SENIOR PROJECT CAPSTONE MANUAL

2022-2023

Student Name:_____

May 17, 2022

Dear Parish Hill Parents and Guardians,

As your child approaches the end of their educational career at Parish Hill Middle High School, they will participate in a graduation requirement called the Senior Capstone Project. This manual has been developed to support your child in completing the Capstone Project; the project expectations, rubrics, processes, and deadlines are included. Students begin this process in the spring of their Junior year, and finish with the culminating Capstone Fair in the spring of their Senior year.

The purpose of the project is for a student to pursue a passionate interest and utilize all of their skills developed in high school: research, writing, critical thinking, technology, communication skills, and being an independent learner. Further, the project should extend upon the selected area of interest in a manner that supports new learning. Each student is required to write a research paper, develop a corresponding product or complete a personal growth goal, and to present his or her Capstone Project to a predetermined committee. Additionally, each student is required to participate in the Capstone Fair, through which members of the PHHS community can view the projects and interact with the student presenters. More importantly, the Capstone Project will prepare your child for the educational and vocational world that they will embark upon after graduation. To make the Capstone Project the powerful educational experience it is, we ask you for your support and guidance throughout this process.

Please review this manual with your child. It will provide you both with important information about--and expectations for--the Capstone Project. To be successful in this culminating project, you and your child must know the process and important timelines. If you have any questions about the project, please do not hesitate to contact me at rfontaine@parishhill.org

Sincerely,

Rebecca Fontaine

Capstone Coordinator

<u>Capstone Project Table of Contents</u>

<u>Section 1</u>

Capstone Mission Statement

The Capstone Project is designed for students to utilize all of the skills and knowledge sets that they have developed throughout their time at Parish Hill Middle High School. It is our hope that each student is able to develop a chosen passion, and then showcase their new learning of this passion using advanced research, writing, critical thinking skills, technology, and oral presentation skills. Students are required to seek new learning opportunities, employ research skills, seek expert advice, and be independent learners. Students must also be collaborative and proactive in their efforts. Students will interact with necessary teachers, advisors, and topic leaders in appropriate and successful ways. Therefore, this project embraces all of our 21st Century Learning Skills, as well as our Core Values and Beliefs.

Core Values and Beliefs
We believe students learn best and become contributing, productive members of society through:
Highly engaging, rigorous and relevant instruction
Varied educational experiences
An environment that allows them to grow academically, socially, and personally
Participation within a safe school climate

21st Century Learning Expectations
ACADEMIC
Students will:
Demonstrate effective communication
Use information, media and technology effectively and responsibly
Demonstrate the ability to effectively apply problem solving skills across the curriculum
Become independent and self-directed learners
Attain the skills and habits for college and career readiness

CIVIC/SOCIAL
Students will:
Apply decision making/problem solving skills in social/civic areas
Handle social situations with respect and responsibility toward others
Demonstrate responsibility for their own behavior and actions
Contribute to the welfare of others

Section 2 – Timeline

Date	Activity Due
June 1, 2022	Signed Parent/Guardian Form and Statement of Understanding (Paper copies to Mrs. Fontaine only)
June 1, 2022	Letter of Intent (due by 2:25 in the Google Classroom)
October 5, 2022	Research Review with LMC
October 26, 2022	Outlines Due
December 21, 2022	Rough Drafts due w/ complete MLA Works Cited Page (due by 2:25 in Google Classroom)
January 25, 2023	Final Drafts Due
March 20 - March 31, 2023	Oral/Visual Presentations
April 5, 2023	Capstone Fair
April 5, 2023	Reflection Papers Due

*All assignments must be turned in to Mrs. Fontaine by 2:25 on the assigned date; electronically via the Capstone 2022-2023 Google Classroom unless otherwise stated

Students are welcome to complete and submit any required assignments/materials early. **Students should consider the length of time/season, etc. of which could be required to complete their projects, and should thus plan according.** The summer between Junior and Senior year is a great time for students to tackle research and/or projects. Research papers DO NOT have to be completed before projects are started. Once the Letter of Intent is approved, students can start working on both the project and paper.

Section 3 – Introduction and Overview

The PHHS Capstone Project is designed to provide students with the opportunity to apply all that they have learned in the four years of high school to a project which will extend learning, stretch potential, make community connections, and challenge abilities. Completing the PHHS Capstone project will allow students to:

- Meet Connecticut's Mastery-Based Assessment Requirement (CT Secondary School Reform, Sec. 10-221a.)
- Demonstrate all of PHHS' Core Values and Beliefs
- Grow independently
- Create a physical product to use for college admission, job opportunities, scholarship acceptance
- Connect to community

LEARNING STRETCH: The Stretch is the most important outcome of the Capstone Project. The Stretch is the measurement of learning from the beginning of the project to its completion. The Capstone Project is designed to give students the opportunity to take the numerous skills that they have acquired in high school and apply them in ways that promote new learning. The greater the learning, the greater the stretch. Therefore, choosing a project that offers a maximum opportunity for learning will have a greater stretch than a project for which students already possess the skills to complete.

