

capstone
crowning achievement
field work
timeline
acme
mentee
senior project
journals
mentor
internship
culmination
research
reflection

An Introduction

cap·stone
'kap, stōn/



- the crowning achievement, culmination, peak

- the crowning achievement, culmination, peak

Overview



- Seniors in the Class of 2018 must successfully complete a Capstone Project as a graduation requirement (1 credit).
- Project can be in the form of an internship, community service, or special interest project.
- The Capstone Project is a culminating opportunity to demonstrate Shelton High School's Core Values, Beliefs and Learning Expectations and to apply the knowledge gained in 4 years of schooling to a real world experience.

- CORE VALUES AND BELIEFS

- The Shelton High School community believes that a safe, respectful atmosphere must be established and maintained for all you to achieve excellence and become responsible citizens. Within this environment, we expect all students to be engaged learners and critical thinkers who demonstrate technological literacy.
- We believe:
 - A respectful, safe atmosphere must be established and maintained for successful teaching and learning;
 - Students, staff, and parents, in cooperation with community members, must share responsibility in the teaching and learning process;
 - A rigorous curriculum must be provided to accommodate and challenge students in order to prepare them to participate productively in a global society;
 - Instruction must provide opportunities for all you to work independently and collaboratively.

- LEARNING EXPECTATIONS

- Academic, Social, and Civic Competencies:
 - Reads and writes effectively
 - Researches effectively to investigate topics
 - Thinks critically to solve problems
 - Presents information and ideas fluently
 - Participates actively in civic life



Overview

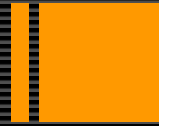
- This project should encompass an area of particular interest to you. It must not rely solely on knowledge you already possess but display new learning and growth.
- The goals of the Capstone Project are for you to choose a topic that will deliver a fulfilling, challenging experience and to further prepare you to become a responsible citizen who participates productively in a global society.

Topic



- While we may offer suggestions in the handbook, the choice of topic is up to you.
- Choose wisely.
- Think about something that you have always wanted to learn more about or become involved in. Think about a career opportunity you may want to explore.

TOPIC



- Choosing a Capstone Project topic should be given serious consideration.

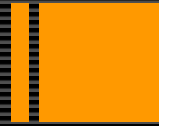
- Three criteria you should consider when selecting a topic are:
 - 1) It is legal and appropriate.
 - 2) Your parents agree with it.
 - 3) It represents a *learning stretch* for you.

Proposal Form



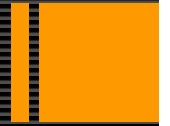
- Explain, IN DETAIL, why or how you are interested in this experience.
- Explain specifically what your role will be during this experience. What will you accomplish?
- Explain what you expect to learn from this experience.
- Describe any problems you believe you may encounter during this experience.
- Part of the Capstone experience includes a presentation. Describe what your presentation will look like (i.e. PowerPoint, video, pictures and oral presentation, demonstration).
- YOU MAY NOT START YOUR PROJECT UNTIL YOUR PROPOSAL IS APPROVED.

Project Proposal



- You will have the opportunity to turn in your project proposal form (pp.11-12) and mentor agreement form (p. 15) for approval by **May 22, 2017** to allow for time to work on the annotated bibliography and up to 10 fieldwork hours the summer before your senior year.
- If you do not choose this option, you must turn in your proposal form and mentor agreement form by Monday, **September 18th**.

Capstone Journey



- Upon receiving approval by the Capstone Committee, you will work throughout the year researching and learning more about your topic, meeting with your school-approved mentor, and producing your final product.
- Throughout the year, you will work with your advisor (homeroom teacher) and another member of the faculty to stay on track and complete the Capstone components.
- **Failure to turn in Capstone assignments on time will result in the loss of the senior privilege of coming in late or leaving early and may result in a loss of other senior privileges.

Mentor



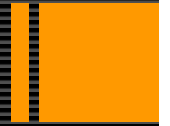
- A mentor is a member of the community who has professional expertise or experience and knowledge in the area of study you have chosen to explore.
- A mentor must also:
 - be at least 21 years old.
 - not be a family member.
 - not be a current employer.



