



A word cloud graphic on an orange background. The words are arranged in a cluster, with 'Capstone' being the largest and most prominent word. Other words include 'Shelton High School', 'proposal', 'timeline', 'culmination', 'core values', 'project', 'journals', 'presentation', 'advisor', 'crowning achievement', 'research', 'internship', 'time log', 'mentor', 'learning stretch', 'reflection', 'annotated bibliography', and 'rubrics'. The words are in various shades of gray and black, with different font sizes and orientations.

fieldwork
Capstone
proposal timeline
culmination core values project
journals presentation advisor
crowning achievement research
Shelton High School
internship time log mentor
learning stretch reflection
annotated bibliography rubrics

An Introduction

cap·stone
'kap, stōn/



- the crowning achievement, culmination, peak

Overview

- Members of the Class of 2022 must successfully complete a Capstone Project as a graduation requirement (1 credit).
- Projects 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 apply the district's Vision of a Graduate 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



CRITICAL THINKING AND PROBLEM SOLVING

Developing solutions to complex issues by efficiently applying reason, persistency and original idea.



CREATIVITY AND INNOVATION

Embrace imagination as well as the process of change to shape the world.



FLEXIBILITY AND ADAPTABILITY

Willingness to compromise and adjust to new situations.



INITIATIVE AND SELF DIRECTION

Assess and identify progressive action(s) to work independently with an inner driven passion.



COLLABORATION

Working with others efficiently to strategically produce or create.



EMPATHY

Ability to listen and understand others' perspective, needs and culture.



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 your proposed project.**
- **Explain specifically what your role will be during this experience. What will you accomplish?**
- **Explain how this project will be a learning stretch and/or what new knowledge/skills you expect to develop.**
- **Describe any problems you believe you may encounter during this experience and how you plan to address them.**
- **We strongly suggest you work with your mentor to complete this form.**

Project Proposal

- Completed project proposal forms, including mentor information and signature (pp.11-12), are due by June, 1st 2021 on Google Classroom.
- **YOU MAY NOT START YOUR PROJECT UNTIL YOUR PROPOSAL IS APPROVED.**

Capstone Journey

- Upon receiving approval by the Capstone Coordinators, you will work throughout the year researching and learning more about your topic, meeting with your school-approved mentor, and producing your final product.
- You will work with your advisor (homeroom teacher) and guidance counselor to stay on track and complete the Capstone components.
- **Failure to turn in Capstone assignments on time will result in the loss of the privileges, including exemption from midterm and final exams.

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 must be at least 21 years old and must not be an immediate family member.
- If you choose to work with a current employer, your fieldwork must not occur during work hours and must involve a learning stretch outside of your normal responsibilities.



Key Components

- 15 hours of Fieldwork outside of the school day
- 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 outside of the school day and keep a fieldwork log (p. 16).
- You must have at least 3 in-person or virtual meetings with a mentor outside of the school day during various stages of your project.
- 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 15, 2021
- You need to consult two credible and relevant sources to assist in the completion of the Capstone project. You must choose two different source types.
- 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. Print.

- 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. They also must include Vision of the Graduate components.
 - 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 SEPTEMBER 15, DECEMBER 9, FEBRUARY 16

Reflection Paper



- 2 pages typed, double-spaced
- The written reflection should include information about your topic, fieldwork experience, mentor relationship, and related activities. You also may include Vision of the Graduate components.
- You should 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 MARCH 16, 2022 WITH FIELDWORK TIME LOG**

Presentation in April in Advisory

- You must present your Capstone Project to your advisor and homeroom peers.
- After the presentation, your advisor 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/Google Slides) 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.

