



Cañon City High School

Capstone
2017-2018



Bill Summers, Principal

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Dear Students and Parents/Guardians,

As a culmination of your educational experience and to demonstrate that you are **college and career ready**, you will soon begin your Capstone Project. The Capstone Project is designed to showcase a student's academic achievement, enduring knowledge, and unique talents. The Capstone Project must be successfully completed in order to earn a Pathway Endorsement with Honors or Renaissance Scholar Endorsement. The Capstone Project is also a requirement to earn the Valedictorian or Salutatorian recognition at graduation. With our instruction and guidance and your self-advocacy and leadership, you will benefit and succeed in this exciting endeavor.

Capstone Project Mission Statement

The Canon City High School School Capstone Project will provide a cumulative evaluation instrument to: validate a senior student's ability to research from a variety of media, apply college-level math in a work-place environment, write an analytical paper, design and complete a project, and teach others about the project through a formal presentation.

The Capstone Project allows each senior the opportunity to demonstrate his/her years of educational experience. Math, language arts, and 21st-Century skills will be showcased in a three-part process. The essential components include:

- ✓ A physical product or service resulting from chosen fieldwork
- ✓ A word-processed qualitative research paper including a reflection of the entire project
- ✓ An oral presentation accompanied by a portfolio, which synthesizes the first two components and is presented before a panel composed of district/school staff, parents and community members

To be successful, you must successfully complete each component. Furthermore, this experience cannot rely solely upon what you already know, but must demonstrate an aspect of new learning and growth.

A successful Capstone Project journey involves parental, community, and teacher support as well as student initiative and self-discipline. You will be informed of the specific deadlines and requirements as we proceed. Early in the process, a Topic Proposal form is due which will require you to explain your project focus and outline the steps needed to obtain your goals for the project. If you chose a group Capstone Project, you must also complete the division of labor worksheet. This is the first step of the Capstone Project.

In a few short months, after years of acquiring skills and knowledge and demonstrating perseverance, you will be a high school graduate. These are indeed exciting and memorable times. We ask that you join us in a partnership of encouragement and support along with your parents as you begin your last graduation journey.

Sincerely,

Bill Summers

Bill Summers, Principal

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Overview

Capstone: A pinnacle of achievement

The purpose of the Capstone Project is to give students an opportunity to choose an area of study, to combine different disciplines, to explore new avenues in a productive manner, and, at the same time to help others and contribute to the community. Each student needs to address a challenging issue that will stretch his/her intellectual and personal growth. In essence, the project will provide a significant learning stretch. It should benefit the community at large, develop a new skill and/or give insight to a field that he/ she may want to pursue as a career.

The main idea of the Capstone is transition. This project transitions students away from subject-centric learning to a real-life experience that the student believes may be relevant to their next stage in life. Each student that chooses to do this project will utilize the knowledge and skills they have acquired in school to successfully complete their Capstone.

There is no end to the creativity involved with these projects. There is no limit to what a student can do to challenge himself or herself and learn and help others in the process. Most importantly, the Capstone should represent an area of focus that they are passionate about and **will have FUN doing!**

Required Components: The 6 P's (for more information see pp.10-11)

- **P1: Proposal + Paperwork** – The initial phase of the project consists of a proposal for the project, proposal approval, group division of labor worksheet, the necessary paperwork including parent/guardian consent, mentor agreement & sponsor agreement and a formal letter of intent summarizing the project for the portfolio.
- **P2: Product/Service + Fieldwork** – A product or service related to the chosen project topic requiring a minimum of 10 hours of fieldwork outside of school. Each student will work with a mentor in his/her chosen field (not a staff member or family member). The product or service must be tangible or documented service to the school or community.
- **P3: Paper** – A reflection research paper of 6-10 pages in length about the Capstone project. This research paper is a formal paper that encourages students to reflect on their capstone project and demonstrate proficiency in conducting research, drafting, and revising. It must also contain proof that college-level Math aided in the service project.
- **P4: Portfolio** – The portfolio is documentation and reflection of the entire Capstone process bound in a large 3-ring binder. It will contain all letters and forms, final reflection research paper, activity journal, resume, artifacts from all 4 years of high school, and any other items/documents of the Capstone project. Each student must turn in an individual Capstone portfolio.
- **P5: Poster** – The promotional poster is an opportunity to publicize the project to students, staff, and the community. The professionally produced posters will be on display at least one week prior to the final presentations.
- **P6: Presentation** – This is the final component of the Capstone project. It will consist of a speech and a visual display of the student's choosing featuring the product or service. Students will present individually to a panel of 4-5 judges consisting of staff and community members.

Benefits

Once the graduating senior has completed the Capstone Project, he or she will have completed a multi-faceted task that has brought maturity, organization, service learning, and public speaking skills to fruition. It is also important to note that students will be creating and completing these types of projects in their post-high school careers. Students will thus have experience in real-world tasks. Any of the projects described in this handbook show that the student has used a host of skills that will set him or her apart from other graduating seniors.

Upon successful completion, 0.5 elective credit will be awarded.