Key Components

- 15 hours of Fieldwork with a mentor
- Annotated Bibliography
- Journal Entries
- Reflection Paper
- Presentation to advisor/advisory

15 Hours of Fieldwork



- Fieldwork provides an opportunity to extend education beyond the classroom by working with an expert in an area of interest.
- You are required to complete a minimum of 15 hours of fieldwork experience with a mentor and keep a fieldwork log (p. 18).
- The object of fieldwork is to build on the knowledge you currently possess and to provide a learning stretch, an opportunity for you to challenge your abilities or learn new skills.

Annotated Bibliography



- DUE OCTOBER 16, 2017
- You need to consult three sources to assist in the completion of the Capstone project.
- If necessary, ask your mentor for source suggestions.
- The bibliography portion of the annotated bibliography is a list of sources using proper MLA format.

Whitehead, Simon. *The Complete Book of Coaching Youth Soccer*. Chicago: Contemporary Books, 1991.

- The annotated portion of the annotated bibliography requires you to summarize and evaluate the source in a paragraph of at least 5 sentences. In this paragraph, you explain what information is contained in the source and how you might use it to help complete your Capstone project.

Sample:

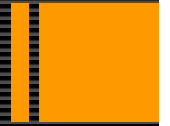
- *This book has everything a beginning coach needs to help kids learn soccer basics. There are over 75 drills to use in practices, and many skills are addressed throughout this 130 page book. The illustrations also help to emphasize what is important to teach young soccer players. There is a good review of all the rules of soccer in the book as well. The step by step points were helpful as I began to work with my group of kids. While I have played soccer for more than 10 years, I had never really tried to teach 5 and 6 year olds to play. This book was a great resource to consult throughout my creation of and instruction in my volunteer soccer camp.*

Journal Entries



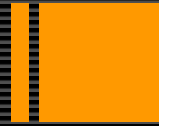
- You will complete three journal entries at different points in your fieldwork experience. They each must be at least one page, typed, double-spaced, and 12 point font.
- Journal entries reflect on fieldwork and are a personal account of the Capstone experience.
- These entries, along with the reflection paper at the end of the experience, are an opportunity to share your impressions of the Capstone process. They specifically should focus on thoughts and observations about the fieldwork experiences.
- **DUE NOVEMBER 13, JANUARY 8, MARCH 5**

Reflection Paper



- 2 pages typed, double-spaced
- The written reflection should include information about your topic, fieldwork experience, mentor relationship, and related activities.
- You should also plan to discuss successes and challenges and consider the reasons for achievements and what you wish you had done differently.
- You will be assessed on your ability to explain your experiences using details and reflection and to demonstrate your growth over time in preparation for continued lifelong learning.
- **DUE APRIL 16, 2018 WITH FIELDWORK TIME LOG**

Presentation in May in Advisory



- You must present your Capstone Project to your advisor, another faculty member, and homeroom peers.
- After the presentation, your advisor and another faculty member will rate the quality and validity of your presentation based on the standards of the Capstone Project Presentation Rubric.

The Capstone Presentation must:

- Be 5-10 minutes long.
- Describe fieldwork and Capstone experience, including how you decided on the topic and the insights gained from the fieldwork.
- Describe the learning stretch. How did the project challenge your skills and knowledge?
- Include audio/visual aids (poster/recording/video/Prezi/PowerPoint) that will help explain the experience and what was learned through the project. If the project resulted in an actual product, this product or pictures of it should be included in the presentation.
- Explain how the Capstone experience changed or influenced you.



CUPCAKES AND CONFECTIONARIES

BAKING A PATH TO HER FUTURE

WRITTEN // PHOTOGRAPHY BY CHARLES O'KEEFE

"This one time I put a tablespoon of salt in my cupcakes instead of a teaspoon – let's just say I've learned from my mistakes," said Samantha Sobbell.

The senior at Shelton High School is baking her way to the top through an array of culinary accomplishments. For a few years now, Sobbell has known she's had a passion for baking and pastry arts. "I've been baking with my nana since as long as I can remember." Sobbell's love for baking started when she was young and matured with her as time went on.

A perfect opportunity arose for Sobbell this past year when her Capstone project became a real life learning experience. She decided to work with Aimee Cayer, who owns and operates Over the Rainbow Confections in Shelton. Samantha works with Cayer on a variety of jobs

and assignments to create desserts for specific clientele. Sobbell is fulfilling her Capstone graduation requirements while working in a setting that will prepare her for the future.

Within the past few weeks Sobbell made her decision to attend Johnson and Wales University in Rhode Island for Baking & Pastry Arts. Sobbell is one of the few students admitted to the culinary school for this major.