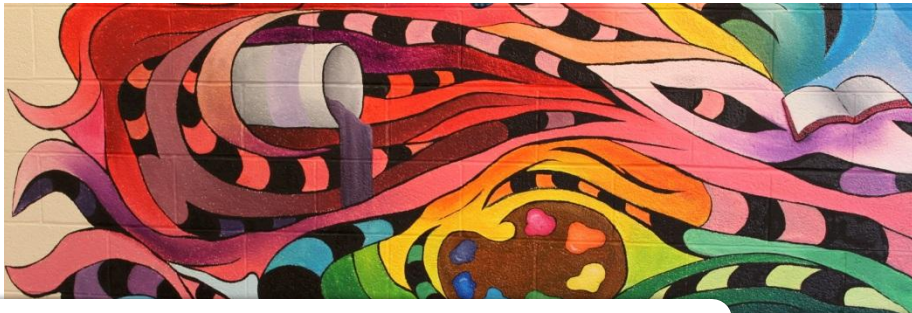
In her spare time, Samantha dances for

the Shelton High School Pom Pons 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.

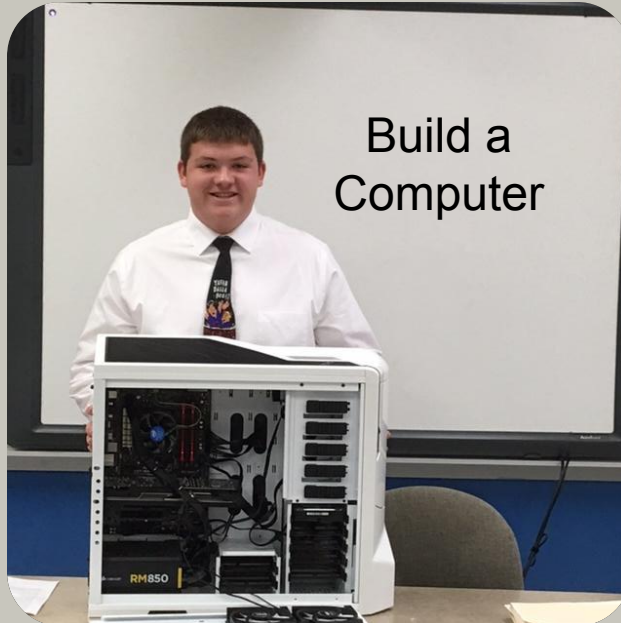
Sobbell's future is bright, and many in the Shelton High School student body have had the privilege of enjoying her culinary creations. Who knows, maybe we'll see her on the Food Network one day!



