



Student Handbook

2019-2020

CONTENTS

Getting Started

Core Values and Beliefs	3
Letter to Students	4
Letter to Parents	5
Capstone Project Timeline	6
Fieldwork Topic Selection	7
Capstone Project Ideas	8
Project Proposal Form	11
Parent Acknowledgement Form	13
Mentor Letter	14

Fieldwork

What is Fieldwork?	15
Mentor Site Suggestions	16
Fieldwork Time Log	17
Research/Annotated Bibliography	18
Annotated Bibliography Rubric	19
Fieldwork Journal	20
Sample Journal Entry	21
Fieldwork Journal Rubric	23
Mentor Thank You Letter	24

Reflection Paper

Requirements	25
Reflection Paper Scoring Rubric	26

Presentation

Capstone Presentation	27
Capstone Project Presentation Rubric	28

SHELTON HIGH SCHOOL

Shelton High School

Core Values, Beliefs, and Learning Expectations

CORE VALUES AND BELIEFS

The Shelton High School community believes that a safe, respectful atmosphere must be established and maintained for all students 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 students 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

Dear SHS Member of the Class of 2021:

You must successfully complete a Capstone Project this year as a graduation requirement. The Capstone Project at Shelton High School is a culminating opportunity to demonstrate Shelton High School's Core Values, Beliefs, and Learning Expectations and apply the knowledge you have gained in your years of schooling to a real world experience. This project should encompass an area of particular interest to you. However, you must not rely solely on knowledge you already possess but display new learning and growth. While we may offer suggestions, 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. The goals of the Capstone Project are 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.

Each project must meet specific guidelines and established deadlines. There are three main components to the Capstone Project: 1) minimum 15 hours of field work, 2) a reflection paper, and 3) a presentation. You will have the opportunity to turn in your **TYPED** project proposal for approval by May 16, 2019, to allow for time to work on the annotated bibliography and up to 10 fieldwork hours during the summer. If you do not choose this option, you must turn in your **TYPED** proposal form by Tuesday, September 17th. **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. Capstone presentations will take place in advisory during the spring.

There will be many opportunities for you to work both independently and collaboratively on your Capstone Project. At various stages, members of the Capstone Committee, advisors, and mentors will provide information and assist you in successfully completing your project. Information also will be available the school website and in advisory. The Capstone Project Student Handbook will be an invaluable resource in your Capstone journey. It contains timelines, sample forms, explanation of tasks, and a full description of the three major components of the project. **The Capstone Handbook, proposal form, and other documents can be accessed online.** Failure to turn in Capstone assignments on time will result in detentions and/or the loss of privileges.

Good luck! We look forward to helping you along the way. If you have any questions or concerns, please contact us.

Lynn M. Coffin lcoffin@sheltonpublicschools.org Rm. 121
Capstone Committee Co-Coordinator

Dana Jeanette-Kneen djeanette@sheltonpublicschools.org Rm. 326
Capstone Committee Co-Coordinator

Dear Parents and Guardians of a Member of the Shelton High School Class of 2021:

Your child must successfully complete a Capstone Project this year as a graduation requirement. The Capstone Project at Shelton High School is a culminating opportunity to demonstrate Shelton High School's Core Values, Beliefs, and Learning Expectations and apply the knowledge your child has gained in his/her years of schooling to a real world experience. This project should encompass an area of particular interest to him/her. We encourage you to guide him/her to choose wisely and ask him/her to think about something that he/she has always wanted to learn more about or become involved in or a career opportunity he/she may want to explore. The goals of the Capstone Project are to choose a topic that will deliver a fulfilling, challenging experience and to further prepare your child to become a responsible citizen who participates productively in a global society.

Each project must meet specific guidelines and established deadlines. There are three main components to the Capstone Project: 1) minimum 15 hours of field work, 2) a reflection paper, and 3) a presentation. Your child will have the opportunity to turn in his/her **TYPED** project proposal for approval by May 16, 2019, to allow for time to work on the annotated bibliography and up to 10 fieldwork hours during the summer. If he/she does not choose this option, he/she must turn in his/her proposal form by Tuesday, September 17th.

Upon receiving approval by the Capstone Coordinator, he/she will work throughout the year researching and learning more about his/her topic, meeting with his/her school-approved mentor, and producing his/her final product. Capstone presentations will take place in advisory during the spring.

There will be many opportunities for your child to work both independently and collaboratively on his/her Capstone Project. At various stages, members of the Capstone Committee, advisors, and mentors will provide information and assist him/her in successfully completing his/her project. Parental support is also vital to assist your child in successful completion of the Capstone Project. You will be asked to sign several forms for this project. Attached you will find the parental acknowledgement form that confirms your knowledge of the Capstone Project and its implications toward graduation. Forms must be returned to your child's advisor by May 16th. Failure to turn in Capstone assignments on time will result in detentions and/or the loss of privileges.

