the **Mentor’s Professional History section** for paper #1. It should meet the formatting requirements described for the paper, including the heading **Mentor Professional History** in bold font.



Hamilton High Senior Project

Hamilton High School
Senior Project Team
P.O. Box 488
Hamilton City, California 95951
Phone (530) 826-3261
Fax (530) 826-0440

Mentor Agreement Form

2025- 2026 School Year

Dear Senior Project Team:

_____ (Student name) has requested that I serve as a mentor for his/her Senior Project. I have expertise in the area of _____ (project topic) and will provide support in this field to help the student complete a successful Senior Project. I have received and reviewed the student's mentor request letter. As the student proceeds through his/her ten plus hours of project work, we will collaborate on a number of topics, including but not limited to: job shadowing, career advice, encouragement, reviewing the written report, instruction in my field of expertise, and professional guidance. I will review and initial Senior Project mentor documentation each period of time the student and I collaborate on his/her project. I understand I will be invited to serve as a panel judge for the Senior Project Presentations in the spring, but am under no obligation to do so.

My telephone number is _____ and the best time(s) to contact me is/are: _____.

Mentor Signature

Mentor Printed Name

Mailing Address

City

State

Zip

E-mail address

DUE: OCTOBER 24, 2025



Hamilton High Senior Project

Mentor Interview Response Log

Student Name: _____ Senior Project Topic: _____

Mentor Interview	Response
<p>Interview questions</p> <ul style="list-style-type: none"> ➤ Tell me how you became interested in... ➤ Tell me about the path you followed to get to this position? ➤ What suggestions would you give to someone who is pursuing this career? ➤ What skills and qualifications are essential for success in this field? ➤ What do you believe is the most difficult part of being..? ➤ How much do you expect this position would pay for an entry-level position? ➤ What school classes/training would help prepare someone for..? ➤ What kind of hours could I expect to work in this career? ➤ What are some of the objectives you would like to see accomplished in this job? ➤ What are some of the more difficult problems one would have to face in this position? ➤ What freedom would I have in determining my own work objectives, deadlines, and methods of measurement? ➤ What significant changes do you foresee in the near future? ➤ What accounts for success in this field? 	



Hamilton High Senior Project

PROJECT PAPER #1

Due: Thursday, November 7, 2025



Faculty expects students to maintain a high standard of academic honesty and integrity. Plagiarism will not be tolerated by any student. **Plagiarism** includes: copying or failing to give credit for ideas, statement of facts, or conclusions derived from another source, submitting a paper downloaded from the Internet or submitting a friend's paper as your own.

Students have three scheduled dates to submit their final paper. Students may receive 100% on the first scheduled submission date only. Each subsequent submission will result in a 10% grade reduction, therefore the second submission maximum will be 80% (earning no higher than a 'B') and the third and final submission maximum will be 70% (earning no higher than a 'C'). **If you do not receive a passing grade by the third submission**, you will not graduate, will not be allowed to participate in the ceremony and must attend summer school to complete your paper.

Formatting Instructions

Paper Length

The paper must be a minimum of three (3) pages of text, maximum of five (5) pages, not including the cover page or Works Cited page.

Font Size

Times New Roman 12-point font only.

Paper Set Up

Title Page – MLA format (see example). Correct heading on page #1 only.

One – inch margins on top, bottom, right and left sides of paper

Page numbers: top right of text pages only (not on cover page or Works Cited page)

~~Stapled—Upper left hand corner, NO folders.~~

Works Cited Page. Cite a minimum of **THREE** sources aside from your mentor, Total sources is 4. See the "Hamilton High School Library's MLA Style Notes..." handout for instructions on works cited page and parenthetical citing.