Graduation Requirements vs. Graduation with Distinction Requirements

	Graduation	**Graduation with Distinction**
Research Paper	*Successful in all 3 areas of rubric *7-9 pages in length	*Highly Successful in all 3 areas of rubric *10-15 pages in length
Presentation	*Successful in all 4 areas of rubric *11-15 minutes in length	*Highly Successful in all 4 areas of rubric *16-23 minutes in length

The FIVE MAJOR COMPONENTS of the Parish Hill High School Capstone Project:

I.   The Paper

Once you have decided on a Capstone Project, you will need to develop a deeper understanding about your topic. That is where the research comes in! With the approval of the Capstone Coordinator, you will select a research paper topic. You can have an informational or an argumentative thesis. Papers are expected to conform to all MLA guidelines.

       Graduation Expectation: 7-10 pages

       Graduation with Distinction: 10-15 pages

Your Rough Drafts and Final Drafts will both be submitted into the 2022-2023 Capstone Google Classroom by 2:25 p.m. on the due date.

II.   The Product

Once you have completed the research paper on your selected topic, it is time to connect your research to your product. The product is a physical artifact or performance that reflects an authentic application of what you have learned about the topic. Some of you may be working on both your paper and project simultaneously.

III.   The Presentation

You will present your Capstone Project in a formal presentation to a panel of Parish Hill staff. You will share with them all about your project: your research paper, your product or performance, and the process you followed as documented through your Log. You will also share lessons you learned along the way and your personal growth as a result of this challenging Capstone experience.

On the day of your presentation, you will be required to submit your Project Log into the Capstone 2022-2023 Google Classroom.

       Graduation Expectation: 11-15 minutes

       Graduation with Distinction: 16-23 minutes

IV. **The Capstone Fair**
Students will **create a tri-fold** that incorporates their new learning from both their research papers and their projects, and display them at an evening Capstone Fair. Staff, community members, and family will be invited to tour the student work. Students are expected to arrive early for set-up, and to interact with guests in a professional manner; thus, professional dress is also expected. Early sign-up for any technology or space should be communicated to the Capstone Coordinator at least a week prior to the fair.

V. **The Reflection Paper**
Students will write a reflection paper that documents their experiences during Capstone. The document should be formatted using MLA standards; this includes Times New Roman font, size 12, and double-spaced. Students will use the Capstone Project Reflection Worksheet to reflect upon the completion of their Capstone journey. Students will answer the questions that are on the worksheet in order to develop learning statements that are the direct result of undertaking a project that has encouraged them to stretch and grow in learning and thinking. Students should write at least one paragraph (3-5 sentences) in response to each question.

Failure to Meet Deadlines

Capstone deadlines are considered graduation deadlines. Therefore, a student who misses a deadline will have to make up the requirement as detailed below in order to graduate. **The student will lose their senior privileges until the requirement is fulfilled**. The following outlines the work detention process.

First Offense: If a student misses a deadline, the Capstone Coordinator will call the parent/guardian, and the student will automatically have THREE office detentions the following week (Tuesday, Wednesday, Thursday). Additionally, the student will serve consecutive lunch detentions from the day of the missed deadline (all Wednesdays) until the day of the final office detention (Thursday).The student will work on the missed deadline during these detentions, and the missed deadline assignment is due by the end of the third detention. Additionally, the student will not be allowed to attend any non-academic school-related functions until the expectation is met in a passing manner; this includes non-academic field trips and dances.

Second Offense: If a student misses another deadline, the same procedure will occur. A parent/guardian meeting will be scheduled with the Capstone Coordinator, principal, and the school counselor. Additionally, the student will not be allowed to attend any non-academic school-related functions until the expectation is met in a passing manner; this includes non-academic field trips, dances, and athletic functions.

Third Offense: The student has failed to meet the graduation expectation, and will start over with a new Capstone Project process with consolidated deadlines. If the student fails to meet these new requirements, then he/she will not graduate.

Failure to Meet Deadline Expectations

A student who meets the initial deadline but does not pass the work expectation will have 10 days to resubmit the work in passing standard. If the student does not meet the expectation within those ten days, then they will automatically be placed into the above work detention program cycle.

<u>Section 4 – Picking the Project</u>

How do I pick a project?

The PHHS Capstone Project is one of the most important assignments of your high school career. Because you will dedicate considerable time and attention to your Capstone Project in the coming months, you need to consider your choice of project very carefully. Your product must be a physical, tangible product, or a videotaped/photographed account of a performance. Your project must relate to your research paper. It should be high quality and reflect time and effort as documented using verification in your Project Log. Additionally, your project should be a demonstration of your learning stretch.

Pre-planning

Read through the three project options and think about all the things you are interested in - things you would like to do, learn, understand, see, improve, create, or experience. Brainstorm and write down your ideas as they pop into your mind; don't limit yourself at this point. Narrow your ideas down to three or four ideas which are "doable," and prioritize them. When deciding whether or not a particular project idea is "do-able", consider whether or not research information and resources to complete the project are available. Is what you want to do accessible and realistic? Can you complete it in time? Your project should maintain your interest for an extended period of time and meet the approval of your Capstone School Committee and your parents/guardians. Remember, to qualify as a PHHS Capstone Project, your plan needs to be one which will stretch your abilities and allow you to grow as a learner. Think about all of the things that you are interested in—things you would like to do, learn, understand, see, improve, create, or experience.