Information will be available on the school website and in advisory. The Capstone Project Student Handbook will be an invaluable resource in your child's Capstone journey. It contains timelines, sample forms, explanation of tasks, and a full description of the three major components of the project. **The Capstone Handbook, proposal form, and other documents can be accessed online.**

Lynn M. Coffin lcoffin@sheltonpublicschools.org
Capstone Committee Co-Coordinator

Dana Jeanette-Kneen djeanette@sheltonpublicschools.org
Capstone Committee Co-Coordinator

Shelton High School Capstone Project Timeline 2019-2020

- _____ **March 21, 2019** Sophomore Class Assembly Capstone Project Introduction
- _____ **April 9, 2019, 6:30 p.m.** Sophomore Parent Open House Capstone Project Introduction
- _____ **May 16, 2019** Parent Acknowledgment Form due
- _____ **May 16, 2019** early submission of Capstone Proposal due
- _____ **Summer 2019** 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 17, 2019** regular submission of Capstone Proposal and Mentor Agreement due
- _____ **October 16, 2019** 1st Journal Entry due
- _____ **November 12, 2019** Annotated Bibliography due
- _____ **November-December 2019** continuation of Fieldwork
- _____ **January 7, 2020** 2nd Journal Entry due
- _____ **February-March 2020** continuation of Fieldwork
- _____ **March 3, 2020** 3rd Journal Entry due
- _____ **April 9, 2020** Fieldwork Time Log due, Reflection Paper due
- _____ **May 2020** Capstone Project Presentations to Advisory
- _____ **June 2, 2020** Deadline for Project Presentation Resubmissions

Failure to turn in Capstone assignments on time will result in detentions and/or the loss of privileges.

Fieldwork Topic Selection

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.

Your Capstone Project should represent a learning stretch. This simply means your project will provide an opportunity for you to test your abilities and knowledge in a particular area. The project you choose must be both challenging and achievable. If you have previous experience (work, community service, etc.) in the topic you choose, keep in mind that you will be expected to explore this topic in a way that is new and challenging, not just a repeat of what you have already learned or accomplished.

Below are a few suggestions to help you be successful in your topic selection:

- ***Choose a topic that interests you.*** Choosing a topic that you are interested in will lead to fewer problems and a more successful Capstone experience. Generally, it is hard to commit time and energy to something that does not interest you. Perhaps there is an area of interest that you always wanted to pursue but never had the opportunity to do so. This may be a perfect topic for your Capstone Project.
- ***Ask for help when needed.*** If you are having difficulty finding a mentor, ask faculty members and other interested adults to help you locate potential community mentors or other resources.
- ***Seek out mentors in person.*** A personal introduction is more effective than a phone call. Make an appointment to meet your prospective mentor. Dress appropriately, outline the details of your project idea and make a good impression.
- ***Maintain contact with your mentor.*** Once you have secured a mentor, make sure to establish a schedule that is convenient for both of you. Always keep the lines of communication open and make sure you are proactive in foreseeing any complications that may arise.

Capstone Project Ideas

This project should encompass an area of particular interest to you. However, you must not rely solely on knowledge you already possess but display new learning and growth. 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. The goals of the Capstone Project are 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.

Choose from these three general categories:

Internship, Community Service, Special Interest Project

Accounting internship
Animal care special interest project
Appalachian Service (community service)
Artist/ web designer internship
Athletic training internship
Auto body repair internship
Automotive special interest project
Barber internship
Baseball coach (community service)
Blood Drive (community service)
Car restoration special interest project
Carpentry internship
Carpentry special interest project
Chef internship
Crossfit special interest project
Daycare center internship
Dental Hygienist internship
Dentist internship
Detective internship
DJ in the mix special interest project
Electrician internship
Elementary teacher internship
EMT (community service)
English major/ drama special interest project
Event planning internship
Fire station (community service)

Forensics internship or special interest project
Genealogical Research special interest project
Giggling Pig-crafts special interest project
Learning to play guitar special interest project
Guitar construction special interest project
Gymnastics special interest project
Hairdressing internship
Healthcare special interest project or internship
Kindergarten teacher internship
Landscaping special interest project
Landscaping internship
Law firm internship
Learn to umpire special interest project
Marketing internship
Masonry internship
Mechanics internship
Multimedia special interest project
Music- learn to play the drums special interest project
Nursing internship
Optometrist special interest
Orchard/farm special interest project or internship
Physician's Assistant internship
Photography special interest project
Piano special interest project
Police officer internship or special interest project
Polish cooking special interest project
Portuguese cooking special interest project
Preschool teacher internship
Probate court internship
Project management internship
Psychology
Physical Therapy internship
Public relations internship
Radio station internship
Recycling community service or special interest project
Robotics project
Senior center special interest project
Skiing special interest project
Small business special interest project
Small creative business special interest project
Soccer training special interest project
Songwriting/guitar instructor special interest project