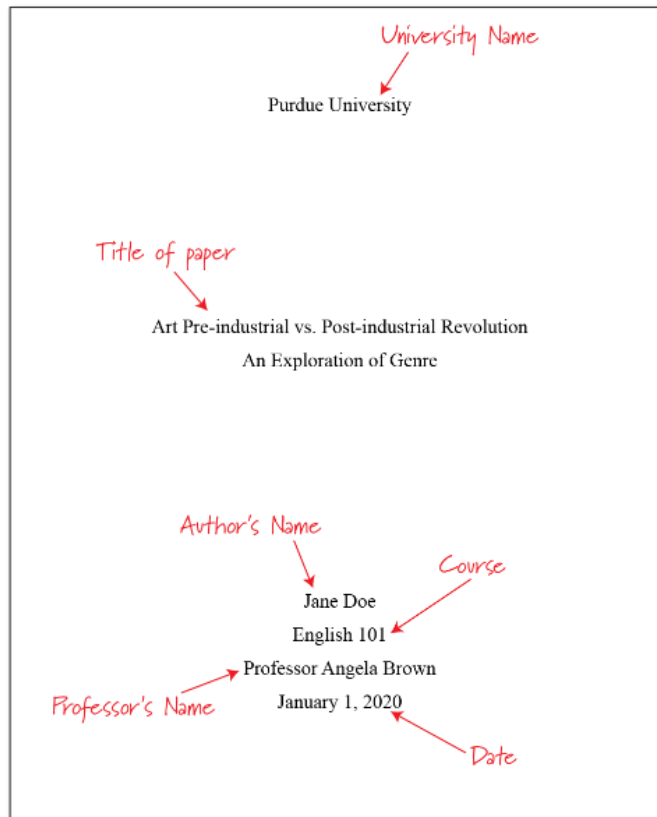
Illustrations and Graphics

Illustrations, graphics, tables, etc. may be used, but **will not count** as part of the text page number count. If you use these, you do need to cite your source.



Hamilton High Senior Project

Heading example:



The following questions are a SUGGESTED list of questions you may use to help you decide how to write each section of your paper. You DO NOT need to answer all of the questions in your paper, use them only as a guide to help you organize your thoughts. Label each section of your paper using the **bold** titles below, left justified and then a double space following the title.

Rationale: (1/2 to 3/4 page).

The rationale explains why you chose this project and what you hope to learn about it.

What is your personal background with this topic?

Why did you pick this project?

Where did you get the idea of this project?

Did it have anything to do with your past or did you just develop an interest in this project?

Was there a particular person who influenced you to pick this project?

What do you hope to learn, do, experience during this project?

How will you use what you learn on the project?

Career Research and Education: (1-2 pages)

The information in this section should be discussed as follows:

- ✓ Provide a **BRIEF** definition of the job, hobby, etc., including the duties and responsibilities. Research may include the earnings for this occupation, work environment and job outlook. Cite your source.



Hamilton High Senior Project

- ✓ **The majority of the information to be used** in this section is discussing the Personal Characteristics that are needed for the occupation, hobby, etc. You should **describe those skills you currently possess** and what evidence you have to prove it.
Example: Actors must have above average ability to use words to communicate feelings. I have developed this ability through high school drama performances, classroom presentations and through FFA leadership conferences.
- ✓ You must also discuss those attributes you hope to develop and the plan for doing so.
Example: Actors must be able to learn and understand procedures and techniques. In college, I plan to declare Theatre Arts as my major and will be enrolled in foundation courses such as Theater Forum and Introduction to Theatre and Movement for Actors to further develop these skills.
- ✓ Describe what type of training or education you need for this occupation, i.e., training program, certificate, degree, etc. Research a school or program that provides training in this career and highlight its attributes. Name the institution and provide demographic information about the campus (location, size, tuition costs, etc). Discuss why you chose this school, why it is a good fit for you, etc. Admission requirements, program/degree information and graduation requirements should also be addressed.

All information used in the paper from resource materials and your mentor should be stated in your own words, not copied. You must use correct parenthetical citations and give credit to the source.

Mentor's Professional History: (*3/4 to one page*).

Use the information gathered from your mentor interview completed 1st semester.

The mentor's professional history is specifically about your mentor. Information that discusses the field in general needs to be included in your "Field Experience" section.

What is your mentor's name, training, education, years of experience in this field?

How did he or she get into this field?

What does this career involve, what is it all about?

What is your relationship with your mentor? Was he or she nice at first or intimidating?

What personal qualities does your mentor have that you see in yourself?

Interview Questions for your Mentor

What made you decide to work in this career field?

What kind of training, education, specialty licensing and experience do you have?

What skills are required for this business?

What do you enjoy most about your job?

What do you enjoy least about your job?

What opportunities are there for advancement?

How much money can a person expect to make in this field?

Are there any fringe benefits? (health insurance, life insurance, retirement plans, etc.)

What are your work hours?



Hamilton High Senior Project

Senior Project Research Tips

An important part of your senior project and paper is the research you conduct about your topic. You will be researching the education and training required, skills needed, job responsibilities, salary, benefits, job outlook, and more. Here are some tips for locating quality sources of information.