Academy Pathway Endorsements:

Pathway Endorsement:

- Complete all pathway requirements

Pathway Endorsement with Honors:

- Complete all pathway requirements
- Complete a Capstone Project
- Either of the following:
 - Complete an additional 2.0 credits from the Pathway Course Requirements OR
 - Earn a cumulative, weighted GPA of 3.5 or higher

Renaissance Scholar:

- Complete all Pathway Requirements for at least two Pathway Endorsements
- Complete a Capstone Project
- Earn a cumulative, weighted GPA of 3.5 or higher

Topic Selection

Points to Consider when choosing a topic:

1. Which project will I most likely be able to use after senior year?
2. Which choice will challenge me the most and provide a learning stretch?
3. Which area will enable me to find the most resources?
4. Do I have a person who is willing to serve as my mentor?
5. Which project is realistic in terms of time for me, a busy senior?
6. What are my talents? What is or are my pathway(s)?
7. Is there an area that a college admissions representative or an employer will look at with interest?
8. Is there a budget concern for me?
9. Is there a concern about transportation?
10. Is the topic/project school-age appropriate?

Brainstorming Sheet for Students

Contemplate all the areas of interest in your life. Where do you see yourself in ten years? Where do you see your project in relationship to one or any of the ideas listed below?

1. Social studies (historical study, cultural study)
2. Space (exploration, extraterrestrial theory)
3. Specialized hobbies or collections (coins, cars, dolls)
4. Art (producing the school's art show, painting a mural, designing a stained glass window)
5. Education (working with elementary students in the district, working with a high school teacher on a topic, working with the county to fight illiteracy)
6. Technology (wood, metal, cars, computers, graphics, electronics)
7. Human services (designing and sewing costumes for a play, musical, or homecoming; catering a special event)
8. Writing and/or literature (writing and illustrating a children's book in English or a foreign language, compiling a poetry book)
9. Math and Science (exploring certain math theories, starting a tutoring program afterschool, pursuing an ozone study or starting a recycling program)
10. Photography/film (making a movie, taping and editing school events, showing photographs)
11. Social Concerns (homelessness in Fremont County, aging, youth violence)
12. Career path (journalist, doctors, physical therapists, researchers)
13. Volunteer/community service extension (volunteer project at a local hospital)
14. Travel (languages, working during a break in a foreign land)
15. Health and fitness (physical program for youth, teaching/coaching others)
16. Performing arts (music, dance, drama)
17. Business (trends, stocks, computers)
18. Sports-related project (organizing a community race, marketing a community activity)
19. Certification in an area (like CPR and help host a health fair)

Required Components (The 6 P's)

P1: Proposal + Paperwork

Once the topic is selected for the Capstone project, the student(s) will develop a Capstone Proposal (see p.14 for Proposal Format) and submit it to the Capstone Committee (see p.15). The proposal will be reviewed and approved by a committee member before any work may begin by the student. If a student/group does not get full approval, the necessary changes/modifications will need to be made to the proposal and resubmitted. The proposal will be used to write a formal Letter of Intent (see p.16 for the Letter of Intent template) that will be put into the portfolio for review at the end of the project.

If a group of students (no more than four students per group) wishes to accomplish their Capstone Project together, they must fill out the group division of labor worksheets (see p. ?? for Group Division of Labor Worksheet) and present this document to the Capstone Committee for approval. This document will translate to the group rubric (see p. ?? for the Group Rubric) for final grading.

After the proposal has been approved, students will need to acquire a mentor for their project in their chosen field (see p.17 for mentor guidelines). One of the objectives of the Capstone is to encourage the student to engage with members of the community that they may otherwise not, thus the Capstone mentor may not be a parent/guardian or family member of the student. The mentor may **not** be a CCHS staff member as well. A Capstone Mentor should be someone with specific expertise related to the subject matter and topic of the Capstone, as they will serve in an advisory role, as needed, for the student.

Students will also be selecting a Capstone sponsor to have as support during their semester of work for their project. The sponsor **will** be a CCHS staff person, selected by the student(s), and will be a check-in and support person (see p.17 for sponsor guidelines). The sponsor will be chosen at the beginning of the semester the student is doing the Capstone presentation and does NOT need to be selected prior to beginning the fieldwork.

Students will also review their project with parent(s)/guardian(s) and gain approval at the beginning of their Capstone project (see pp.17-18).

P2: Product/ Service + Fieldwork

The fieldwork component of the Capstone is when the student transitions from the world of subject-centric learning to real-life relevance and application. Students will need to complete a minimum of 10 hours (per student) outside of school on the fieldwork and final/product or service.

The product/service of the Capstone Project is the tangible artifact or documented service of the fieldwork done by the student. The product or service should be related to the chosen topic area within budgetary and time constraints (e.g., Students shouldn't attempt to build a space shuttle unless they have NASA's budget and personnel). The student's capstone mentor can help develop ideas and assist along the way.

All students will be required to maintain a detailed activity log/journal that includes an up-to-date record of the effort, results, and time spent working on the fieldwork and the resulting end product or service (see example on p.22). This log is important for several reasons. First, it keeps the student on task and focused by requiring him/her to write down all that has been accomplished so far and what still needs to be complete. Second, it helps

keep a record of the time spent on the fieldwork and the resulting physical product or service which allows the Capstone committee, your mentor and the Board Judges to realize the effort, thought, and learning the students have expended. Finally, this log will provide an excellent resource for the qualitative research paper (a required component for the Capstone Project--see below) to be written about the overall Capstone Project.