Speech pathologist internship
Sports business model
Sports entertainment marketing
Stage Production
Tennis coach special interest project
Unity project special interest project or community service
Veterinary dentistry special interest project or internship
Writing a novel special interest project
Writing short stories special interest project

The following sites were used for ideas and contain other options. While we may offer suggestions, the choice of topic is up to you. The possibilities are endless. Choose wisely.

<http://www.davidson.k12.nc.us/education/components/scrapbook/default.php?sectiondetailid=47757>

<http://msmsmith.cmswiki.wikispaces.net/Graduation+Project+PRODUCT+Ideas+for+Senior+Year>

Capstone Proposal Form

You may not begin your Capstone experience until you have received approval from the committee.

Student Name:	
Homeroom Number:	Advisor/Homeroom Teacher's Name:

Mentor's Name (can be a member of the community with expertise in your project intent):

Place of business or employment/Area of expertise:

Mentor Address:

Mentor's Contact Phone Number:

Mentor's Email Address:

I understand that my role as a Project Mentor is to assist the student as he/she completes his/her Capstone project.
I agree to:

- ◆ Communicate clearly to the student what his/her role will be, when you will meet and what your time and skill limitations are;
- ◆ Assist the student in clarifying his/her goals and objectives and developing a plan that will result in achieving his/her goals;
- ◆ Be available to answer questions in a non-judgmental manner allowing the student to learn from his/her mistakes;
- ◆ Guide, encourage and oversee the student as he/she completes his/her project;
- ◆ Help the student evaluate the entire process and the final product;
- ◆ Verify the time you spent working with the student throughout the project on the Capstone fieldwork log, which will be handed in by the student.

I understand that I may be contacted by a member of the Shelton High School faculty for progress reports regarding the student with whom I am working.

My signature indicates that I understand my role as a Capstone Project Mentor, that I have never been convicted of a criminal offense other than a minor traffic violation, that there have never been findings of child abuse in my name and that I do not appear on a Sex Offender Database in any state or country.

I have received and reviewed the Capstone Mentor letter.

Project Mentor's Signature:

Date Signed:

What is your proposed project? What will your role be, and what do you expect to accomplish?

How will this project be a learning stretch, and/or what new knowledge/skill(s) do you expect to develop?	
Describe any problems you believe you may encounter during this experience and how you plan to address them.	
Student signature:	Date:
Parent signature:	Date:
HR Teacher/Advisor Signature:	Date:
SPACE BELOW FOR CAPSTONE COMMITTEE USE ONLY:	
Your proposal: <input type="checkbox"/> has been accepted as is. <input type="checkbox"/> is unacceptable and revisions are necessary.	
Comment(s):	
Signature of Capstone Committee Member:	Date:

Shelton High School is a learning community where students are expected to meet high academic and behavioral standards while developing to their full potential. We are committed to providing our diverse student body with a safe environment characterized by respect. Our staff, students, parents, and community work collaboratively to encourage life-long learning and responsible citizenship. As part of our social and civic expectations, the Shelton High School student contributes responsibly to the school and community, values diversity and its importance, understands democratic thought and process, takes responsibility for his/her education and demonstrates respect, integrity, and honesty in all endeavors. Shelton High School students are required to complete a Capstone project. The Capstone experience is designed to prepare high school students for lifelong learning and effective and productive citizenship through the opportunity to plan, complete and present a self-directed culminating project reflecting their personal interest. The Capstone experience requires students to demonstrate the most important components of their high school learning.

Shelton High School
Capstone Parent Acknowledgement Form

As the parent or guardian of _____, who is a student at Shelton High School, I am aware that my son/daughter must successfully complete all components of the Capstone Project on time in order to receive Capstone credit required to graduate from Shelton High School.

I have read and understand the information given to my child about the Capstone project, including the fieldwork hours. I realize that the 15 hours of fieldwork that my student must complete is outside of the school day. While the selection of the project is made by my child, I understand that it must be approved by the Capstone Committee. I further understand that my child may not begin his/her Capstone experience until he/she has received approval from the committee. I acknowledge that parental support is a vital component in assisting my child in successful completion of the Capstone Project. I understand that if I have any questions or concerns about the project, I will contact my child's advisor or a Capstone Coordinator.