Your Mentor: Your mentor is an invaluable resource and should be used as a Personal Interview.

Books: The Hamilton High Library has a rich selection of books in our Career section.

Occupational Outlook Handout: www.bls.gov. Under Publications on right column of page, click the Occupational Outlook Handbook. Click A-Z Index or utilize the “Search the Handbook” feature to locate career or topic. This U.S. Dept of Labor website is a tremendous resource of valuable, extensive, up-to-date, and accurate career information. Google it and make it your *first* online resource.

Who Do U Want 2B: <http://whodouwant2b.com>. Explore the 15 Career Pathways, obtain information about income/wages, and explore colleges and programs related to your project topic/career selection.

Reliable Career and/or academic websites include:

Career One Stop

California Career Zone

California Career Café

I Can Afford College

CCC Apply

Cal State Apply

University of California

Other websites: Evaluate other websites carefully to determine if they are authoritative, reliable sources of information. Look for websites sponsored by organizations noted for their ties to the profession. Ask your mentor if he/she belongs to a professional organization and visit that organization’s website for information. Be wary of sites created by individuals or small businesses. These are often not the most reliable sources of information. We can assist you with evaluating a source and determining if it’s appropriate for your project.

TIP: Be sure to get all the information you need to fully cite your source. For example, if you’re photocopying from a book, copy the page with publishing information as well. For websites, be sure to record the URL and other information to fully create your Works Cited entry later.



Hamilton High Senior Project

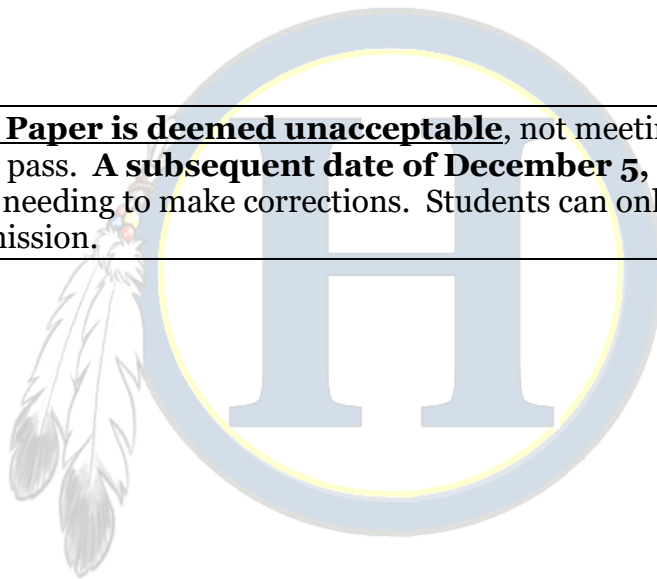
SENIOR PROJECT PAPER EVALUATION

TOTAL PTS: _____/110

All formatting components listed below must be completed. 5 points each: 50 total

- ☐ ~~One staple upper left corner~~
- ☐ Correct Title Page
- ☐ 12 pt. Times New Roman font
- ☐ Double spaced
- ☐ 1 inch margins
- ☐ Page numbering (top right)
- ☐ Body is 3 to 5 pages
- ☐ Three sections to body (Rationale, Research and Education, Mentor's Professional History)
- ☐ Paragraph indentation
- ☐ 4 distinct parenthetical citations within the text
- ☐ "Works cited" page with minimum of four (4) sources.

If your **Senior Project Paper is deemed unacceptable**, not meeting all of the following requirements, it will not pass. **A subsequent date of December 5, 2025** has been established for students needing to make corrections. Students can only earn a maximum of 89% or a B for this submission.





Hamilton High Senior Project SENIOR PROJECT PAPER EVALUATION

STUDENTS MUST SCORE “ACCEPTABLE” OR ABOVE IN ALL AREAS TO PASS. 60 points
CONTENT REQUIREMENTS – CIRCLE THE DESCRIPTOR THAT BEST REFLECTS EACH COMPONENT’S QUALITY