Additionally, part of the pre-planning process is considering the feasibility of your project. You must consider all aspects of your project, and think about what each aspect would require to be successful.

Things to consider are confidentiality issues, permission slips, accessibility, time frames, etc.

For example, if you plan on holding an activity in the gym, you would need to coordinate times with the athletic director, fill out a building use form, and ensure that your activity is not coinciding with any other activities. If your project involves a fundraiser, you must follow school and capstone policies and procedures and you will be required to open an internal account. You also must make sure your project is realistic. For instance, if you want to learn more about the life of a prison inmate, it would not be realistic to shadow an inmate for a day. Instead, seek a more reasonable project, such as journalistic research. Use your Senior Advisor, Capstone Coordinator, Capstone Committee members or the Principal to answer questions for you in this area.

Project Options

Option #1 **Career Shadow**	-30 hours of shadow experience documented in Project Log -Shadow vocation must be approved by Capstone Coordinator -Vocation link cannot be a student relation and/or family relation -Verified Thank-You Letter to vocation link; documented during presentation -Reflection Journal to be brought to presentation; 1 page of reflection required for each shadow session (Typed, MLA format) -Resume and Cover Letter attached to Career Shadow Log as part of final product; Cover Letter should be hypothetical to vocation where student shadowed.

Option #2
Product
	-30 hours of time spent on product will be documented in Project Log
	
	-Create an original product that is an extension of research paper
	
	-*Examples:*
	    -Learn UbD lesson plan format, write lesson plan upon topic, create worksheets, teach to middle school classes, reflect, gain student feedback
	    -Create brochure about topic and present to appropriate audience
	    -Organize fund-raiser/charity event related to topic and execute all required components
	    -Build 3-d representation of topic (i.e. architectural plans; small-scale structures; models of relevant anatomy and functions, etc.)
	        -Restoration projects (engines, outbuildings, vehicles, etc.)
	
	-Picture documentation of products required – will be used in Presentation and Capstone Fair

Option #3
Personal Growth Goal
	-30 hours of time spent towards reaching goal will be documented in Project Log
	
	-Choose a personal growth goal, written in SMART Goal format, create an Action Plan, and thoroughly document every step taken towards accomplishing goal
	
	-**Reflection journal** to be turned in on day of Presentation; minimum of fifteen entries of 1 typed page each (MLA Format). Must also include **before-status report** (current state and rationale for goal) and **after-status report** (measures of growth attained and whether or not goal was met and why). Both status reports should be a minimum of two pages long, MLA format
	
	-*Examples:*
	    -Healthier eating
	    -Overcoming fear of public speaking
	    -Learning how to weld

Sample Paper Topics/Related Projects

The following sample projects reflect stretch and challenge. Only finished projects reflecting quality will be accepted.

Project Topic	Paper Topic	Products/Performances
Solar Energy *Argument	Impact of solar energy on modern housing legislation Argument Thesis: Modern solar technology has had a positive impact on the housing market in the areas of increased sales, efficiency, and building techniques.	Build a model solar energy house
Healthy Choices-Exercise *Argument	Negative effects of high-impact exercise Argument Thesis: High-Impact exercise should be removed from elderly exercise programs due to physical, emotional, and sociological risks.	Develop and choreograph a low-impact exercise program at retirement home
Mask Making *Informational	History of African Mask Making Informational Thesis: African tribes can be delineated by the style, colors, and materials of their masks.	Design and create African Mask
Culinary *Informational	Characteristics of southern cuisine Informational Thesis: Southern cuisine has very specific characteristics, such as color combinations, spices, and traditional dishes.	Develop artifacts for a southern cuisine restaurant including advertisement, signage, menu, and sample dishes
World War II *Informational	Experience of soldiers during World War II Informational Thesis: The experiences of World War II veterans include social, physical, and physiological effects.	Interview a World War II veteran and create a multimedia presentation chronicling his/her experiences during the war
Refurbishing an Antique Tractor *Informational	The evolution of farm equipment Informational Thesis: The process of refurbishing an antique tractor includes research, preparation, and implementation.	Refurbish a 1900's John Deere tractor

How do I receive approval for my Capstone Project?

You will complete and submit a Letter of Intent to the Capstone Coordinator for approval by the Capstone Coordinator.

You will need to include in your letter: why you selected your topic, which pathway you have chosen, what you will research on your topic, what product or performance you will produce, how this is a stretch beyond your current knowledge and skills, which length research paper you have chosen and a pledge to avoid plagiarism. A sample Letter of Intent is included in the appendix.

How will I verify parental permission?

You must have parental permission for your Capstone Project. It is important that your parents know what the Capstone Project guidelines are, what project you are planning, and what an important piece it is to your high school experience. You will convey your parental approval through the Parental Permission Form provided in the appendix.

How do I prove that I did all the work?

As you are working on your project, you will be required to keep a project log on the Project Log Form provided in the appendix. You should log an entry each time you do any project-related work and spend some time writing about what you did and why. **Only work done outside of school can be logged**. This only has to be a few sentences and this will document your 30 hours of work outside the classroom. Allowed documented time includes planning, driving to and from activities related to your project, preparing for the showcase fair, and other time spent working on your project as well as the required criteria listed for each pathway. A sample entry is also provided in the appendix. The log will help your Capstone Committee to evaluate your project. Documentation beyond the project log is also required and are presented as artifacts in the previous section. This is your Capstone Project; therefore, all of the work should be your own. The Project Log should be submitted into the Capstone 2022-2023 Google Classroom by the day of your presentation.