Along with the activity log/journal, students are encouraged to capture photos and videos and collect any evidence of the work done throughout the course of their Capstone Project. These should be used for the portfolio/presentation of the work students have completed.

P3: Paper

Each student (or if working in a group, only one paper is due from the entire group) will be required to write a Qualitative Research paper which will describe the student's overall capstone experience, the results compared to their expectations, and a reflection on how the capstone impacted them personally and their perspective toward their future. The paper will be 6-10 pages in length, written in MLA format (Times New Roman 12 pt. font, 1" margins, double-spaced, page numbers and first/last name in the top right margin). A complete guideline for the qualitative research paper will be provided in the student's advisement class during their junior English course (see p.24 for further guidelines).

P4: Portfolio

This component will be an assembled portfolio that shows evidence of the student's journey from the initiation of the idea through the Capstone presentation along with thoughts/plans for continuing his/her journey beyond graduation from Canon City High School.

The portfolio reflects the student's learning process over the entirety of the Capstone Project. It provides essential documentation of the project for the Capstone Committee, the student's mentor and the Senior Board judges. Remember this will be their first impression of the student and his/her project (see p.25 for Portfolio Guidelines).

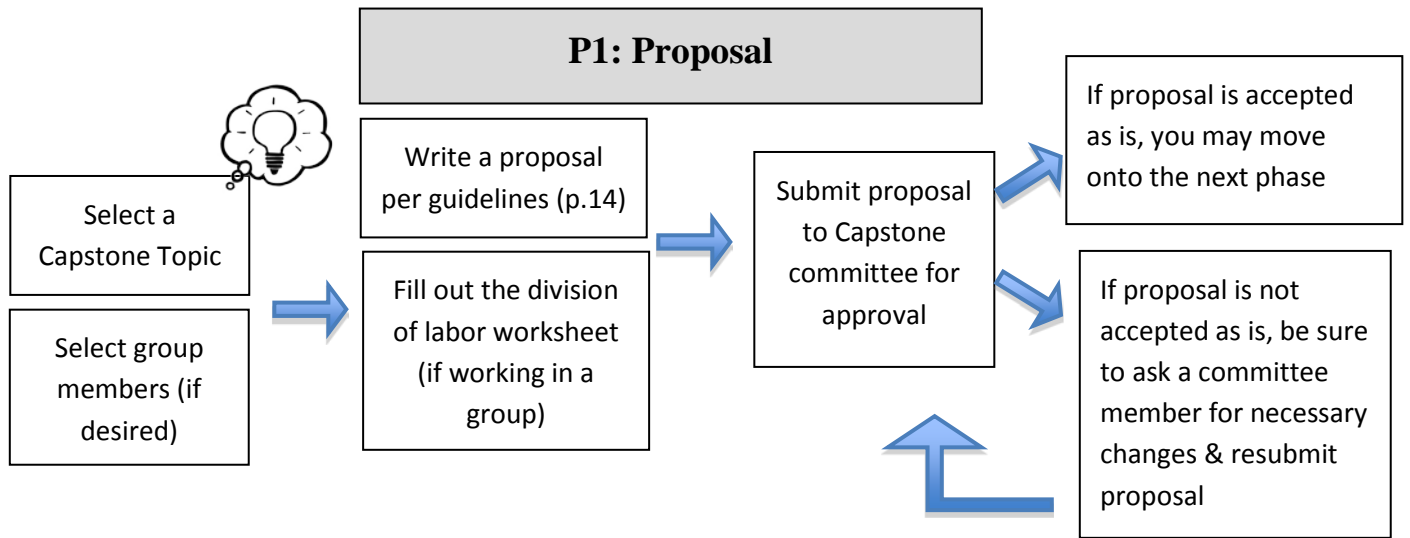
P5: Poster

This poster is an opportunity to professionally publicize your Capstone Project to the students, staff, and the entire Canon City community. These posters will be on display in various locations to show your commitment to and your interest in your Capstone project topic (see p.26 Poster Guidelines).