	OUTSTANDING: GOES CONSIDERABLY BEYOND ALL EXPECTATIONS (10 PTS)	QUALITY: GOES SOMEWHAT BEYOND ALL EXPECTATIONS (8 PTS)	ACCEPTABLE: MEETS MINIMUM EXPECTATIONS AND NOTHING MORE (7 PTS)	UNACCEPTABLE: DOES NOT MEET EXPECTATIONS (0 PTS)
DEVELOPMENT AND DETAILS	Details are clear, logical, thorough and accurately describe the project. The reader is immersed in the process (field experience) and can validate that the writer spent quality time on the project.	Details are specific and adequately provide an understanding of the topic. The reader is involved in the process (field experience) and can validate that the writer spent appropriate time on the project	Existing details are reasonably clear , and provide basic information regarding the project. The reader gathers the sense that adequate time was spent on the project	Paper does not meet the requirements of the assignment to describe the senior project. Information is very confusing, repetitive, and inaccurate.
ORGANIZATION	Logical, sharp organization. Powerful, connected rationale and reflection. The reader can follow the organization effortlessly.	Good organization. Interesting and relevant rationale and reflection. Reader can follow the organization easily.	Basic organization. Paper moves from point to point, but transitions are not strong. Limited but clear rationale and reflection related to topic. Reader can follow the organization.	No clear sense of direction. Ideas are disconnected. Rationale and reflection may be confusing, meaningless, and/or unintelligible.
VOICE AND WORD CHOICE	Paper energetically shows writer's personality and is natural, honest, and sincere. Varied and appropriate language use maintains a style or tone. Writer speaks knowledgeably and creates a mental picture.	Paper shows writer's personality and is honest and sincere. Language use maintains a style or tone and is accurate and knowledgeable. Writer often creates a mental picture for the reader.	Paper has some personality , but reader has a hard time connecting with the writing. Some moments of honesty and sincerity. Language choices are functional, but lack “color” or interest.	Paper has no personality and lacks honesty and sincerity. Language is not energetic, accurate, or precise. Wording sounds like an encyclopedia article with only facts. Slang and clichés present and/or words are misused.
MECHANICS	Writer utilizes standard-writing conventions effectively , reading the paper is effortless. Error free.	Writer uses standard-writing conventions appropriately , paper is easy to read, error free.	Writer uses standard-writing conventions, nearly error free.	Numerous mistakes are present, but the reader can figure out what is meant by re-reading sections. Mistakes are not severe, but are distracting.
PARENTHETICAL CITATIONS	Four or more sources are noted properly within the text and are relevant and important to the content of the paper.	Four sources are noted properly within the text and are relevant and add to the content of the paper.	Four sources are noted properly within the text and slightly add to the content of the paper.	Less than four sources are noted within the text and/or are inappropriately noted, are irrelevant, and/or disconnected from the content of the paper.
WORKS CITED	Four or more sources are properly formatted, alphabetically arranged with all required details.	Four sources are properly formatted, alphabetically arranged with nearly error free details.	Four sources are noted with minor formatting issues.	Less than four sources are noted. Numerous formatting issues , citations are not alphabetized or missing necessary detail.



Hamilton High Senior Project

3rd Quarter components

Project Paper #2	March 6
Mentor Time Verification Form	February 6
Mentor Thank-you Letter	March 6





Hamilton High Senior Project

PROJECT PAPER #2

Due March 6, 2026

Your Senior Project Paper #2, Mentor Time Verification and Mentor Thank-you Letter (including an addressed, stamped envelope if needed) must be submitted together.

Formatting Instructions

Paper Length

The paper must be a minimum of five (5) pages of text, maximum of ten (10) pages

Font Size

Times New Roman 12-point font only.

Paper Set Up

Title Page – MLA format. Correct heading on page #1 only.

One – inch margins on top, bottom, right and left sides of paper

Page numbers: top right of text pages only

Stapled—Upper left hand corner, NO folders.

Illustrations and Graphics

Illustrations, graphics, tables, etc. may be used, but **will not count** as part of the text page number count. If you use these, you do need to cite your source.



Hamilton High Senior Project

In addition to all of paper 1 sections you will be adding the following sections below.

Field Experience: (2 to 3 pages).

This section should cover what YOU DID in detail on your project. Be sure to write this portion as if your reader knows nothing about your topic. If you talk about a specific piece of equipment used at the work site, describe what it IS and what it DOES and HOW it is used.

What did you DO specifically? (Observed, used equipment, made, discussed)

What happened?

What did you observe?

What happens in a regular work day?

What did you learn from your mentor?

What skills, education and training are required?

What surprised you or didn't surprise you about this field?

What specialized equipment is required, what is it, how does it work and why is it needed?

How many people work at this site at a time?

How does a typical workday go?

Does your mentor interact with the employees? What does he or she do?

Other tips for writing your "Field Experience" section.