Will I be allowed to change topics once I have received my approval?

 You will not be allowed to change your project topic after the approval process is complete. Be very thoughtful in your selection of a topic on the front end. Making your approved topic selection work is part of the learning experience.

Section 5 - The Research Paper

4 Components of Paper Section

      I.   Research Review Meeting with Library Media Specialist
      II.   Outline with MLA Works Cited Page
      III.   Rough Draft
      IV.   Final Draft

The Capstone Research Paper Rubric

Your Capstone Research Paper will be scored using the Capstone Research Paper Rubric. This rubric is segmented into three categories: Not Yet Successful, Successful, and Highly Successful. In order to pass the paper requirement, you must minimally meet Successful in all three rubric indicators. However, students that declare Graduation with Distinction must meet Highly Successful in all three rubric indicators.

 A research paper is not just a report; it must include a ***thesis statement*** that declares the main idea of the paper, that makes a statement about the subject, and that engages the reader. ***Your thesis statement can be informational or argumentative***.

Link to Sample MLA Format Paper:

https://owl.excelsior.edu/wp-content/uploads/2018/05/DefinitionArgument.pdf

-Use **third person point of view only**; no first (*I, me, we, us, our)* or second person (*you, your, you're*) point of view (*unless these are included in a direct quote that you are citing)

-Avoid **contractions** in formal writing (don't = do not)

-Rough draft must get to bottom of either 7th page (G) or 10th page (GWD) to be considered complete

-Spell out every number less than 100 (unless used in a year or a quote)

-Rough Drafts without in-text citations and/or a Works Cited page will not be accepted and will result in failure to meet the deadline

-Any images, charts, or graphics of any kind should be placed in a labeled **Appendix** at the end of your paper (but before your Works Cited page); these should not be embedded into your paper, and any Appendix pages do not count towards the final page count.

-Remember to upload your paper in the Rough Draft assignment in the Google Classroom; do not simply share with Mrs. Fontaine

Element	Requirements
Page length	Graduation Expectation (Successful) : 7-9 pages Graduation with Distinction (Highly Successful) : 10-15 pages
Research sources used in paper	6 or more scholarly, credible sources
Works Cited	Your paper MUST include a Works Cited page that meets all MLA guidelines and formatting. **A paper without a proper MLA Works Cited page will not be accepted and WILL automatically fail.**
In-text citations	Your paper must include the correct in-text citations. **A paper without the correct in-text citations is plagiarized and will automatically fail.**
Format	Typed, double spaced in Times New Roman, 12-point font printed on white 81/2 x 11 white paper in black ink, 1 inch margins on all four sides, opening heading and name on first page, page numbers on each page; thesis-specific title.

Research Review Meeting with Library-Media Specialist

It will be your responsibility to visit the Library-Media Specialist to set up an appointment to review your research. You may think about using Advisory time, study hall time, or any other time that works for both of you. The purpose of this meeting is to show the Library-Media Specialist all of your collected research information that you have gathered in preparation for writing your outline and research paper. The Library-Media Specialist will either approve your research as sufficient and valuable enough to move forward with your outline, or she will help to guide you through finding more effective research for your topic. **This needs to be completed by October 5, 2022.**

<u>Section 6 – The Product</u>

How can I show what I know?

After you have written your research paper, you will demonstrate what you have learned by creating a tangible product that will be an extension of your research/topic. The Product, the second component of the PHHS Capstone experience, is the creation of a product, a physical artifact or a performance, that demonstrates what you have learned during your research process. It could be an African mask you designed and produced, a photo essay of the Civil Rights Movement in Memphis that you created, or a video of your oral interpretation performance of Langston Hughes' poetry. Whatever you select for your product or performance needs to be high quality, show your learning stretch, demonstrate at least 30 hours of time and effort, and represent a connection to your research paper. ***Your project must be pre-approved by the Capstone Coordinator via your Letter of Intent, and CANNOT be changed after the approval of your Letter of Intent.***

Product Requirements

Your product must

> • Be a physical, tangible product or a videotape of your performance; etc.
>
> • Be an extension of your research
>
> • Be high quality and reflect time and effort as documented in your Project Log and artifacts
>
> • Be a demonstration of your learning stretch
>
> *Remember that you must use at least **30 hours** in order to complete this product and the hours MUST be accounted for in your project log and in your artifacts

Section 7 – The Presentation.

The Presentation

After your paper and product/project are completed, you will be presenting to a selection of Capstone Committee members. **Minimally, you will present to the Capstone Coordinator, and two other committee members.**

You should be rehearsed and professional in your manner, dress, and appearance. To build confidence, practice your presentation in front of family members, teachers, and peers. The feedback you get will be critical in helping you to refine your presentation.

This culminating presentation should utilize all of the oral presentation skills that you have learned and practiced since your time at PHHS. Make eye contact with your Capstone Committee panel members. Rehearse enough that you do not have to refer to your notes too often. When facing the audience, be sure to avoid blocking your presentation/product/display. Avoid turning your back to the committee. Use proper intonations, volume level, and gestures.