After college, Sobbell hopes to open a bakery that specializes in allergy-friendly desserts and pastries.

"Although I don't have any allergies myself, I know how hard it is for people to enjoy a dessert when they're faced with fear of what contents are baked inside," she said.

In her spare time, Samantha dances for

the Shelton High School Pom Poms and bakes for a variety of events. In December 2014 Samantha had the privilege of baking cupcakes for the former housemaster Steven Swenson's going away party.

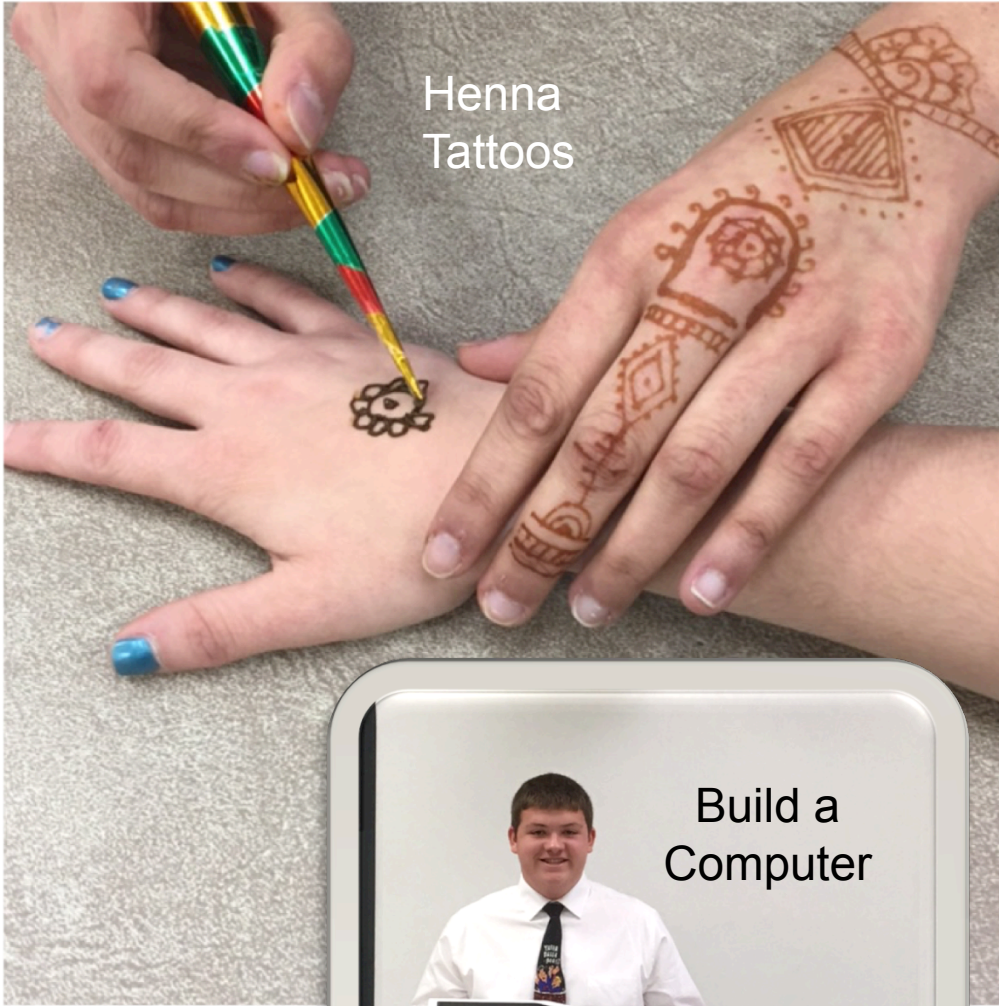
"My parents are so extremely supportive and stand behind me on all of my endeavors," she said.

Samantha looks forward to beginning her studies at Johnson and Wales and spending the next four years of her life doing something she loves.

Sobbell's future is bright, and many in the Shelton High School student body have had the privilege of enjoying her culinary creations. Who knows, maybe we'll see her on the Food Network one day!



Henna
Tattoos



Build a
Computer



Some Senior Projects



Train for a ½ marathon

Rubrics

- You must follow the timeline and receive a Meets Expectations on each portion of the assigned rubric in order to continue to the next component of the project.