- Take photographs so you can remember each detail.
- Collect any brochures or pamphlets your mentor has about his or her business.
- Don't be fancy in your writing. Write as you would write, don't try and sound like someone else.
- Have another student read it for you and if they ask any questions about what they are reading, answer them in your paper.
- Have someone read your paper out loud to you so you can hear any run-on sentences, grammar errors, etc.
- Visualize each step of using a piece of equipment, then describe each step.

Reflection: ($\frac{3}{4}$ to one page).

Your reflection is what you thought of this project, what did you learn and now what will you do with the information you learned.

What did you learn?

What do you think about this career now?

What part of the career was the most fun to you?

What was not fun?

How have your ideas changed because of this research?

Do you still want to do this career? Why or why not?



Hamilton High Senior Project

SENIOR PROJECT FINAL PAPER EVALUATION

TOTAL PTS: _____/105

All formatting components listed below must be completed. 5 points each: 45 total

- One staple-upper left corner
- Correct Heading
- 12 pt. Times New Roman font
- Double spaced
- 1-inch margins
- Page numbering
- Body is 5 to 10 pages
- Two additional sections to body (Field Experience and Reflection)
- Paragraph indentation

If your Senior Project Paper is deemed unacceptable, not meeting all of the above requirements, it will not pass. Two subsequent dates have been established for students needing to make corrections or complete mentor hours to develop the paper content. The paper submission #2 date is April 2, 2026. Students can only earn a maximum of 89% or a B for this submission. The paper submission #3 date is May 22, 2026. Students can only earn a maximum of 79% or a C for this submission. If the paper does not pass on the 3rd submission, students are ineligible to participate in the graduation ceremony.



Hamilton High Senior Project

SENIOR PROJECT FINAL PAPER EVALUATION

STUDENTS MUST SCORE "ACCEPTABLE" OR ABOVE IN ALL AREAS TO PASS. 60 points

CONTENT REQUIREMENTS – CIRCLE THE DESCRIPTOR THAT BEST REFLECTS EACH COMPONENT'S QUALITY

	OUTSTANDING: GOES CONSIDERABLY BEYOND ALL EXPECTATIONS (10 PTS)	QUALITY: GOES SOMEWHAT BEYOND ALL EXPECTATIONS (8 PTS)	ACCEPTABLE: MEETS MINIMUM EXPECTATIONS AND NOTHING MORE (7 PTS)	UNACCEPTABLE: DOES NOT MEET EXPECTATIONS (0 PTS)
DEVELOPMENT AND DETAILS	Details are clear, logical, thorough and accurately describe the project. The reader is immersed in the process (field experience) and can validate that the writer spent quality time on the project.	Details are specific and adequately provide an understanding of the topic. The reader is involved in the process (field experience) and can validate that the writer spent appropriate time on the project	Existing details are reasonably clear , and provide basic information regarding the project. The reader gathers the sense that adequate time was spent on the project	Paper does not meet the requirements of the assignment to describe the senior project. Information is very confusing, repetitive, and inaccurate.
ORGANIZATION	Logical, sharp organization. Powerful, connected rationale and reflection. The reader can follow the organization effortlessly.	Good organization. Interesting and relevant rationale and reflection. Reader can follow the organization easily.	Basic organization. Paper moves from point to point, but transitions are not strong. Limited but clear rationale and reflection related to topic. Reader can follow the organization.	No clear sense of direction. Ideas are disconnected. Rationale and reflection may be confusing, meaningless, and/or unintelligible.
VOICE AND WORD CHOICE	Paper energetically shows writer's personality and is natural, honest, and sincere. Varied and appropriate language use maintains a style or tone. Writer speaks knowledgeably and creates a mental picture.	Paper shows writer's personality and is honest and sincere. Language use maintains a style or tone and is accurate and knowledgeable. Writer often creates a mental picture for the reader.	Paper has some personality , but reader has a hard time connecting with the writing. Some moments of honesty and sincerity. Language choices are functional, but lack "color" or interest.	Paper has no personality and lacks honesty and sincerity. Language is not energetic, accurate, or precise. Wording sounds like an encyclopedia article with only facts. Slang and clichés present and/or words are misused.
MECHANICS	Writer utilizes standard-writing conventions effectively , reading the paper is effortless. Error free.	Writer uses standard-writing conventions appropriately , paper is easy to read, error free.	Writer uses standard-writing conventions, nearly error free.	Numerous mistakes are present, but the reader can figure out what is meant by re-reading sections. Mistakes are not severe, but are distracting.
PARENTHETICAL CITATIONS	Four or more sources are noted properly within the text and are relevant and important to the content of the paper.	Four sources are noted properly within the text and are relevant and add to the content of the paper.	Four sources are noted properly within the text and slightly add to the content of the paper.	Less than four sources are noted within the text and/or are inappropriately noted, are irrelevant, and/or disconnected from the content of the paper.
WORKS CITED	Four or more sources are properly formatted, alphabetically arranged with all required details.	Four sources are properly formatted , alphabetically arranged with nearly error free details.	Four sources are noted with minor formatting issues.	Less than four sources are noted. Numerous formatting issues , citations are not alphabetized or missing necessary detail.



