

Consolidated School District of New Britain

# New Britain High School Capstone Handbook

Capstone Project

2017-2018

110 Mill Street New Britain, CT. 06051



# Fore-CCCCing

Collaboration  
Communication



Creativity  
Critical Thinking

## Your future!

## Social and Civic Responsibility

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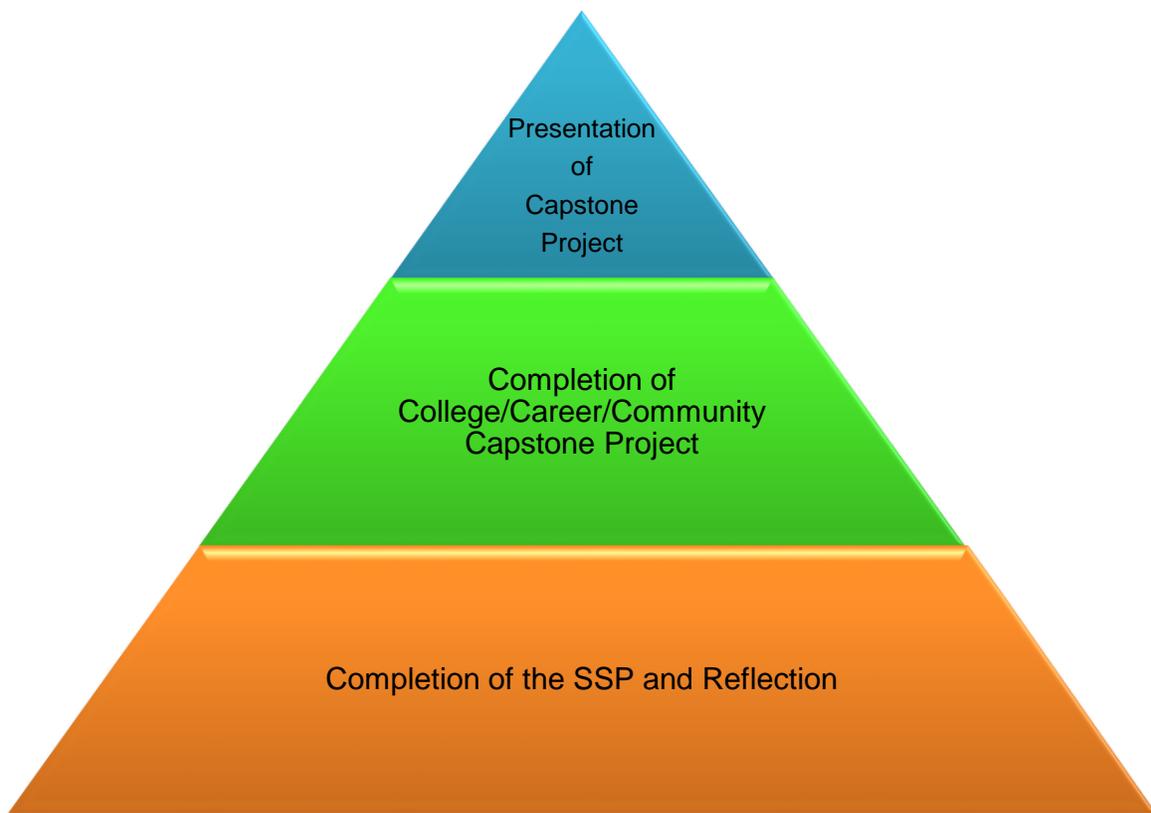
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## What is the “Capstone”?

Capstone is an ongoing learning process that requires students to explore a topic of interest or examine their academic growth. Students will complete several requirements culminating with a project and oral presentation in a student’s senior year of high school. This project is used as an assessment that allows students to demonstrate their ability to design and participate in a multi-phased, research or career-based learning process or assessment of academic growth. This experience prepares students for their future in higher education, technical institutions, or the workforce. This multi-faceted task reinforces and refines complex skills such as:

- Collaboration
- Communication
- Creativity
- Critical Thinking
- Social and Civic Mindedness



## **New Britain High School's Core Values**

The New Britain High School learning community is guided by five 21<sup>st</sup> century core values that provide the foundation for the curriculum that we develop, and the teaching and learning that occur in our classrooms. We acknowledge as our core values: Collaboration, Communication, Creativity, Critical Thinking, and Civic and Social Responsibility.