Your presentation must:

- Include your product to provide physical evidence of your accomplishments.
- Address not only the project and the research, but challenge(s) along your project journey that led to your personal and academic growth.
- *Include a visual presentation in the form of PowerPoint, Google Presentation, Prezi or any other APPROVED method of presentation. You may, however, choose to include other materials or media as part of your presentation.*

Key points to remember:

- Make eye contact with your Capstone Committee members.
- Rehearse enough that you **do not have to read your notes.**
- When facing the audience, be sure to avoid blocking your product/display.
- When you point out portions of your product or display, use the hand that is closer to it. This will help you avoid turning your back to the Capstone Committee or blocking their vision.

*Students will not be told the identities of the other staff members on their presentation committee prior to their presentation; students may not choose/request who will be on their committee.

Capstone Presentation Outline

I. **Introduction (2-4 slides)**
   a. Introduce yourself
   b. Introduce topic of research and product
   c. Rationale – explain why you chose your topic; new learning you sought; hook and engage your audience

II. **Research Paper Focus (5-7 slides)**
   a. Thesis statement
   b. Brief outline of paper and major pieces of evidence (quotes, statistics, studies, etc.)
   c. Embed supporting video clips as needed (*only 2 minutes counts towards time*)
   d. Citations should be used as needed

III. **Project (5-7 slides)**
   a. Showcase what you created/organized/filmed in a logical order
   b. Explain how paper and product are related
   c. Outline how you spent your 30+ hours

IV. **Conclusion (1-2 slides)**
   a. What did you learn
   b. How did you grow
   c. How did your view of the topic change
   d. Are you going to continue any work in this topic area

V. **Closing (1 slide)**
   a. Thank the audience
   b. Recognize the people who helped you throughout the process
   c. Ask if there are any questions (time will stop here)

VI. **Works Cited (#** *of slides depending on sources used***)**
   a. Proper MLA Format Works Cited; inclusive of research and product sources

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Reminders

*If a video is used, then students need to introduce the purpose of the video before starting it, and then explain the significance of the video after the viewing is complete. 2 minutes of the video will count towards the overall presentation time.

*Students must verbally cite a minimum of two sources during the presentation; three sources are needed for Graduation with Distinction.

Question and Answer

After you have finished your presentation, you will give your Capstone Committee an opportunity to ask questions about your project. It is important to listen to the question, take a few seconds to think and formulate your answer, and then reply to the panel members. If they ask you something you do not know, do not make up an answer. Acceptable ways to handle this situation might include the following responses:

"That is an interesting question. I do not know, but I shall do further research to find out."

"That is an interesting question I did not explore while doing my research. I shall investigate to discover the answer."

"I had not thought about that point. Thank you for giving me an additional idea to continue research on my topic."

The Q & A is about showing your knowledge, ability to field questions, and poise under pressure. Be aware that the time devoted to Q & A is <u>not</u> included in the total time count.

After the Presentation

Thank the committee members. You will exit the room, and the committee members will then share notes and exchange comments about your presentation. They will then work together to assess your performance on the Presentation Rubric (Not Yet Successful, Successful, Highly Successful). They will call you back into the room in order to discuss your final presentation assessment.

Passing/Not Passing

If you passed, Congratulations! You have successfully completed **this portion** of your Capstone Project. If you did not pass, you will be required to present again before the committee after school within ten days. The committee will assign you a date and time which must be kept! **No other extracurricular, vocational, or personal activity will take precedence over your assignment date.**

*Please note that if you were striving for Graduation with Distinction but did not score all Highly Successful's on the Presentation Rubric, you will NOT be able to represent. You only have one chance to meet Graduation with Distinction standards.

Section 8 – The Fair

Student attendance at the fair is **mandatory**.

The showcase is your time to shine. It is a wonderful night during which close to 100 community members attend to view your work, engage in discussion about your project and for you to proudly show off your work. Family, other students and any community members are invited to attend. Light refreshments are served.

All students are required to create and bring a trifold to the Capstone Fair. The trifold should contain information about both your research paper and your project, and will serve as a guide for sharing your Capstone journey with the audience.

You MUST have your product and/or evidence of your product at your station and you will be asked in advance of the fair what your presentation needs will be, i.e. table, electricity, lap top, screen, outdoor spot. You will be asked what you are bringing, i.e. PowerPoint, a motorcycle, an animal, etc. You will be assigned a space in the cafeteria area based on what your needs are.

Students should once again **dress professionally**.

This is an enjoyable night where you get to talk in a more relaxed manner about your work.

Ideas for Information to Include on the Tri-fold:

*Thesis statement

*Main pieces of supporting thesis evidence (facts, statistics, quotes, definitions, etc.)

Remember to include MLA citations for factual information

*Images from product, including product sequence

*Printed pictures from charity, fund-raiser, event, etc.

*Graphed data from surveys

*Outline/description of process

Appendix – Forms and Samples

The samples and forms you will need are included in this appendix. You are expected to complete these forms and submit them to the Capstone Coordinator in accordance with the deadlines provided in the timeline. The samples and guidelines do not have to be submitted.