Hamilton High Senior Project

Hamilton High School

SENIOR PROJECT MENTOR HOUR VERIFICATION

Due: February 6, 2026

Student's Name _____ ID# _____

Date(s) (m/d/y)	Description of Senior Project Activities	Hours Completed	Name, contact info & signature of person verifying hours

I have reviewed my son's/daughter's Project Hour Verification Form. I certify he/she has completed 10 hours in order to meet the graduation requirements for Hamilton High School.

Total Project Hours (add totals of all log forms, if more than one page) _____

Parent signature _____

Student Signature _____

Mentor Signature _____

This form must be submitted with your Senior Project Paper #2 and Mentor Thank-you Letter (including an addressed and un-sealed envelope).



Hamilton High Senior Project

Sample Mentor Thank You Letter Due March 6, 2026

Your mentor thank-you letter needs to have:

- Your Address
- Date
- Mentor's name, company and address
- First paragraph – Thank them for being your mentor?
- Second paragraph – What you have valued most about this project?
- Third paragraph – What do you intend to do now?
- Your signature in between “Sincerely” and your typed name.

SAMPLE

(start 2 inches down, use a 12-point font. Arial or Times New Roman)

Your Address

City, State, zip code

Date (followed by 4 "Enters")

Mrs. Coleen Parker
Stony Creek Cheese
2675 Highway 32
Chico, CA 95973

Dear Mrs. Parker:

I would like to thank you for taking the time to be my mentor for my senior project. I learned a great deal from you about cheese manufacturing. I enjoyed our time together and I hope you enjoyed working with me.

I believe the best part of working in your business was the production of the cheese. The process for making the cheese is fascinating and I did not realize how much attention to detail a person must have to produce a quality product.

In the fall I plan on attending California State University, San Luis Obispo to major in Agriculture Business. My experience with you has made me realize that I enjoy working in the food industry and specifically in agriculture. Thank you again for being my mentor it was a great learning experience for me.

Sincerely, ("Enter" 4 times)

(3 blank lines)
Mary Smith

Your Mentor Thank-you Letter (including an addressed, un-sealed envelope) must be submitted with your Senior Project Paper #2 and Mentor Time Verification Form. This “Thank-you” letter can also be emailed. A draft needs to be provided to your SP teacher for approval, before the email is sent to your mentor. Verification of the sent email needs to be provided for grading.



Hamilton High Senior Project

4th Quarter components

Paper re-submission #2	April 3
Presentations	May 21 (Thursday)
Community Service verification	May 22
Paper submission #3	May 22





Hamilton High Senior Project

Project Presentation Information Presentations: Thursday May 21, 2026

Attire

Gentlemen – Slacks, dress shirt and a tie.

Ladies – Pants suit or skirt, blouse, nylons and close-toed shoes.

NO GUM, hair should be neat and out of your face.

No tight clothing or see through clothing. Shirts and blouses should be tucked in so that no skin shows during the presentation.

Job-Related Clothing – If you wear job-specific clothing, you need to let the judges know what you are wearing, just as you would a piece of equipment. If you do not indicate your clothing is job specific, you will be marked down for improper attire. Example: Mechanic's overalls are appropriate attire for a mechanic.

Presentation Times

All presentations start at 6:30pm. We allow 20 minutes for each presentation. All seniors are expected to be here by 6:30pm as presentations may run shorter than the allotted time and other students may be delayed.

Presentations

Use of job-related items: If you bring items from the job site, be sure to talk about the items during the presentation. Move the judges to where you need them to be for your presentation.

Example: If your presentation is about a car engine, take the judges outside to see the car.

Food Materials – If your project revolves around some type of food preparation, you will need to be sure you have all of the ingredients before your presentation and will not be able to clean up the dishes you use until the last presentation has finished. Do not bring food for the judges unless your project relates to food.