### **COLLABORATION**

As a 21<sup>st</sup> century learning community, we demonstrate our ability to work effectively and respectfully. Our collaborative work exhibits our willingness to value each other's views and contributions and the ability to compromise in order to achieve common goals.

### **COMMUNICATION**

At New Britain High School, we value the ability to articulate our thoughts through a variety of oral, written, and non-verbal forms. We also value the use of multimedia and technology to disseminate our ideas, beliefs, and values. Finally, as a 21<sup>st</sup> century learning community, we use our communication skills to inform, instruct, plan, motivate, and persuade.

### **CREATIVITY**

Our learning community appreciates creativity and the ability to utilize it individually and as members of the collective in a positive manner. We promote the use of a wide range of thinking techniques that display originality, innovation, inventiveness, and inclusion of multiple perspectives in order to be successful and productive 21<sup>st</sup> century community members.

### **CRITICAL THINKING**

We regard the ability to reason as a fundamental value for all members of the New Britain High School learning community. We believe that developing and perfecting the ability to effectively analyze and evaluate evidence, construct well-founded arguments based upon developed claims and beliefs as essential skills for the 21<sup>st</sup> century.

### **SOCIAL AND CIVIC RESPONSIBILITY**

The New Britain High School learning community is deeply rooted in a sense of civic and social responsibility to one another and the national and global community at-large. We use our interpersonal skills and our leadership skills to promote ethical decision-making in order to achieve our common goals and advance the democratic process well into the 21<sup>st</sup> century.

## **New Britain High School's Learning Expectations**

*Academically, the NBHS student:*

1. Reads and responds critically for a variety of purposes.
2. Utilizes listening, speaking, and writing skills to communicate effectively for a variety of purposes and audiences.
3. Thinks critically in order to deduce, analyze, and solve abstract and real-world problems across disciplines.
4. Selects and employs a variety of resources-including media and technology-in order to find, organize, and communicate ideas effectively.

*Socially and civically, the NBHS student:*

1. Takes responsibility for his/her education and demonstrates the ability to be an independent, reflective, and creative learner, who is capable of generating his/her own ideas and willing to learn from mistakes.
2. Respects cultural and linguistic diversity;
3. Learns to work collaboratively and creatively with others to achieve common objectives; and
4. Understands and demonstrates a sense of community, democracy, and constitutional principles.

## Graduation Requirement Information Class of 2018 through 2021

	COMPREHENSIVE CLASS OF 2018 - 2019	COMPREHENSIVE CLASS OF 2020 & BEYOND	ACADEMY** CLASS OF 2018 - 2021
<b>ENGLISH</b>			
Required: 1 American Lit. 1 World Lit. 2 English Electives	4	4	4
<b>MATH</b>			
Required: 1 Algebra 1 Geometry 1 Math Elective	3	3	3
<b>SCIENCE</b>			
Required: 1 Earth/Space Science 1 Life Science 1 Science Elective	3	3	3
<b>SOCIAL STUDIES</b>			
Required: 1 U.S. History 1 World/International .5 American Government .5 Social Studies Elective	3	3	3
<b>STEM ELECTIVE</b>		1	1
<b>CTE/LIFE SKILLS</b>		2	0.5
<b>FINE ARTS</b>	1	1	1
<b>WORLD LANGUAGE</b>			
Required: 2-3 Years Same Language			2
<b>WELLNESS</b>			
Required: 1 Physical Education .5 Health	1.5	1.5	1.5
<b>FREE ELECTIVES</b>	6.5	3.5	
<b>REQUIRED ELECTIVES *</b>			4
<b>CAPSTONE PROJECT</b>	1	1	1
<b>INTERNSHIP</b>			1
<b>TOTALS</b>	<b>23</b>	<b>23</b>	<b>25</b>

\* Required Electives are specific to Academy Career Theme; 1 of the courses satisfies STEM credit.