P6: Presentation

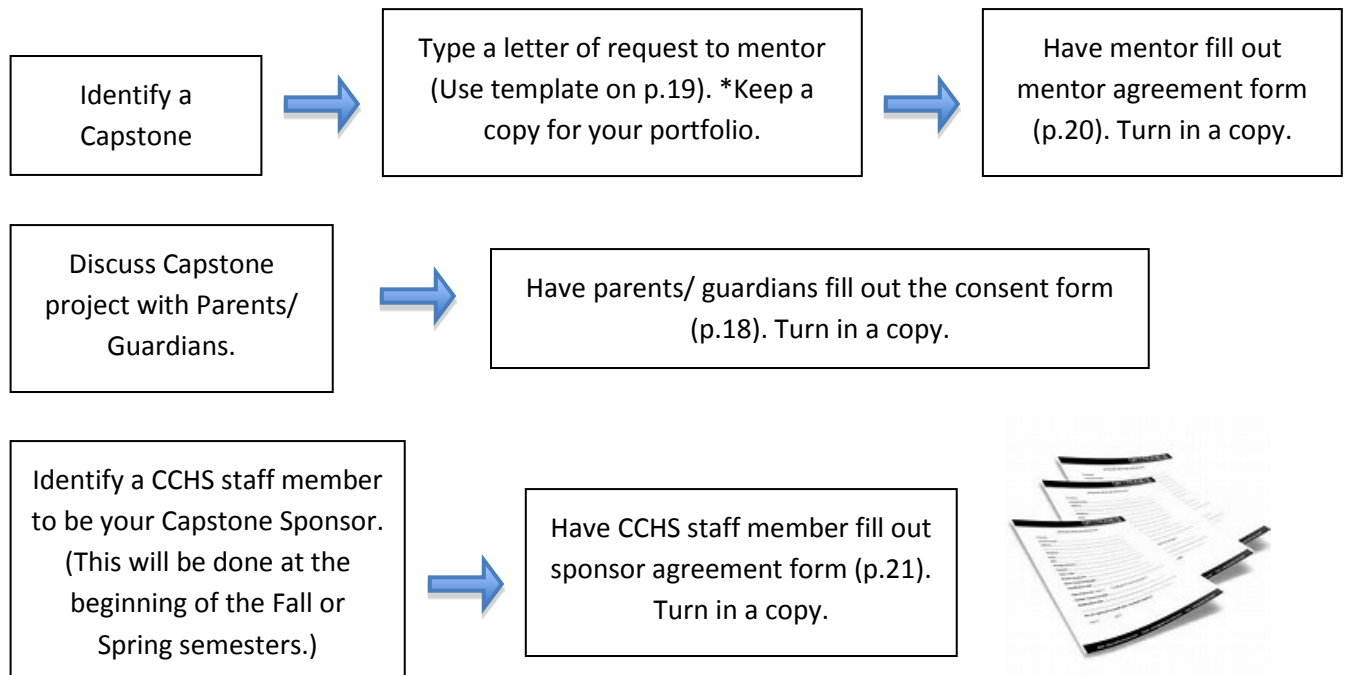
This presentation represents the final step in the Capstone process and provides a platform for students to showcase their overall experience and outcomes of their Capstone Project. Students will present for 12-20 minutes (each student in a group must present for a minimum of 4 minutes) to a senior board review panel consisting of district/CCHS staff and community members. Upon completion of the student presentation, the Senior Board panel may ask the student questions related to their Capstone project and presentation (see p.27 for Presentation Guidelines).

Flowchart



*Type a Letter of Intent (one per group) once your proposal is approved (Use template on p.16). This is a formal letter of your proposal used for your portfolio. This will be done in advisement

P1: Paperwork *(Mentor, Parent Consent, & Sponsor)*



P2: Product/Service + Fieldwork

Work with mentor to identify an end product or service and develop a schedule and tasks.



Begin fieldwork (i.e. Internship, gathering data, producing, creating, planning an event, etc.)

Maintain Activity Log/Journal throughout fieldwork including communication with mentor, meetings, major events, etc. (See p.22)



Keep all artifacts of fieldwork (i.e. photos, videos, sketches, articles, samples, etc.)

Maintain communication with mentor throughout fieldwork to provide progress reports.

Execute Final Product or Service. *Mentor fills out mentor verification form (see p.23). Submit a copy

P3: Qualitative Research Paper

(Instruction will be given in the Capstone advisement class)

Using activity log (journal), develop outline for research paper.

Write first draft and submit for editing.

Make necessary edits & write final draft. Submit for final grade.



P4: Portfolio & P5: Poster

Assemble portfolio of all previous phases + and other required sections. (See p.25). Submit to Capstone coordinator.



Create promotional poster (one per group) of your capstone project fieldwork & final product/service. (See p.26). Submit to Capstone



P6: Presentation Phase

Prepare presentation using at least one visual (i.e. Powerpoint). See pp.27-29

Practice presentation with capstone committee.

Present to Senior Board on determined date, time & location.



P1: Topic Proposal

Directions: Use this form as a template. Your submitted proposal should be typed.

Student Name: _____

Proposed Project Topic: (What is the title of your Capstone Project?)

Proposed Fieldwork: (Explain briefly what you will do for your fieldwork.)

Proposed Final Product or Service: (Explain briefly what the end product or service of your fieldwork will be.)

Purpose/Goal of Project: (Explain briefly why you are doing this project.)

Learning Stretch: (Explain briefly how this project will challenge you beyond what you already know. What will you learn from this project?)

Planning: (Explain briefly what steps are required to do this fieldwork & service/product. You can use bullets to organize your thoughts.)

Mentor: (Although you do not need to have your mentor chosen at this time, do you have an idea of who you would ask to be your mentor for your project? If yes, explain briefly his/her background and how you know him/her. If no, how will you seek out someone to be your mentor?)

My Pathway(s) is/are _____.

My future career is _____. (It is okay to put "unknown".)

How does this project fit into your Academy Pathway/ Career? (Explain briefly how this project ties in with your chosen pathway/career. If it does not, explain why you chose to do something outside of your pathway/career.)

P1: Letter of Intent Template

1234 Jackson Street
Canon City, CO 81212 (Student's address)
August 16, 2015 (Today's date)

CCHS Capstone Committee
1313 College Avenue (School address)
Canon City, CO 81212

Dear Capstone Committee:

Topic Proposal: What is the proposed topic? What will be your proposed fieldwork? What will be your final product?

Interest in Project: Explain your interest and any previous experience you have in this field. Why I want to do this? What value will the project hold for me, the school, and /or the community at large?

Learning Stretch: What will I learn during this project, particularly how will I challenge myself to stretch beyond my usual limits?