Beginning Presentation: Shake the hands of all judges. Write your name on the board or put it into your presentation so they do not have to guess at the spelling of your name. Example: List your name on your presentation board, or in your PowerPoint. If you don't use a board or PowerPoint, you may write it on the chalkboard.

Presentation: Cover these areas: 1) what is your project, 2) why you chose this project, 3) explain what you did for your project, 4) what did you learn, and 5) what will you do with this information you have learned.

Ending Presentation: 1) Don't abruptly end your presentation. Cue your audience when you are ending. It may be appropriate to say, in conclusion, finally, or in summary. 2) Then you must ask "Do you have any questions?" If you do not ask, your presentation will not pass.

Answering Questions: Be honest! If you don't know an answer to a question, say, "I didn't research that, but I believe..." You can then give your opinion. When answering a question, take a moment to formulate what you want to say rather than blurting out information in an unorganized manner. Shake the judges' hands when you are finished answering questions and thank them for coming to see your presentation.



Hamilton High Senior Project

Pay Attention to Details

Eye Contact – Make sure you look at each judge during your presentation. Try not to focus on any one person in the room.

Dry Run – Be sure to go through your presentation before you have to do it for the judges. It's best to do the presentation for someone; your parents, teachers, or senior project staff because you may get nervous in front of the judges. This might make you move through your presentation too quickly and you won't meet the seven-minute minimum time requirement.

Don't Fidget – Pay attention to how you are moving your body during your presentation, if you are nervous, you may fidget your feet or hands, practicing your presentation prior to giving it to the judges will help you to identify your body movements and control them.

Presentation Audio/Visuals

PowerPoint must be utilized for your presentation. All rooms are equipped to accommodate this requirement. The power point should be saved to the student (R:) drive as well as an additional copy saved to a disk or jump drive for back-up purposes. The presentation should meet the following Hamilton High School computer proficiency requirements and be 100% error free:

Presentation (PowerPoint)

4 or more slides	Presented as a "show" on monitor or overhead
2 or more slide layout/template designs	Demonstrate use of "key words" as visual aide.
Slide Transition or other animation	



Hamilton High Senior Project

HAMILTON HIGH SCHOOL SENIOR PROJECT PRESENTATION EVALUATION FORM

NAME _____ TOTAL POINTS _____/80

PRESENTATION TOPIC _____

	Exceptional (10 pts each)	Admirable (8 pts each)	Acceptable (7 pts each)	Amateur (0 pts)
APPEARANCE	Shirt/tie/slacks or dress/skirt/suit. Professional or appropriate topic costume	Buttoned shirt/slacks or neat dress/skirt/slacks	Pull over shirt, tucked and clean or more casual dress	Messy, not professional dress
CONTENT	Sophisticated and elaborate with an abundance of accurate material clearly supported. Exceptional evidence and elaboration of field experience. Sense of quality time spent with mentor.	Less sophisticated or elaborate, but many strong points made. Clear evidence of field experience. Sense of appropriate time spent with mentor.	Average level of sophistication and elaboration without strong support. Some evidence of field experience. Some evidence of time spent with mentor.	Unable to accurately discuss the information. No evidence of field experience or time spent with mentor.
ORGANIZATION	Exceptional organization, flows effortlessly, topic clearly stated and developed with strong conclusion.	Appropriately organized, flows well, topic stated and developed; clear and relevant conclusion.	Organized but could have stronger transitions; topic is stated, conclusion is acceptable.	Concepts loosely connected; no apparent organization, lacks clear transitions; jumps around; weak conclusion, Choppy, disjointed, vague
CREATIVITY	Very original presentation and captures audience's attention	Some originality, good variety, and blending of materials and media	Presented with little originality or interpretation	Repetitive; no variety; unimaginative
VISUALS AND SUPPLEMENTAL MATERIALS	Included exceptional computer generated or handmade visuals that enhanced the presentation; materials well balanced and connected to the topic	Included computer generated or handmade visuals that enhanced the presentation and were connected to the topic	Visuals or supplementary materials were present but not smoothly used, of average quality, and/or irrelevant	None present or very poorly made and/or used
SPEAKING SKILLS	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence. Did not read from notes	Clear articulation but not as polished or confident; minor references to notes	Some mumbling; little eye contact; more uneven rate and/or little expression; some slang; higher reference to notes	Inaudible; unengaged; monotone; read entirely from notes
QUESTIONS	Correctly answered questions and elaborated or explained	Correctly answered questions with ease	Answered only rudimentary questions	Unable to answer questions
LENGTH (w/o QUESTIONS)	10-12 minutes	8-9 minutes or more than 13 minutes	7 minutes or more than 14 minutes	Under 7 or over 15 minutes



Hamilton High Senior Project

COMMUNITY SERVICE Hamilton High School

What Is a Community Service Project?