Failure to turn in Capstone assignments on time will result in the loss of privileges, including exemption from midterm and final exams. Finally, I am aware that if my son/daughter breached the Shelton High School's plagiarism policy on any component of his/her Capstone Project, he/she will have to complete an entirely new project no later than June 2nd in order to receive Capstone credit required to graduate.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Student's HR: _____ Advisor: _____

Date: _____

This form must be returned to the student's advisor by May 16, 2019.

Dear Capstone Project Mentor:

Thank you for your interest in being a Capstone mentor to a Shelton High School student. Shelton High School is a learning community where students are expected to meet high academic and behavioral standards while developing to their full potential. We are committed to providing our diverse student body with a safe environment characterized by respect. Our staff, students, parents, and community work collaboratively to encourage life-long learning and responsible citizenship. As part of their social and civic expectations, Shelton High School students contribute responsibly to the school and community, value diversity and its importance, understand democratic thought and process, take responsibility for their education and demonstrate respect, integrity, and honesty in all endeavors. Shelton High School students are required to complete a Capstone project designed to prepare high school students for life-long learning and effective and productive citizenship through the opportunity to plan, complete and present a self-directed culminating project reflecting their personal interest. The Capstone experience requires students to demonstrate the most important components of their school learning.

The Shelton High School community appreciates your willingness to assist one of our students as he/she works to fulfill one of our graduation requirements. As a mentor you will:

- ◆ Communicate clearly to the student what his/her role will be, when you will meet and what your time and skill limitations are;
- ◆ Assist the student in clarifying his/her goals and objectives and developing a plan that will result in achieving his/her goals;
- ◆ Be available to answer questions in a non-judgmental manner allowing the student to learn from his/her mistakes;
- ◆ Work with student to find 2 different types of sources for the annotated bibliography, **due Nov. 12th**.
- ◆ Guide, encourage and oversee the student as he/she completes his/her project;
- ◆ Meet with student at least 15 hours outside of the school day;
- ◆ Help the student evaluate the entire process and the final product;
- ◆ Verify the time you spent working with the student throughout the project on the Fieldwork Time Log.

The Capstone Project offers members of the community the opportunity to share their knowledge and expertise with Shelton High School students. We expect the experience to be a positive one for you. We understand this role brings important responsibility, and we appreciate your interest and willingness to assist our learner.

Please help the student complete the application/agreement form for submission to his/her advisor by **May 16th for early submission or September 17, 2019 for regular submission**. If you have any questions, please feel free to contact us, or see the Shelton High School website for further information.

Sincerely,

Lynn M. Coffin lcoffin@sheltonpublicschools.org
Dana Jeanette-Kneen djeanette@sheltonpublicschools.org
Shelton High School Capstone Committee Co-Coordinators

What is Fieldwork?

Fieldwork provides you with an opportunity to extend your education beyond the classroom by working with an expert in an area of interest to you. You are required to complete a minimum of 15 hours of fieldwork experience with your mentor. These hours must be outside of school hours. 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. It must provide a chance for you to extend your knowledge and experience in your chosen area.

During your 15 hours of fieldwork experience, you must be an active participant, not merely an observer. Please keep in mind that this fieldwork cannot be considered as part of .1 credit of 10 hours of community service for your graduation requirement and cannot be a continuation of your current employment or extracurricular activity. You cannot receive pay or compensation for your fieldwork hours.

Who can be a 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. Your mentor must also:

- **be at least 21 years old.**
- **not be a family member.**
- **not be a current employer.**

What is a mentor's role?

Your mentor can work with you to fine-tune the plan you have developed for your Capstone Project to make sure your project is both challenging and achievable. Your mentor will oversee your project and serve as a guide, an advisor, and a source of encouragement. It is your responsibility to communicate with your mentor during the project. The mentor is there to assist you on your Capstone journey.

How is fieldwork documented?

It will be your responsibility to keep a record of your fieldwork hours, dates, and tasks you complete using the Fieldwork Time Log Sheet. Upon completion of your fieldwork, your mentor must sign your time log and verify your hours.

Capstone Fieldwork Site Suggestions

Shelton High School Capstone Handbook

Below is a list of suggestions to assist you in selecting an area of interest for your Capstone Project. You are not limited to these suggestions.

Shelters

Animal Care Facilities/Zoo

Colleges/Educational Institutions

Community Agencies

Computer/tech related businesses

Environmental Centers

Fitness Centers/Gyms

Hair Salons/Spas

Health Care Facilities

Historical Societies

Hotels/Restaurants/Hospitality

Jewelers

Law/Legal Services

Libraries

Mechanics/Body Shops/Garages

Musicians

Retail/Clothing stores

Theatres

Trades (HVAC, Plumbing, Carpentry, Electrical)

Visual Art Studios/Photography

**SHELTON HIGH SCHOOL
CAPSTONE FIELDWORK TIME LOG**

Senior's Name: _____

Description of Fieldwork: _____

Mentor's Name: _____

Mentor's Occupation: _____

Date	# of hours	Description of fieldwork

Total hrs _____

As a mentor, I assure the Capstone Committee that the student spent the time documented on the time log with me.