Sincerely,

Barb Smith (Student Signature)

Barb Smith (type name)

Parent/Guardian, Mentor & Sponsor Guidelines

Parents/Guardian: You are encouraged to assist your student in the following ways:

- Help the student in thinking creatively about the Capstone selection process and how it best aligns with their experience, skills and expertise,
- Complete the Parent/Guardian Consent Form (see p.18)
- Encourage students to stay organized, meet deadlines and ask for help when necessary.
- Supervise the “stretch” of the Capstone by giving support for new experiences and help the student think creatively about how to overcome challenges.
- Remind the students that this project is supposed to be FUN and be relevant to their future endeavors.

Mentor: Each student will select a Capstone Mentor who can advise and assist throughout the Capstone experience.

A Capstone Mentor should be:

- A person who is knowledgeable/ experienced in the subject area of your Capstone
- A person who is willing to assist and advise you in the Capstone process
- A person you can have regular contact with, either face-to-face or via other synchronous means such as telephone, email, web conference, etc.,
- A person who will give you constructive feedback and will challenge you to think “outside the box”, and
- An adult who is a high school graduate and will encourage you throughout the process**.

**One goal of the Capstone is to encourage the student to meet and interact with new people and professionals in their project field. The student is also encouraged to stretch and grow while working on the Capstone. Therefore, a Capstone Mentor cannot be an immediate family member or part of the CCHS staff.

Sponsor: Each student will select a CCHS staff member to be their Capstone Sponsor to have a direct support person at the school aside from the Capstone committee (this includes any counselor, administrator, teacher, custodial staff, secretaries, etc.).

A Capstone Sponsor should be:

- A CCHS staff person who is willing to support you and be a check-in person throughout your Capstone project.
- A staff member you feel comfortable going to and asking for help.
- A staff member who may have some background knowledge in your topic field (not necessary but may be helpful).

P1: Parent/Guardian Consent Form

To the parents/guardians of _____:

Your son/daughter is about to embark upon an exciting educational journey! The Capstone Project will provide enormous benefits for your child now and for the future. Successful completion of the Capstone Project is a valuable tool in determining their mastery of the educational content they have learned over the past 12 years, as well as providing them the opportunity to learn and practice critical 21st century skills that they will need for their future endeavors.

Please take some time to discuss the project with your child, and initial each of the items below indicating that you have read, and approve each.

_____ I approve of my child's selected Capstone Project

_____ I acknowledge that the intent of the Capstone Project is to stretch my child to learn and demonstrate new skills and/or knowledge. I agree that my child's Capstone Project will achieve this goal.

_____ I understand that some of the work required to complete the Capstone Project will be completed outside of the normal school hours.

_____ I understand that all transportation for work related to the Capstone Project is the responsibility of the student or parent.

_____ I understand that all costs and risks associated with the Capstone Project are the responsibility of the student or parent.

_____ I understand that my student will be required to keep an activity log that outlines time spent on major tasks of the Capstone Project.

_____ I understand that one of the requirements for the Capstone Project is to work with a mentor in the field of the chosen topic and cannot be family member or CCHS staff member.

_____ I understand that integrity and honesty are just as important as all other aspects of the Capstone Project. Any suspicion that my child has plagiarized or has been dishonest in any aspect of the Capstone Project process may result in a referral to the Capstone Committee or other school administration.

Parent/Guardian's Name (Print) _____

Parent/Guardian's Signature _____ **Date** _____

Parent/Guardian Contact Information:

Phone: _____ **Email:** _____

P1: Letter of Request to Mentor Template

1234 Main Street
Canon City, CO 81212 (Student's address)
May 21, 2013 (Today's date)

Mrs. Jane Doe (Mentor's name)
123 West Drive
Canon City, CO 81212 (mentor's address)

Dear Mr./ Mrs. Doe:

Overview of Capstone Project: Introduce yourself. Explain what the capstone project is. Be sure to include: all requirements, the timeline and the rationale.

Detailed information about your project: Outline what your individual project will be. Why did you choose this project? What do you hope to learn? What do you want to do? What will be your product or service? What is your timeline from beginning to end?

Role of the Mentor: Explain what role you see your mentor playing in your project. What will you need from him/her? What will his/her time commitment be? How often do you think you would need to meet/talk? It's important to be clear about your expectations of a mentor – he/she will have to verify that you completed your project and he/she should know what he/she is signing up for.

Closing: A short closing thank you statement highlighting your excitement and appreciation that he/she will work with you to achieve your project goals.

Sincerely,

Barb Smith

Barb Smith (Student's name)

P1: Mentor Agreement Form

Dear Mentor:

_____ has chosen you to be his/her product/fieldwork mentor. You will be asked to verify the student's effort on his/her physical product/ fieldwork. Since most of the time spent on the product phase of the assignment will be outside of the classroom, verification of the student's efforts is necessary. Be aware that serving as a mentor requires a time commitment from you that includes regular contact. Please read the student's Letter of Request to Mentor for the Capstone Project expectations as well as the description of the Canon City High School Capstone Project below and sign this form to verify your commitment to being a project mentor. Your effort to assist and support our students is truly appreciated and we thank you for your time.