Successful completion of 4 Academy Courses in a career theme can lead to NAFTrack Certification

**\*\* New Britain High School Academies**

New Britain Academy for Health Professionals (NBAHP)

Academy of Finance (AOF)

Academy of Information Technology/Engineering (AOITE)

## Capstone Student Letter

Dear NBHS Junior:

As a senior in the Class of 2018, you must successfully complete a Capstone Project as a graduation requirement. Successful completion of the Capstone Project will earn you the required 1 graduation credit. The Capstone Project is a culminating opportunity to demonstrate New Britain High School's Core Values, Beliefs, and 21<sup>st</sup> Century Learning Expectations and apply the knowledge you have gained in your 4 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 or are learning currently in a class, **but display new learning and growth beyond regular class requirements**. 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 explore 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) a written component (reflective essays), 2) a visual presentation, and 3) an oral presentation.** You must turn in your project proposal for approval by April 19<sup>th</sup>, 2017. Upon receiving approval by your counselor **and** the Capstone Committee, you will work throughout the summer and/or the upcoming school year researching and learning more about your topic, meeting with your school-approved mentor, and producing your final product. Capstone presentations will take place during the spring of your senior year.

There will be 15 opportunities for you to work on your Capstone Project during advisory periods; **however, it is expected that you will need to complete much of the work outside of the school day**. At various stages, members of the Capstone Committee, advisors, and mentors will provide information and assist you in successfully completing your project. Information will also be available on the NBHS website. 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.

We look forward to helping you along the way. If you have any questions or concerns, please contact your guidance counselor.

The Capstone Committee

## CAPSTONE INFORMATIONAL LETTER FOR ALL JUNIOR PARENTS

April 2017

Dear Parents and Guardians of a member of the New Britain High School Class of 2018:

Each student must successfully complete a Capstone Project as a graduation requirement during his/her senior year (one credit will be earned for successful completion). The Capstone Project is a culminating opportunity to demonstrate New Britain High School's Core Values and 21<sup>st</sup> Century Learning Expectations and apply that knowledge to a real world experience. We encourage you to guide your child to choose wisely. Each student should think about something that he/she has always wanted to learn more about, become involved in, or a career opportunity he/she may want to explore. The goals of the Capstone Project are to explore a topic that will deliver a fulfilling, challenging experience and to prepare each student to become a responsible citizen.

Each project must meet specific guidelines and established deadlines. There are three main components to the Capstone Project: **1) a written component, 2) a visual presentation, and 3) an oral presentation.** Your child must turn in his/her project proposal (form provided to students during the April 5<sup>th</sup> advisory period) for approval by April 19, 2017. This will allow time to begin work on the Capstone Project before his/her senior year. Upon receiving approval by the Capstone Committee, each student will work throughout the year researching and learning more about his/her topic and producing his/her final project. Capstone presentations will take place in May 2018.

There will be 15 opportunities for students to work on the Capstone Project in advisory periods during the school day. Students will need to work on the Capstone Project outside of the advisory period as well. Counselors, advisors, and mentors will provide information and guidance. 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 counselor by April 19<sup>th</sup>, 2017.

The Capstone Project Student Handbook posted on the NBHS website will be a valuable 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.

~ Mark Van Buren

Chairman, Capstone Committee

**A copy of this letter was mailed with the 2017 quarter three report card.**

## New Britain High School Capstone Parent Acknowledgement Form

As the parent or guardian of \_\_\_\_\_, who will be a senior at New Britain 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 New Britain High School.

I have read and understand the information given to my child about the Capstone project. While the selection of the project is made by my child, I understand that it must be approved by their guidance counselor and the Capstone Committee. I further understand that my child should 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 guidance counselor.

Finally, I am aware that if my son/daughter breaches New Britain High School's plagiarism policy on any component of his/her Capstone Project he/she will not successfully meet the graduation requirement.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Guidance Counselor Name: \_\_\_\_\_

Date: \_\_\_\_\_

**This form must be returned to the student's advisor on April 19<sup>th</sup>, 2017.**

### Capstone Proposal Form

**TO BE SUBMITTED BY April 19<sup>th</sup>, 2017 AND APPROVED BY YOUR GUIDANCE COUNSELOR**

STUDENT NAME: \_\_\_\_\_ STUDENT ID: \_\_\_\_\_

ADVISORY ROOM: \_\_\_\_ ADVISORY TEACHER: \_\_\_\_\_

PROPOSED PROJECT TOPIC:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROPOSED CAPSTONE EXPERIENCE YOU WOULD LIKE TO PARTICIPATE IN  
(check one)