Mentor Signature _____ Date _____

☐ **I would be interested in mentoring another Shelton High School student in the future.**

Annotated Bibliography

You need to consult three sources to assist you in the completion of your Capstone project. Think of resources that might provide you with good information on your topic—books, magazines, journal articles, websites, experts in the field other than your mentor to interview, etc. *If necessary, ask your mentor for source suggestions.*

The bibliography portion of your annotated bibliography is a typed list of your sources using proper MLA format.

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

Sample entry (You must complete one for each source.)

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

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.

For more examples of correct citation and annotated bibliographies, visit these websites:

<https://owl.english.purdue.edu/owl/resource/614/02/>

<http://bcs.bedfordstmartins.com/writersref6e/lmcontent/ch07/PDF/Hacker-Orlov-MLA-Biblio.pdf>

<http://libguides.southernct.edu/c.php?g=7131&p=34637>

<http://www.citationmachine.net/mla/cite-a-book>

*Your annotated bibliography is due October 16, 2019.

Failure to turn in Capstone assignments on time will result in detentions and/or the loss of privileges.

Annotated Bibliography

With your mentor's assistance, find two credible and relevant sources to assist you in the completion of your Capstone project. Think of resources that might provide you with good information on your topic—books, magazines, journal articles, websites, videos, experts in the field other than your mentor to interview, etc. **You must choose two different source types (ex. an article and a website).**

The bibliography portion of your annotated bibliography is a typed list of your sources using proper MLA format.

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

Sample entry (You must complete one for each source.)

Whitehead, Simon. *The Complete Book of Coaching Youth Soccer*. Chicago: Contemporary Books, 2011. Print.

This book has everything a beginning coach needs to help kids learn soccer basics. The author has been a successful coach for many years. His book includes over 75 drills to use in practices, and many skills also 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.

For more examples of correct citation and annotated bibliographies, visit these websites:

<https://owl.english.purdue.edu/owl/resource/614/02/>

<http://bcs.bedfordstmartins.com/writersref6e/lmcontent/ch07/PDF/Hacker-Orlov-MLA-Biblio.pdf>

<http://libguides.southernct.edu/c.php?g=7131&p=34637>

<http://www.citationmachine.net/mla/cite-a-book>

***Your annotated bibliography is due Tuesday, November 12, 2019.**

Failure to turn in Capstone assignments on time will result in detentions and/or the loss of privileges.

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. 	<p>Most/all annotations lack summaries and evaluations.</p> <ul style="list-style-type: none"> 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 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"> Is typed and exceeds length requirement (2 entries, paragraphs are at least 5 sentences). 	<ul style="list-style-type: none"> Is typed and meets length requirement (2 entries, paragraphs are 5 sentences). 	<ul style="list-style-type: none"> Is typed and nearly meets length requirement (2 entries, paragraphs are fewer than 5 sentences). 	<ul style="list-style-type: none"> Is not typed or clearly does not meet length requirement (fewer than 2 entries, paragraphs are fewer than 5 sentences).

Fieldwork Journal Entries

In your journal entries, reflect on your fieldwork. They are your personal account of your Capstone experience. These entries, along with your reflection paper at the end of your experience, are your opportunity to share with your advisor your impressions of your journey through the Capstone process. They specifically should focus on your thoughts and observations about your fieldwork experiences while also including two of the specific habits of mind that are assigned for that entry.

You will complete three journal entries. They each must be at least one page, typed, double-spaced, and 12 point font.

The first entry should discuss the beginning of your Capstone fieldwork and may include some information about topic and mentor selection. Also, discuss **2** of the following Habits of Mind that you utilized during this part of the project: *thinking flexibly*, *thinking interdependently*, *persisting*, *questioning and problem posing*, and *responding with wonderment and awe*.

Due by Wednesday, October 16, 2019

The second entry should discuss the middle of your Capstone fieldwork. Also, discuss **2** of the following Habits of Mind that you utilized during this part of the project: *listening with understanding and empathy*, *thinking about your thinking*, *gathering data through all senses*, *remaining open to continuous learning*, and *applying past knowledge to new situations*.

Due by Tues., January 7, 2020

The third entry should discuss the end of your Capstone fieldwork. Also, discuss **2** of the following Habits of Mind that you utilized during this part of the project: *striving for accuracy*; *thinking and communicating with clarity and precision*; *taking responsible risks*; *managing impulsivity*; *creating, imagining, and innovating*; and *finding humor*.