Henna
Tattoos



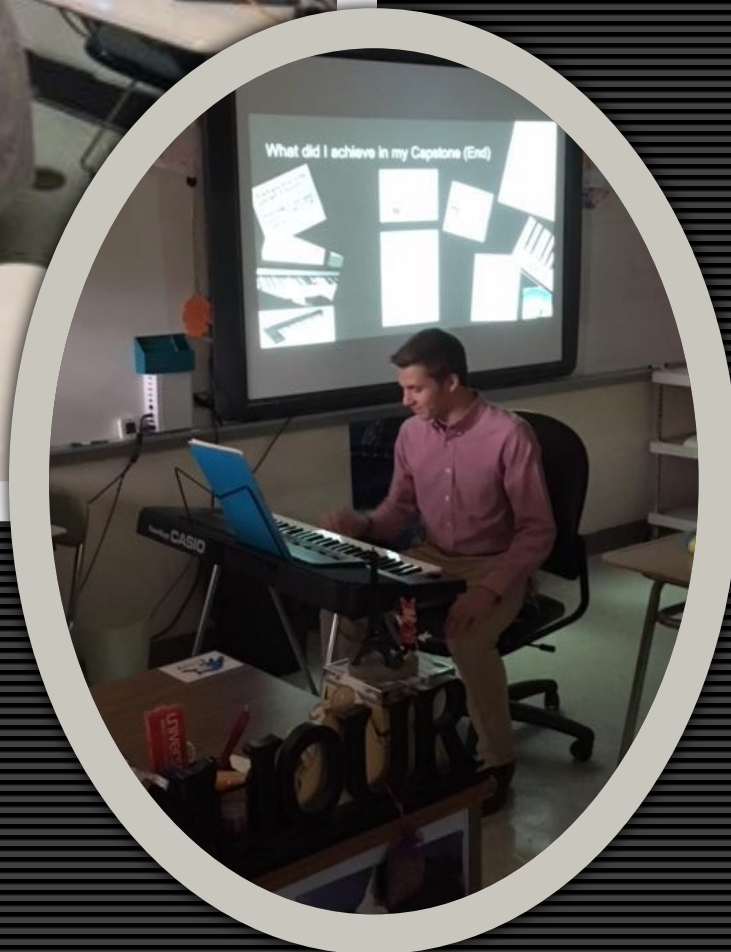
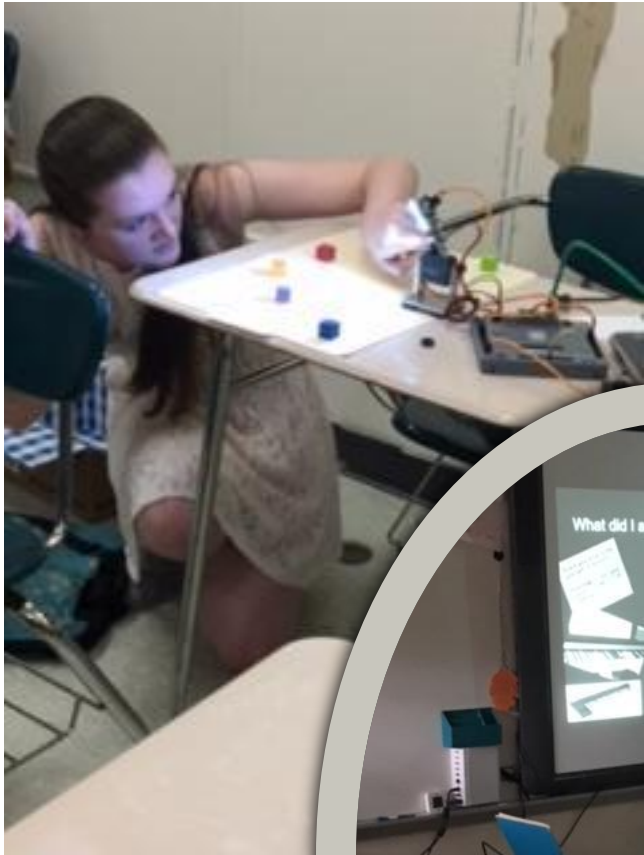
Build a
Computer



Some Senior Projects



Train for a ½ marathon



Rubrics/Timeline

- 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 Entry is generally free of 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 and on Google Classroom.

- The Proposal Form will be available on Google Classroom as an editable PDF. You MUST type your proposal form and have a parent and your mentor sign it.

<https://drive.google.com/file/d/1Nk6clH3OLVb93L4OTQ0w3Zemsg7LPaa1/view?usp=sharing>

- You will receive Capstone standard grades at the end of each marking period.

■ **Capstone Project Timeline 2020-2021**

- _____ **April 2021** Junior Class Advisory Capstone Project Introduction
 - _____ **Junior Presentation** Capstone Project Introduction Available on Website
 - _____ **June 1st, 2021** Capstone Proposal due on Homeroom Google Classroom
 - _____ **Summer 2021** Students with pre-approved proposals begin research for annotated bibliography, complete fieldwork hours, and meet with mentors.
 - _____ **September 15, 2021** 1st Journal Entry due
 - _____ **October 15, 2021** Annotated Bibliography due
 - _____ **November-December 2021** continuation of Fieldwork
 - _____ **December 9, 2021** 2nd Journal Entry due
 - _____ **December-February 2022** continuation of Fieldwork
 - _____ **February 16, 2022** 3rd Journal Entry due
 - _____ **March 16, 2022** Fieldwork Time Log due, Reflection Paper due
 - _____ **April 2022** Capstone Project Presentations to Advisory
 - _____ **May 16, 2022** Deadline for Project Presentation Resubmissions
- **Failure to turn in Capstone assignments on time will result in the loss of the privileges, including exemption for midterm and final exams.