Below is a list of forms and samples that are included in this Appendix:

• Capstone Letter of Intent Outline/Sample   • Capstone Letter of Intent Rubric

• Capstone Parental Permission Form   •Statement of Understanding

• Capstone Project Log Form   • Capstone Project Log Form Sample

• Capstone Research Paper Rubric   • Capstone Project Reflection Worksheet

• Capstone Project Reflection Guidelines   • Capstone Letter of Introduction Guidelines

• Capstone Presentation Rubric

Capstone Letter of Intent Outline and Sample Text

(Format your paper with 1 inch margins)

Date   June _____, 2022
(Leave 2 spaces between date and inside address)

Inside Address

Mrs. Fontaine *(Your Capstone Coordinator's title, first and last name)*
Parish Hill High School
304 Parish Hill Road
Chaplin, CT 06235
(Leave 2 spaces between inside address and salutation)

Salutation   Dear Mrs. Fontaine:
(Leave 2 spaces between salutation and body of letter)

Paragraph 1 *Describe what project topic you selected, why you selected it, and what you hope to learn or accomplish. List which of the 3 Project Options you are choosing.*

When I was in second grade, I moved to Chaplin with my family from my home in Guatemala. It was a frightening experience when I came to Chaplin Elementary and was not able to understand my teachers and not able to read any of the books in my classroom. I was immediately enrolled in English Language Learner classes so I could learn to speak English. The dedication and encouragement of my ELL teachers led to my successful acquisition of English as a second language. I chose to do my Capstone Project, choice #2, on English Language Learners so that I can give back to other students who are experiencing the same situation that I experienced.
(Leave two spaces between each paragraph)

Paragraph 2 *Describe what you will research and what your product will be.*

While exploring the topic of English Language Learners, I began to see how a person's culture can impact his/her acquisition of a new language. My research paper will focus on the role of culture in the acquisition of a second language. For my product, I will write a bilingual (Spanish and English) children's book that reflects a Hispanic cultural event. I will illustrate and bind the book so it can be placed in the Bluff City Elementary School library.

Paragraph 3 *Describe how this project is a stretch for you.*

This project will stretch my learning in two ways. Because I have never written a formal research paper, I will develop new skills that will help me when I enroll in college next fall. The creation of the bilingual book will challenge me in several areas including developing a story with illustrations that are appealing to young children and binding the book so that it can be donated to a local school library. I look forward to gaining many new skills and growing as a person as I embark on this Capstone journey.

Paragraph 4 *Describe plagiarism. State your awareness of plagiarism and falsification. Conclude with a clear statement affirming you will not plagiarize or falsify any of your Capstone Project work.*

I understand that plagiarism is stealing someone else's work or ideas without giving them proper credit by using appropriate citations. I understand that plagiarism and any other falsification of forms or documents will result in serious consequences as outlined by the PHHS Student Code of Conduct. I pledge to do my own best work in completing my Capstone Project and affirm that I will not plagiarize nor falsify any documents during the Capstone process.

(Leave 2 spaces between body of letter and closing)

Sincerely,

Stephanie Senior

****YOUR LETTER OF INTENT MUST DECLARE YOUR INTENT TO GRADUATE WITH DISTINCTION

Capstone Letter of Intent Checklist

Name _____   Date_____

Topic _____

_____ASSIGNED FORMAT

( ) Business letter format with 1" margins, single-spaced with one blank line between paragraphs.

( ) Accurate date, inside address, salutation, and closing with hand signature.

_____ PARAGRAPH ONE

( ) Description project topic and why selected.

( ) Description of what you hope to learn or accomplish.

( ) Declaration of intent to Graduate with Distinction *if applicable

_____ PARAGRAPH TWO

( ) Description of your research paper focus.

( ) Description of your product/performance and how you will produce it.

_____ PARAGRAPH THREE

( ) Two ways the project will stretch you beyond your current knowledge/skills.

_____ PARAGRAPH FOUR

( ) Plagiarism definition and consequences of plagiarism and/or falsification.

( ) Statement that you will avoid plagiarizing or falsifying.

Capstone Project Log Form - Page 1 (example)

Name: Gabrielle Mendoza   Date: September 15, 2022

Project Topic: Bilingual Book/Self Help

Research Paper Topic: The Role of Culture in the Acquisition of a Second Language

Guidelines: Your log should include what you have accomplished and the time you spent completing it. You should also reflect on what you did and what you learned. Your commentary will help you chronicle the Capstone journey and will help you prepare for your Capstone Presentation. Journal entries must be in complete sentences and use correct grammar, spelling, and punctuation. Slang expressions and texting symbols (u, r, w/, lol, etc.) are unacceptable.

Example of a good project log:

Date	Time Spent	Activity and Commentary
9/15/09	1 ½ hours	Activity: I accessed the CT Digital Library to do research on my report topic. I found three sources that support my research thesis. I created note cards of pertinent information from those sources. Commentary: I learned how to use the Academic OneFile database to find a reliable source. I learned how to get full text articles by checking the full text box. I learned where to find the citation.

Date	Time Spent	Activity and Commentary
10/12/13	3 hours	Activity: I researched via Internet the best types of paint to use on antique vehicles. I then visited an auto body shop and spoke with the manager about painting techniques. Commentary: I learned that the preparation in advance of the actual painting is the most important step of a successful product.