Due by Tues., March 3, 2020

Failure to turn in Capstone assignments on time will result in detentions and/or the loss of privileges.

Please see the sample journal entry and the journal entry rubric on the following pages for more information and guidance.

Sample Journal Entry

Joe Smith

9/25/2019

When I had to decide on a topic for my senior Capstone project, I wanted to make sure that I chose something that I could live with for a long period of time. Since taking an art foundations course my freshman year, I have become interested in various forms of artistic expression, especially painting. While I was unsure of my abilities at first, with encouragement from my teacher and practice, I became much better and more confident. I realized that I loved that feeling and wanted to instill it in others. I know that many people shy away from the arts because they think they do not have the talent, especially as they get older. I decided I would speak with my teacher to see how I might be able to change people's attitudes and experiences with art. She suggested that I go to areas in the community that might welcome some assistance. I contacted both the community and senior centers. When I visited the senior center, I spoke with an employee who showed me around the facility and introduced me to senior citizens. She told me about the programs they offered, and I asked her if I could teach or work with another person who teaches an art class. She put me in contact with a teacher in the community, and we spoke a few times on the phone and through email. After speaking with John in person, I knew he seemed to be the right fit for my mentor. He had a passion for painting and was willing to help me share my talents with others.

We met at his studio and **worked interdependently** to plan out my fieldwork experience and the class we would be teaching together. We looked at samples of his work and his students' work. He asked me what my strengths and interests were, and the hour and a half meeting went by so quickly. We decided to begin with a project he had done in the past that had been

successful, but he had asked me to demonstrate some of the techniques to the class as well. I practiced them throughout the week, and although I was nervous, I was excited to assist the seniors in the process. We had a group of seven participants, and most seemed eager to take part. I introduced myself and briefly explained my project and my thoughts about and experiences with art. I emphasized that art should be enjoyable for everyone, no matter how little experience or expertise one has. While some still seemed unsure, most worked through the techniques and seemed to gain more confidence with both my guidance and John's assistance. At the end of the 45 minutes, I was exhausted yet energized at the same time. I never realized how much it takes to teach someone something new. **(responding with wonderment and awe)** I am not sure that I turned anyone into an artist, but I am hopeful that I changed some of their minds about their ability to enjoy art.

I am looking very forward to my next art class. This time, John is letting me select the subject. We are going to work on the still life. John had given me an article on teaching art to help with my annotated bibliography, and I am going to try out a new technique. Wish me luck!

SHELTON HIGH SCHOOL

Capstone Project Fieldwork Journal Entry Rubric

The Shelton High School student reads and writes effectively.

The Shelton High School student thinks critically to solve problems.

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
PURPOSE/ FOCUS	<ul style="list-style-type: none"> Entry clearly and effectively focuses on: <ul style="list-style-type: none"> fieldwork experience 2 Habits of Mind. 	<ul style="list-style-type: none"> Entry focuses on: <ul style="list-style-type: none"> fieldwork. 2 Habits of Mind. 	<ul style="list-style-type: none"> Entry somewhat focuses on fieldwork experience and/or Habits of Mind. 	<ul style="list-style-type: none"> Entry lacks a clear focus on fieldwork experience and Habits of Mind..
SUPPORT	<ul style="list-style-type: none"> Entry exhibits exceptional connections between personal experience and fieldwork. 	<ul style="list-style-type: none"> Entry exhibits effective connections between personal experience and fieldwork. 	<ul style="list-style-type: none"> Entry lacks adequate connections between personal experience and fieldwork. 	<ul style="list-style-type: none"> Entry lacks sufficient information regarding fieldwork experiences.
DEVELOPMENT	<ul style="list-style-type: none"> Entry shows a detailed progression of thoughts and/or ideas that are expressed in a thoughtful and reflective manner. 	<ul style="list-style-type: none"> Entry shows a logical progression of thoughts and/or ideas. 	<ul style="list-style-type: none"> Entry has an underdeveloped progression of thoughts/ideas. 	<ul style="list-style-type: none"> Entry is incomplete and lacks connection to purpose.
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 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"> Entry is typed, double-spaced, and exceeds length requirement. 	<ul style="list-style-type: none"> Entry is typed, double-spaced, and meets length requirement. 	<ul style="list-style-type: none"> Entry is typed, double-spaced, and nearly meets length requirements. 	<ul style="list-style-type: none"> Entry is not typed or clearly does not meet length requirement.

Mentor Thank You Letter

The Purpose:

It is extremely important to thank your Capstone Mentor in writing to show your appreciation. A thank you letter does not have to be lengthy; however, try to personalize it.