Project Guidelines

The Capstone Project is different from most other forms of research because it directs students away from books and out into the world from some hands-on experience. The Capstone Project must demonstrate a learning stretch. It should push the student to develop new talents, abilities, skills or interests. It should provide the opportunity for students to reach beyond their own comfort zone. The Capstone Project cannot be something previously attempted by the student. The student must have an end product that demonstrates his or her learning.

The student has provided me a Letter of Request to Mentor outlining both the Capstone project and personal project expectations.

Yes _____ No _____

Mentor's Name: _____

Mentor's Area of Expertise: _____

Mentor's Contact Information:

o Email: _____

o Phone: _____

Best time to reach mentor: _____

Mentor's Signature _____ Date _____

NOTE: Family members and CCHS Staff are NOT permitted to be project mentors.

P1: CCHS Sponsor Agreement Form

Dear CCHS Staff Member:

_____ has chosen you to be his/her Capstone Sponsor. Your role as a Capstone Sponsor will consist of being a contact support person for the student throughout the Capstone project. Your responsibilities will be important and beneficial for the Capstone student and the success of their project. These responsibilities will consist of:

- Meeting with the student twice a month to make sure they are on track with their project and signing off on their activity log/journal. **The student is responsible to set up these meetings, not the sponsor.*
- Communicate with the Capstone Coordinator if there are any concerns about your student.
- Suggest ways to stay organized throughout the project.
- Offer encouragement throughout the project.
- Read through research paper and offer suggestions.

Thank you so much for participating as a Capstone Sponsor. Please remember that you are only able to sponsor up to 4 students, two groups, or 1 group and 2 students per semester.

Student Name: _____

Sponsor Name: _____ Phone ext: _____

Capstone Sponsor Agreement

I understand and accept the responsibilities of sponsoring this student during his/her work on the Capstone Project.

Capstone Sponsor signature: _____

Date: _____

P2: Product/ Service & Activity Log Guidelines

The end product or service must:

- Challenge you to stretch beyond current knowledge and experience;
- Be a tangible product or physical service as a result or related to your fieldwork
- Require at least 10 hours of work outside of school hours;
- NOT consist of job shadowing alone--you must be actively involved;
- Be documented from beginning to end. Record in your log. Also think about photographs or video to prove your involvement and document the progress of your product or service.

Activity Log Expectations:

1. The log should describe what you do at one time in specific detail. You should not wait until the end of the week, for example, to write several entries or to try too many activities in one log entry. Either way, you would probably be too general.
2. The log must include contacts you make with your mentor and others who assist you along the way.
3. The log should report successes, surprises, disappointments, and changes.
4. The log should be written clearly – remember that both the committee and judges will read it – but it need not have the serious tone that a research paper does.
5. The date on each activity should be included at the top of each entry.
6. The number of minutes/ hours spent on that day's activity should be reported at the end of the entry in parentheses. That number should be reasonable. Going to the library to pick up one book would not reasonably take three hours, for example.

| Things to include | Things to NOT include |
|---|---|
| Research for Project (not paper) Correspondence/ meetings with mentors Fieldwork & work on product or service | Capstone Research Paper writing Letter of Intent/ Letter to Judges Portfolio construction Capstone poster construction Work on presentation/ practice Driving time |

Activity Log Example:

| <u>DATE</u> | <u>ACTIVITY/TASKS</u> | <u>TIME SPENT</u> | <u>SPONSOR'S Signature</u> |
|--|---|---|--------------------------------|
| Insert the date of each activity EXAMPLE: 9-28-15 | Describe in detail what you spent time doing and include any personal thoughts about the activity (i.e. successes, failures, "a-ha" moments). EXAMPLE: Today I met with my mentor to discuss my proposal. He asked me a few questions and made some suggestions that I had not thought about. He suggested that I take sometime to research a little further than email him in a couple days with responses and any further questions. Good meeting overall. | Insert time amount to the nearest ¼ hour. EXAMPLE: 1.5 HRS | |

P2: Mentor Verification Form

*This form is to be filled out by the mentor upon completion of the physical product or service the student chose for their capstone project. Please do not fill out prior to the project being complete. This form may be filled out by hand and turned in by the student or sent electronically to the Capstone Coordinator.

Student Name _____

Physical Product/Service _____

Dear Mentor:

You are being asked to verify this student's effort on his/her physical product/service. Since most of the time spent on the product/service phase of the assignment has been outside of the classroom, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate his/her physical product/service. This form and your verification refer to the actual physical product/service or the project and no other component of the Capstone.

1. Can you verify that the student spent at least 10 hours creating this physical product/ doing the service?

Yes _____ No _____ Comments:

2. Have you seen the physical product/service at different stages of completion, and not just the final phase?

Yes _____ No _____ Comments:

3. What problems specifically did the student encounter and overcome?

4. Has the student demonstrated a stretch in learning? How did the student experience a departure from his or her comfort zone?

5. What success have you seen this student achieve?

Mentor Signature _____ Date _____

Telephone and/or email _____

Thank you for your cooperation. Your time and effort are truly appreciated.

P3: Qualitative Research Paper Guidelines

The guidelines for this paper will follow the same ones set forth by CCHS English courses. These will be distributed and taught during the **Capstone class**. The research paper will reflect the fieldwork, final product and overall experience with the project.