Name_____Date_____

Project Topic _____

Research Paper Topic _____

Capstone Project Reflection Worksheet

Name_____ Date _____

1. What is something new or surprising that you learned about your topic from completing the research paper?

2. What process did you go through to produce the product? Did everything work the way you had planned and if not, was it better than what you planned?

3. Did you have any interesting or unique experiences while completing your project?

4. What part of your project are you most proud of? Why are you proud?

5. What was the hardest part of doing this project? What were your challenges?

6. If you could do anything about the project over again, what, if anything, would you change?

7. What new skills did you learn while doing any or all of this work that you will be able to use after high school?

8. Will you continue this activity/research in your future?

*Be sure to utilize MLA format for your Reflection: Times New Roman, Size 12 font, double-spaced

Overview of School Resources

Online databases are a fast and reliable source of current, authoritative, and accurate information on a variety of subjects. There are many databases accessible to our students from any computer. To access these databases, students will need to use login information. The login information varies for each database. Links to these databases, as well as login information, can be found at the library's page on our school website. Start at parishhill.org/phlibrary, and then click the "Online Research" link.

The school library also has many relevant books to help students with their research. Students can search our catalog online and place books on hold. To do this, follow the same instructions as above, and then log into Destiny Discover using your school Google account. Students can also access Destiny Discover through this direct link: Destiny Discover Home.

The library staff is always happy to answer questions and to help students find and access resources.

Capstone Presentation Rubric

	HIGHLY SUCCESSFUL	SUCCESSFUL	NOT YET SUCCESSFUL
Content	Communicates substantial information or data Strongly communicates importance, value, or impact Reasoning clearly employed Orally cites 3 + sources Uses precise terminology demonstrating knowledge and appropriate audience *Discussion/response to questions strongly reflects analysis, insight, and synthesis*	Communicates supporting information or data Communicates importance, value, or impact Communicates conclusions Orally cites 2 sources Uses some appropriate terminology and some awareness of audience *Responds adequately to questions*	Fails to communicate supporting information or data Fails to communicate importance, value, or impact Lacks substantive reasoning Vague references No terminology or terminology which is inappropriate *Responds inadequately or does not answer questions*
Effective Presentation Speaking	Uses body language which enhances the presentation (gestures, body position) Consistent eye contact to engage audience Enunciates clearly, correctly, and efficiently Varies tone, volume, and speed to enhance presentation Presentation-appropriate attire	Uses appropriate body language Sufficient eye contact with members of the audience Enunciates clearly, correctly, and efficiently most of the time Includes some variety of tone, volume, and speed that is appropriate to presentation Neat appearance	Body movement and posture impede effectiveness of presentation Fails to establish sufficient eye contact with the audience Fails to enunciate clearly, correctly, or efficiently most of the time Uses tone, volume, or speed which interferes with comprehension Appearance is unprofessional or inappropriate

Organization	Uniquely insightful and engaging; organized in a logical sequence Draws strong and clear connections between main idea and significant related ideas Uses an engaging beginning and a thoughtful conclusion Clearly focuses around a controlling idea/thesis Moves smoothly from one idea to the next	Organized in a logical sequence Draws connections between main ideas and related ideas Uses an appropriate beginning and ending Primarily focuses around a controlling idea/thesis Most of the time moves smoothly from one idea to the next	Disorganized sequence of information Shows little or no understanding of connections between main idea and related ideas Lacks beginning or ending; or, beginning or endings are inappropriate Lacks focus around a controlling idea/thesis Does not move smoothly from one idea to the next
Visual/Media Presentation	Selects and integrates a minimum of two forms of appropriate technology (or one form of technology and another form of media, or two applications of the same media) to enhance the presentation Communicates significant information or data through this media Project/Product exemplifies significant effort, dedication, originality, and quality MLA format used Significant new learning is evident 16-23 minutes in length, not including questions and answers portion	Demonstrates and integrates at least one appropriate form of technology Communicates satisfactory amount of information or data Project/Product shows satisfactory effort, dedication, and quality MLA format used Satisfactory new learning is evident 11-15 minutes in length, not including questions and answers portion	Uses technology ineffectively or does not use technology at all Focuses on insignificant or irrelevant information or data Project/Product is unsatisfactory; does not exemplify 30+ hours of work MLA format is not used New learning is not present or not satisfactory Less than 11 minutes in length, not including questions and answers