Write a meaningful thank you letter to your mentor. When you write your letter, remember to do the following:

- Be neat.
- Use Microsoft Word in Times New Roman font, 12 pt.
- Watch your spelling and grammar.
- Begin your letter with a sentence that specifically thanks the mentor for allowing you to visit the company or business.
- State something specific that you learned or enjoyed during your fieldwork.

Below is a sample template you can personalize.

Your Street Address
City, ST Zip Code
Date

Dear (Mentor's Name),

(Paragraph #1) Mention what you are thanking the person for. Express your thanks simply and directly. Be sure to thank the individual for his/her time and patience.

(Double Space)

(Paragraph #2) Write two lines or more to say specifically what you appreciate about the person: a specific quality, feature or action would be appropriate. Just make sure you are honest in your comments.

(Double Space)

(Paragraph #3) Finally, you should end the note with a general statement that expresses to the mentor how grateful you are for his/her help.

(Double Space)

Sincerely,

Your Signature

Your Name typed

Written Reflection Requirements

The reflection paper is a culminating requirement for successful completion of the Capstone Project. The purpose of this paper is to allow students an opportunity to explain the overall process of their Capstone experience. The written reflection should include information about the student's topic, fieldwork experience, mentor relationship, and related activities. The student should also plan to discuss successes and challenges and consider the reasons for achievements and what he or she wishes was done differently. Students will be assessed on their ability to explain their experiences using details and reflection and demonstrate their growth over time in preparation for continued lifelong learning.

The reflection paper should be two pages typed and double-spaced. Students are highly encouraged to follow the guidelines but may add additional details relevant to their personal experiences.

Guidelines:

The student's introduction should include:

- The topic of his or her Capstone project
- The reason for his or her interest in this topic
- Mentorship information and fieldwork experience

The body of the reflection paper should include:

- An explanation of activities completed
- Successes and challenges throughout the process
- Adjustments made in response to challenges
- Initial expectations and whether they were met
- A discussion of what the student would have done differently if he or she repeated the project
- How you used your sources from your annotated bibliography

The conclusion should include:

- The impact of learning on the student
- A discussion of what the student will take away from the experience
- A reflection on how this work will influence the student's future endeavors

Failure to turn in Capstone assignments on time will result in detentions and/or the loss of privileges.

SHELTON HIGH SCHOOL CAPSTONE REFLECTION PAPER RUBRIC

*The Shelton High School student reads and writes effectively.
The Shelton High School student thinks critically to solve problems.*

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

	Exceeds Expectations	Meets Expectations	Working Towards Expectations	Below Expectation
FOCUS AND ORGANIZATION	<p>The paper is clearly focused, coherently organized and contains:</p> <ul style="list-style-type: none"> ○ An introduction that clearly states the student's specific purpose and interest ○ Paragraphs that flow in a logical manner ○ An insightful conclusion that explains why the experience was meaningful and instructive 	<p>This paper is focused and well organized and contains:</p> <ul style="list-style-type: none"> ○ An introduction that states the student's purpose and interest ○ Paragraphs that are generally logical ○ A conclusion that explains why the experience has been meaningful 	<p>This paper has some organization and contains:</p> <ul style="list-style-type: none"> ○ An introduction that is underdeveloped or lacks details regarding the students' purpose ○ Paragraphs that lack organization and logic ○ A conclusion that is underdeveloped and does not fully explain the impact of the student's experience 	<p>This paper has little or no organization and contains:</p> <ul style="list-style-type: none"> ○ Irrelevant or no introduction ○ No paragraphs or paragraphs that lack organization and logic ○ Irrelevant or no conclusion
CONTENT	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> ○ A relevant and effective explanation of the project's origin ○ Evidence of a significant learning stretch or challenge ○ Reflective ideas that are both insightful and complex 	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> ○ A relevant explanation of the project's origin ○ Some evidence of a learning stretch or challenge ○ Ideas that are somewhat reflective and contain some insights 	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> ○ Some explanation of the project's origin ○ Minimal evidence of a learning stretch or challenge ○ Ideas that are minimally reflective or insightful 	<p>This paper demonstrates:</p> <ul style="list-style-type: none"> ○ Little to no explanation of the project's origin ○ Little to no evidence of a learning stretch or challenge ○ Ideas that are neither reflective nor insightful
GRAMMAR CONVENTIONS	<p>This paper:</p> <ul style="list-style-type: none"> ○ Is free of errors in grammar, usage, and the conventions of written language 	<p>This paper:</p> <ul style="list-style-type: none"> ○ Is generally free of errors in grammar, usage, and the conventions of written language 	<p>This paper:</p> <ul style="list-style-type: none"> ○ Contains errors in grammar, usage, and the conventions of written language 	<p>This paper:</p> <ul style="list-style-type: none"> ○ Contains a variety of repeated errors in grammar, usage, and the conventions of written language
FORMAT	<ul style="list-style-type: none"> ○ Paper is typed and exceeds length requirement. 	<ul style="list-style-type: none"> ○ Paper is typed and meets length requirement. 	<ul style="list-style-type: none"> ○ Paper is typed and nearly meets length requirement. 	<ul style="list-style-type: none"> ○ Paper is not typed or clearly does not meet length requirement.