SHELTON HIGH SCHOOL

Capstone Project Annotated Bibliography Rubric

The Shelton High School student researches effectively to investigate topics.

Using the rubric as a guide, assign the score that best describes the journal. A “Meets Expectations” must be achieved in each category to pass.

	Exceeds Expectations	Meets Expectations	Working Toward Expectations	Below Expectations
ANNOTATIONS	<ul style="list-style-type: none">• All annotations include effective summaries and evaluations in paragraph form.• Usefulness of source to understanding of the topic is effectively explained.• All information is logically and clearly written and understandable.	<ul style="list-style-type: none">• All annotations include summaries and evaluations in paragraph form.• Usefulness of source to understanding of the topic is explained.• Information is clearly written and understandable.	<ul style="list-style-type: none">• Annotations include incomplete summaries and evaluations.• Usefulness of source to understanding of the topic is not sufficiently explained.• Some information is not clearly written and/or understandable.	<ul style="list-style-type: none">• Most/all annotations lack summaries and evaluations.• Usefulness of source to understanding of the topic is not apparent.• Most/all information is not clearly written and/or understandable.
BIBLIOGRAPHY	<ul style="list-style-type: none">• All resources are correctly cited in MLA format.	<ul style="list-style-type: none">• All resources follow MLA format but contain minor errors.	<ul style="list-style-type: none">• Some resources are not correctly cited in MLA format.	<ul style="list-style-type: none">• Most of the resources are not correctly cited in MLA format.
MECHANICS	<ul style="list-style-type: none">• Entry is free of errors in grammar, usage, and the conventions of written language.	<ul style="list-style-type: none">• Entry is generally free of errors in grammar, usage, and the conventions of written language.	<ul style="list-style-type: none">• Entry contains some errors in grammar, usage, and the conventions of written language.	<ul style="list-style-type: none">• Entry contains a variety of repeated errors in grammar, usage, and the conventions of written language.
FORMAT	<ul style="list-style-type: none">• Exceeds length requirement (3 entries, Paragraphs are at least 5 sentences).	<ul style="list-style-type: none">• Meets length requirement (3 entries, Paragraphs are 5 sentences).	<ul style="list-style-type: none">• Nearly meets length requirement (3 entries, Paragraphs are fewer than 5 sentences).	<ul style="list-style-type: none">• Clearly does not meet length requirement (fewer than 3 entries, Paragraphs are fewer than 5 sentences).

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- Capstone documents will be available electronically on the SHS website under About/Forms/Capstone.

http://sheltonhigh.sheltonpublicschools.org/home_page

- Do not rip pages from the handbook. You should make copies or access the website above to print copies for submission.
- You will receive Capstone standard grades at the end of each marking period.

Important Dates

- Parent Meeting – May 2nd, 6:30 p.m.
- Parent Acknowledgement Form due May 22nd.
- Proposal and mentor agreement must be turned into HR teacher by May 22nd for early submission or September 18th for regular submission.

■ **Capstone Project Timeline 2017-2018**

- _____ **April 20, 2017** Junior Assembly Capstone Project Introduction
 - _____ **May 2, 2017, 6:30 p.m.** Junior Parent Open House Capstone Project Introduction
 - _____ **May 22, 2017** Parent Acknowledgment Form due
 - _____ **May 22, 2017** early submission of Capstone Proposal and Mentor Agreement due
 - _____ **Summer 2017** Students with pre-approved proposals/mentor agreements begin research for annotated bibliography and complete up to 10 hours of fieldwork. Students without pre-approval should begin to narrow down project ideas and mentor choices.
 - _____ **September 18, 2017** regular submission of Capstone Proposal and Mentor Agreement due
 - _____ **October 16, 2017** Annotated Bibliography due
 - _____ **November 13, 2017** 1st Journal Entry due
 - _____ **November-December 2017** continuation of Fieldwork
 - _____ **January 8, 2018** 2nd Journal Entry due
 - _____ **February-March 2018** continuation of Fieldwork
 - _____ **March 5, 2018** 3rd Journal Entry due
 - _____ **April 16, 2018** Fieldwork Time Log due, Reflection Paper due
 - _____ **May 2018** Capstone Project Presentations to Advisory
 - _____ **June 1, 2018** Deadline for Project Presentation Resubmissions prior to graduation
- ****Failure to turn in Capstone assignments on time will result in the loss of the senior privilege of coming in late or leaving early and may result in a loss of other senior privileges.**