Minimum Requirements:

1. **Topic:** About your fieldwork product or service. The research paper will include a thesis statement.
2. **Length:** Six to Ten pages, not including cover page, works cited page, glossary or graphics pages.
3. **Font:** 12 point Times New Roman.
4. **Spacing:** Double Space.
5. **Headings, Margins, Citations, Pagination:** As per MLA guidelines
6. **Sources:** TBD
7. **Parenthetical documentation:** TBD
8. **Deadline notice:** See Timeline on the final page of this handbook.

Plagiarism Statement

Plagiarism, a derivative of the Latin for kidnapping and piracy, is the act of using another's work and passing it off as one's own. For the purpose of this paper, the student must cite (give credit) all information, even knowledge gained over the course of this process. The use of two or three of the author's original words in series is a direct quotation and must be enclosed in quotation marks. Rewording another's idea (paraphrasing) will require citation! To be safe, everything must be cited! Be sure to use proper MLA citations!

P4: Portfolio Guidelines

Portfolio General Requirements:

- Contents will be presented in a **three ring binder (1" minimum)** with a front-view cover.
- Portfolio documentation is to be typed except where applicable forms utilize handwritten responses.
- Photo documentation & all artifacts are to be captioned.
- **The use of sheet protectors is optional but is recommended as this allows judges to quickly turn pages and protects from food smudges or drink spills.

Portfolio Checklist

Important Note: Incomplete, un-typed, or otherwise partial portfolios will not be evaluated.

A complete portfolio will contain the following items, in this order:

1. _____ Decorative Front Cover (With Capstone Project title & your name clearly displayed)
2. _____ Title Page
3. _____ Table of Contents (and clearly labeled Section Dividers throughout portfolio)
4. _____ Letter of Intent
5. _____ Project Topic Proposal and Approval Form
6. _____ Letter of Request to Mentor
7. _____ Research Paper (Final copy only)
8. _____ Fieldwork Activity Log/Journal
9. _____ Body of Evidence: **Personal Growth and Learning Evidence!** Include samples of physical product or fieldwork (i.e., photos, plans, illustrations, designs, other evidence)
10. _____ Forms: Parent/Guardian Consent Form
Mentor Agreement Form
Sponsor Agreement Form
Mentor Verification Form
11. _____ Transcript and/or Resume
12. _____ 2 Letters of Recommendation from previous employers, teachers and/or community members.
13. _____ Accomplishments: Optional items such as letters of acceptance from colleges and universities, awards, merits, appreciation, etc. You may include any items that reflect your accomplishments. Please include captions that explain the relevance of the materials.
14. _____ Your Journey grades 9-12 (ICAP, reflections, etc.) -- This will contain a timeline of your journey from freshman through senior year. You may include artifacts from each year. Include reflections of each year along with the next steps after high school. Be as creative as you want with this but it should describe your personal growth throughout high school.

P5: Promotional Poster Guidelines

You are asked to adhere to the following guidelines in order to produce a professional, understandable, and attractive Capstone Project poster.

Materials:

- 11x14 Poster Board will be supplied to each Capstone student (students may also use their own but must maintain the size requirement)
- Use crayons, colored pencils, pens, colored paper, markers, glitter, fabric, magazine cut-outs, stencils, computer generated graphics, etc.

Content:

- Your full name clearly displayed on the front & readable from a distance
- Your fieldwork (i.e. Interning at St. Thomas Moore Hospital)
- Your physical product or service title (i.e. Teaching CPR to middle school students)
- A graphic of some kind that relates to your topic.
- No spelling or grammatical errors.

Organization:

- Must be neat, clear and legible. Lettering that is cluttered or hard to read from a distance is unacceptable.
- Information must be understandable and easy to follow.

Design:

- Be creative. Make a poster that is a unique, artistic reflection of your topic.
- Take pride in your work.
- Use color and design to showcase your topic in an eye-catching and attractive manner.

P6: Presentation Guidelines

The presentation represents the ultimate step in the process. It is a self-evaluation and reflection by the students of all that he or she has accomplished and serves as a synthesis of all learning. All presentations will be given before a Senior Board.

Presentation requirements:

- The oral presentation must be 8 to 15 minutes in length.
- Be delivered before a Senior Board consisting of faculty, staff, members of the community, etc.
- Demonstrate knowledge and mastery of skills through speech of fieldwork, physical product or service and portfolio.
- Be accompanied by a visual aid; video cannot be longer than two minutes.
- Any PowerPoint presentation must include pictures, still or moving.

The Speaker must:

- be on time.
- wear "business casual" attire or a costume/uniform appropriate to topic.
- answer questions regarding topic asked by the Senior Board.
- exhibit appropriate courtesies to judges, fellow students, and participants.
- be responsible for organizing, using, storing, removing all visual aids equipment, materials needed for a successful presentation.
- provide any technical devices necessary for the presentation beyond school capabilities.

Note: Please be aware that members of the Senior Board may look unfavorably upon some fashionable items (i. e. visible tattoos, visible body piercings, extreme hair styles, visible navels, etc.) currently popular in youth culture. Please respect and understand your position, the adult audience being addressed, and the expectations required.

Words of Advice to Prepare for Your Speech

Prepare

This is to be a prepared speech that will require organized thought and practice.

Organize your speech so that basic ideas are repeated. Make sure your speech has a BEGINNING, MIDDLE, and END. (You are strongly encouraged to use the outline on the next page.)