Capstone Presentation

Presentation: May

The final component of your Capstone Project is the Oral Presentation. Every student must present his/her Capstone Project to his/her 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. Please familiarize yourself with the standards of the Presentation rubric, as it will be your responsibility to meet them in order to pass.

In order to get to the presentation phase of the Capstone Project, you must have successfully completed all other components of the project, including fieldwork hours, annotated bibliography, reflection paper, and journal entries. You must receive a score of *Meets Expectations* or *Exceeds Expectations* in order to successfully complete your Capstone Project and graduate on time. Students who do not receive a passing score on their Capstone Presentation will be allowed to present a second presentation prior to the end of the school year.

Your Capstone Presentation must:

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

Please dress professionally for your presentation.

SHELTON HIGH SCHOOL

CAPSTONE PROJECT PRESENTATION RUBRIC

The Shelton High School Student presents information and ideas fluently.

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

	Exceeds Expectations	Meets Expectations	Working Towards	Below Expectations
PRODUCT	<ul style="list-style-type: none"> Final product clearly meets/exceeds all requirements; may include but not limited to video, before/after photograph, how-to manual, PowerPoint, etc. Product is complete and clearly fulfills the accepted Project Proposal. 	<ul style="list-style-type: none"> Final product meets all requirements; may include but not limited to video, before/after photograph, how-to manual, PowerPoint, etc. Product is complete and fulfills the accepted Project Proposal. 	<ul style="list-style-type: none"> Final product meets most requirements; may include but not limited to video, before/after photograph, how-to manual, PowerPoint, etc. Product is nearly complete and basically addresses the goal set out in the Project Proposal. 	<ul style="list-style-type: none"> Final product is incomplete and does not meet all requirements. Final product is not adequately documented and does not address the goal set out in the Project Proposal.
PRESENTATION	<ul style="list-style-type: none"> 5-10 minutes is utilized effectively. The student includes all information necessary to demonstrate a clear understanding of the topic. The student does not often refer to his/her notes. The student clearly demonstrates effective use of technology. The student presents on assigned due date. The student continuously engages the audience by maintaining good eye contact 	<ul style="list-style-type: none"> 5-10 minutes is utilized. The student demonstrates an understanding of the topic. The student refers to his/her notes. The student demonstrates effective use of technology. The student presents on assigned due date. The student engages the audience by establishing good eye contact and using appropriate body stance. The student dresses appropriately for the presentation. 	<ul style="list-style-type: none"> 5-10 minutes is not utilized effectively. The student demonstrates a basic understanding of the topic. The student frequently refers to his/her notes. The student does not clearly demonstrate effective use of technology. The student presents on assigned due date. The student infrequently engages the audience by establishing good eye contact and using appropriate body 	<ul style="list-style-type: none"> 5-10 minutes is not utilized—presentation is too short. The student is unable to demonstrate an understanding of the topic. The student reads the presentation from his/her notes. The student does not demonstrate effective use of technology. The student does not present on assigned due date. The student does not engage the audience by establishing good eye contact and does not use appropriate body stance. The student does not dress

	and using appropriate body stance. ○ The student dresses appropriately for the presentation.		stance. ○ The student dresses appropriately for the presentation.	appropriately for the presentation.
VERBAL EXPRESSION	○ The student is able to express his/her speech in a clear and understandable manner, using the appropriate tone, inflection, volume, and speed of speech. ○ The student clearly expresses the purpose of the presentation and communicates his/her resources and supporting details. ○ The student can clearly cite references. ○ The student demonstrates poise and mastery of his/her material when questioned by the audience.	○ The student is able to express his/her speech in an understandable manner that shows an understanding of the material. ○ The student expresses the purpose of the presentation and communicates his/her resources and supporting details. ○ The student can cite references. ○ The student is able to answer questions from the audience.	○ The student is somewhat able to express his/her speech in an understandable manner that shows an understanding of the material. ○ The student has difficulty expressing the purpose of the presentation and communicating his/her resources and supporting details. ○ The student can cite some references. ○ The student is able to answer some questions from the audience.	○ The student does not present in a clearly audible voice. ○ The student does not express a focus or purpose. ○ The student does not cite any references. ○ The student is not able to answer questions from the audience.