Community service projects are planned, organized and voluntary efforts designed to address a problem or need in the community. To be meaningful, community service projects must address a real need or problem found within the school or community. The community service project you choose to do should also reflect your personal interests and skills. In addition, worthwhile community service projects require an ongoing commitment on your part

What Are the Community Service Graduation Requirements for Hamilton High School?

To complete the community service graduation requirement, you must complete **twenty (20) hours** of community service your senior year.

What Types of Projects Meet the Requirement for Graduation?

You may do any of a variety of projects in order to meet the graduation requirement. You can spend time with senior citizens in convalescent homes, tutor elementary students, and work in a homeless shelter -and more

Examples of Acceptable Projects include:

- Student plans, coordinates, and monitors a school-wide letter writing campaign in support of an issue of local importance.
- Student tutors other students in reading or math for a semester.
- Student serves as a Community Service aide to an appropriate teacher or counselor and assists with the efforts to implement and monitor community service experiences.
- Student performs at another school or at a nursing home or similar facility.
- Student performs for school activity that is not part of the regular program, such as Black History Month, Hispanic Heritage Month, Earth Day, World AIDS Day, Red Ribbon Week, Cesar Chavez Day, Mix-It-Up at Lunch, Challenge Day, Every Fifteen Minutes, Career Day, or translating at parent teacher conferences.
- Students develop an Adopt-A-Park program that includes organizing and monitoring regular work details and beautification.
- Students work regularly at a senior citizen's center assisting with feeding and visitations.
- Students work regularly at a children's home and assist with child care or schoolwork (e.g., reading stories or helping with homework).
- Club members volunteer to perform service for community organizations such as March of Dimes Walk, Special Olympics, Habitat for Humanity, Boys/Girls Club, Fight for the Cure, Relay for Life events, etc...



Hamilton High Senior Project

- Student hosts story hours for younger children at a community library or at a nearby elementary school.
- Student reads to or record for the blind.
- Student serves as a volunteer at a museum or cultural center.
- Student choreographs, writes, or directs a piece that is performed for a school, service agency or the like.
- Student volunteers to paint for a community agency or designs a poster for a community agency for which he/she does not get paid and does not receive an award.

The organizations and agencies listed below typically welcome volunteers.

This list should help you:

- Chambers of Commerce
- Charities (ARC, Salvation Army, Boys/Girls Club, etc.)
- City governments
- Civic organizations
- Convalescent homes
- County agencies
- Cultural centers
- Daycare centers
- Elementary or middle schools
- Hospices, Hospitals, Nursing Homes
- Libraries, Museums
- Parks, Recreation Centers
- Political organizations
- Religious organizations
- Service organizations
- United Way agencies
- Zoos



Receiving Credit for Project

- As you participate in community service activities, complete the “**Community Service Activity Log**” (located in this guide on page 49) and secure contact information and a signature from the coordinator of each activity.
- Once a minimum of **20 hours** have been acquired, secure a parent or guardian signature on the bottom of the form.
- **The completed form must be submitted on Friday May 24, 2024 to receive credit for the community service project.** You should also keep a copy of this form for your records. Numerous scholarships are available based on community service activity and colleges often base admission decisions on such involvement.
- The final authority in matters related to a Student’s community service hours and the authenticity of the “Activity Log” rests with the school’s Principal.



Hamilton High Senior Project

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COMMUNITY SERVICE ACTIVITY LOG Due Friday May 22, 2026

Student's Name _____ ID# _____

All students must use the Activity Log form to record their community service.

Date(s) (m/d/y)	Description of Community Service Activities	Hours Completed	Name, contact info & signature of person verifying hours

(Copy additional forms if needed)

I have reviewed my son's/daughter's Activity Log Form I certify he/she has completed the minimum 20 hours in order to meet the graduation requirements for Hamilton High School.

Total Project Hours (add totals of all log forms, if more than one page) _____

Parent signature _____

Student Signature _____

Senior Project Teacher _____