If you use any sources in the content of your speech, be sure to cite these sources.

Review your research paper, your Capstone Project Proposal, and the Capstone Project handbook. This will help you recall your intended purpose and remember details. Make sure your speech has a major idea that your listeners will remember after you are finished talking.

Practice

Practice many times until the speech seems natural. Practice in front of many audiences: the mirror, your pets, your parents, your siblings, your friends, and one of your classes! Don't just pick audiences that will only provide you with the positive—find people who will be honest and provide constructive feedback. The goal of practicing in front of others is to get advice on how to improve. One practice session will be required in front of chosen members of the Capstone committee.

Don't try to dazzle. Just try to be sincere.

Use Visual Aids

Use pictures, charts, graphs, costumes, tools, video, samples, etc. (Remember: One of the lessons you may have learned during the whole process is asking for help. So ask for ideas for useful visual aids from your teacher or mentor.) The visual aid must be integrated in your speech. These are props; they can help you get over nervousness if necessary. Make sure they are big enough for your audience and the judges to see.

Remember, you are responsible for the technical preparations for your presentation! If your technical presentation does not work the day of the Boards, you must have another alternative.

... AND then practice again! You won't be as nervous if you are well prepared and have practiced.

REMEMBER that you are acting as a representative of both yourself and your high school when you give your speech to the Boards. Each Board will have at least one community representative. The community judges will be evaluating not only your speech but also the entire school community.

P6: Presentation Suggested Outline

I. Introduction: Who you are, and what you hoped to achieve

1. Attention Getter/ A Hook: Use a story, personal experience, background info, a joke, a quote...create a "hook" to catch the audience's attention.
2. Introduce yourself.
3. State your purpose and goal (from Letter of Intent)—the Significance and Credibility of the information you are about to present.
4. State what Academy you are a part of and what Pathway(s) you will be completing. (This could also be a part of the conclusion).
5. Discuss who your mentor was for the project, how he/she helped with your project, what their background is, etc. (would be good to include a photograph of your mentor if possible)

II. Body: The "Lesson": What was your project? Discuss lessons learned and process of accomplishing the project. If you were to teach how to do your project to someone else, how would you do that? Show application of learning.

- A. Background of interest in project
 1. Prior knowledge
 2. Reasons for choosing project
- B. Describe project design, product, and fieldwork
 1. Explain how you went about completing your project
 2. Discuss problems of the project and their solutions
 3. Discuss time and costs involved and how to meet those demands
- C. Explain/Teach one key aspect or key skill from your project: show/ teach the judges how to do it.

III. Conclusion: Reflect on your project

1. Discuss your learning and personal growth
2. Evaluate your product in terms of your goal
3. Overall reflection and personal insights
4. Call to Action—What would you encourage your audience to do with the information /new knowledge you have presented to them?
5. Discuss your plans after graduation.

Progress Checklist

P1: Capstone Project Proposal

- Submit proposal per guidelines
- Get proposal accepted by Capstone Committee
- Submit copy of your Letter of Intent (keep copy for your portfolio)

P1: Paperwork

- Type letter of request to mentor and submit copy to Capstone Advisement teacher for approval
- Provide copy of letter of request to your mentor (keep a copy for your portfolio)
- Submit completed Mentor agreement form
- Submit Parent/ Guardian consent and liability release form
- Submit Sponsor agreement form

P2: Product/ Service + Fieldwork

- Maintain Activity Log/Journal throughout fieldwork
- Complete final product or service
- Have Mentor fill out Mentor Verification Form (submit a copy)

P3: Qualitative Research Paper

- Submit outline for research paper
- Submit 1st draft
- Submit 2nd draft
- Submit final draft

P4: Portfolio

- Assemble portfolio per the requirements & get reviewed by peers
- Sponsor portfolio review
- Submit portfolio

P5: Promotional Poster

- Create promotional poster per guidelines
- Submit for approval

P6: Presentation

- Prepare presentation per guidelines.
- Practice with Capstone Committee on the designated date and time.
- Present to Senior Board on:
 - o Date: _____
 - o Time: _____
 - o Room #: _____

Other important items to consider

- Write and mail thank you letters to all individuals who participated in your successful completion of the Senior Capstone Project. Use the space below to maintain a list.

Timelines

| | |
|-----------|--|
| P1 | DUE: New & Revised Capstone Proposals Proposals returned to students DUE: Copy of Letter of Intent DUE: Copy of Letter of Request to Mentor DUE: Parent/Guardian Consent Form DUE: Mentor Agreement Form DUE: Sponsor Agreement Form |
| P2 | DUE: Intermediate Progress report: Activity Log/Journal update DUE: Mentor Verification Form (put in portfolio) |
| P3 | Begin Research Paper Lessons DUE: Research Paper Outline DUE: Research Paper 1st Draft to Sponsor DUE: Research Paper 2nd Draft to Advisement teacher DUE: Research Paper Final Draft |
| P4 | DUE: Promotional Poster |
| P5 | Portfolio Peer Review in Advisement Portfolio Review with Sponsor DUE: Portfolio to Advisement teacher |
| P6 | Practice Presentations for SENIOR BOARDS SENIOR BOARDS |

** These due dates are subject to change if deemed necessary. Aside from these due dates, check-in dates with the student's sponsor will be required throughout the Capstone project. These will be discussed in class.*