Capstone Research Paper Rubric

	HIGHLY SUCCESSFUL	**SUCCESSFUL**	**NOT YET SUCCESSFUL**
Content	Provides specific and accurate information pertaining to research that supports the thesis Reflects insightful consideration of the significance of the research information Uses precise and accurate vocabulary appropriate for audience 3rd person POV only Maintains formal and objective style At least 10 typed pages (not including Works Cited)	Provides general information pertaining to research that supports the thesis Reflects consideration of the significance of the research information Uses mostly precise and accurate vocabulary 3rd person POV only Style is mostly formal and objective At least 7 typed pages (not including Works Cited)	Provides little specific information or data that is incorrect and does not support the thesis Impact of research is superficial or vague Uses mostly imprecise language or inaccurate vocabulary Uses first or second person POV Uses an informal or subjective style Less than 7 typed pages (not including Works Cited page)
Organization	Uses an engaging introduction and thesis Clear and engaging transitions Demonstrates correct grammar (e.g. usage, mechanics, punctuation, and spelling) Varied sentence structure Paragraphs are cohesive and organized for maximum effect All supporting ideas are appropriately cited Conclusion reinforces thesis and supporting ideas; provides insight into work	Uses an appropriate introduction and thesis Mostly clear transitions Few grammatical errors Mostly varied sentence structure Paragraphs are organized around a single topic and are in logical order Most supporting ideas are appropriately cited Conclusion reinforces thesis but lacks insight into work	No introduction or thesis; introduction is incomplete or ineffective Vague or no transitions Grammatical errors interfere with comprehension Lacking varied sentence structures Paragraphs are not organized Few citations No conclusion
Product/Aesthetics	Must contain **ALL** of the following criteria in proper format: Times New Roman, 12 pt. Double-spaced Pages numbered 1" margins MLA Format Works Cited Page Minimum 6 in-text citations	Must contain **ALL** of the following criteria in proper format: Times New Roman, 12 pt. Double-spaced Pages numbered 1" margins MLA Format Works Cited Page Minimum 4 in-text citations	Missing one or more of the following criteria: Times New Roman, 12 pt. Double-spaced Pages numbered 1" margins MLA Format Works Cited Page 3 or fewer in-text citations

OUTLINE TEMPLATE

Student Name

Mrs. Fontaine

Capstone

26 October 2022

Paper Title (MLA Outline Template)

Thesis: Write the actual one-sentence thesis statement. Your Capstone Manual has examples of effective thesis statements.

Defense Elaboration:
I. Complete sentence expressing a main idea to support the thesis.
    A. For all capital letters, put a phrase representing what you will offer as proof from your research to support the main idea. Refer to sources from Annotated Bibliography.
        1. Phrase of specific support/details/examples/statistics
        2.
    B.
        1.
        2.
II. Another main idea to support the thesis. Each defense topic must have a main idea.
    A.
        1.
        2.
    B.
        1.
        2.
III. Remember to continue on in this same format for the remainder of your defenses. (You may have more than three).
    A.
        1.
        2.
    B.
        1.
        2.

Conclusion: Summarize your main points in a new way; no more than two-to-three sentences.
*All font should be size 12 Times New Roman

Capstone Outline Rubric

Successful	Not Yet Successful
Valid Thesis statement	Missing or invalid Thesis statement
3+ Defenses of thesis (I, II, III, etc.)	2 or fewer defenses of thesis
2+ Subordinating ideas for each defense (a, b, c, etc.)	1 or fewer subordinate ideas on any defense
1+ supporting details per subordinate idea (1, 2, 3, etc.)	No supporting details on any subordinate idea
Typed, Times New Roman, Size 12 Font, 1 inch margins	No examples on any supporting details
	Not typed, or incorrect font size or margins
Thesis-specific title	Title missing or vague title

SMART Goal Setting and Action Planning Worksheet

Use this worksheet to identify SMART goals and outline specific steps you need to take to achieve your Personal Growth Goal. You will need to share this worksheet with your viewing panel during your presentation.

Your goal:

SMART goal checklist:
- ❑ Specific
- ❑ Measurable
- ❑ Attainable
- ❑ Realistic
- ❑ Time-based

Action steps What needs to be done?	**Deadline** When should this step be completed?	**Necessary Resources** What resources can you use to complete this step?	**Potential challenges** Are there any potential challenges that may impede completion? How will you overcome them?	**Potential Support** What people in your life can support you to complete this action step? What can they do to support you?	**Result** Was this step successfully completed? Were any new steps identified in the process?

Action step	Deadline	Necessary Resources	Potential challenges	Potential Suppport	Result

Capstone Parent/Guardian Permission Form

Student Name

_____

Parent(s)/Guardian(s) Name(s) _____

Address_____

Parent Phone: Home _____Work_____

Cell_____

As a parent/guardian of _____,
a senior at Parish Hill High School, I am aware that my son/daughter must complete a Senior
Capstone Project. For the project, my son/daughter has chosen
to:_____

_____

_____

_____

_____

_____

 I have read the PHHS Capstone Project Manual and have reviewed it with my child. He/she has
my permission to complete a Capstone Project on the topic listed above.

Parent/Guardian Signature _____

Student Signature _____

Date_____

<mark>**This form, required for graduation, is due June 1, 2022.**</mark>

<mark>**When complete, please submit to the Capstone Coordinator.**</mark>

Statement of Understanding

I, _____ (student name), agree to the following conditions for work on my Senior Capstone Project:

I will do my own authentic work

I agree to present my project to my Project Committee

I agree to work independently and to use other adults as consultants only

I understand that I must meet all expectation deadlines or that I will enter the Work Detention Program

I understand that one credit will be assigned at the successful completion of my project and that my transcript will show "pass". I know that I must receive credit for this project to graduate.

Student Signature:_____
Date:_____

Parent Signature:_____
Date:_____

Advisor Signature:_____ Date:_____

This form, required for graduation, is due June 1, 2022.

When complete, please submit to the Capstone Coordinator.