\_\_\_\_\_ Option One – Research Paper

\_\_\_\_\_ Option Two - Field Experience or Special Interest Project

\_\_\_\_\_ Option Three - SSP and Reflection of Growth

MENTOR'S NAME (only if choosing **OPTION TWO Field Experience** - should be a member of the community with expertise in your field experience topic)

\_\_\_\_\_

Explain why you are interested in the option and topic you have chosen:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain the steps you will take to accomplish the option you have chosen:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Explain what you expect to learn from the option and topic you have chosen:

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Student's signature (**REQUIRED**):

\_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian signature (**REQUIRED**):

\_\_\_\_\_ Date \_\_\_\_\_

**DO NOT WRITE BELOW THIS LINE**

FOR OFFICIAL USE ONLY

I have read the proposal and determined the proposal meets the requirements.

**Signature of Guidance Counselor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\_\_\_\_\_ Your Capstone Proposal has been accepted

\_\_\_\_\_ Your Capstone Proposal has been accepted, but needs some revision

**(There is no need to resubmit any proposal unless it is deemed not acceptable)**

\_\_\_\_\_ Your Capstone Proposal is not acceptable and must be changed/modified and resubmitted by the next advisory period.

FEEDBACK NECESSARY TO IMPROVE PROPOSAL

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Signature of Capstone Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Capstone Committee: \_\_\_\_\_ Date: \_\_\_\_\_

## Capstone Project Due Dates

Student Name \_\_\_\_\_

Guidance Counselor \_\_\_\_\_

<b>CAPSTONE PROJECT TIMELINE</b>			
Advisor Initials	Counselor Initials	Date	Activity
		April 19, 2017	Parental Acknowledgment-Permission Form due
		April 19, 2017	Submission of Capstone Proposal due
		Summer 2017	Students with approved Capstone proposal submissions may begin work
		October 3, 2017	All options-Reflective Essay #1 due
		October 31, 2017	Options 1 & 2 Reflective Essay #2 due. Option 3 Reflective Essay on 1 <sup>st</sup> 21 <sup>st</sup> CLE
		November 28, 2017	Options 1 & 2 Reflective Essay #3 due. Option 3 Reflective Essay on 2 <sup>nd</sup> 21 <sup>st</sup> CLE
		December 12, 2017*	Options 1 & 2 Reflective Essay #4 due. Option 3 Reflective Essay on 3 <sup>rd</sup> 21 <sup>st</sup> CLE
		January 23, 2018*	Options 1 & 2 Reflective Essay #5 due. Option 3 Reflective Essay
		February 6, 2018*	Options 1 & 2 Reflective Essay #6 due. Option 3 Reflective Essay on 4 <sup>th</sup> 21 <sup>st</sup> CLE
		February 20, 2018*	Options 1 & 2 Reflective Essay #7 due. Option 3 Reflective Essay on 5 <sup>th</sup> 21 <sup>st</sup> CLE
		<b><u>February 20, 2018*</u></b>  <b><u>Letters will be sent home if there are any incomplete portions of Capstone</u></b>	Option 1 Full first draft of research paper due (must be at least 5 pages) Option 2 Minimum 15 hours field experience completed or full draft of special interest project due Option 3 Five (5) reflections on 21 <sup>st</sup> CLE with graded work due
		March 6, 2018*	All Options-Reflective Essay #8 due
		March 20, 2018*	All Options-Begin to design Capstone presentation
		April 3, 2018	All Options-Rehearse presentations in small groups (self-assess/peer-assess)
		April 17, 2018	All Options-Reflective Essay #9 due
		May 1, 2018	All Options-Rehearse presentation in large group
		May 15, 2018	Final work day
		May 16 and 23, 2018	Capstone project presentations and Capstone portfolios due

\* If there is a snow day (or other school cancelation) on the day of a Capstone advisory period, then the Capstone advisory will take place on the Thursday of that week.

## Capstone Project Options

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.



## Plagiarism

Academic dishonesty can take many forms, including plagiarism (intentional and unintentional), fabrication of sources, purposeful misrepresentation of others' ideas, purchasing and/or using work from a website or another source, or other fraudulent activities. Plagiarism is a serious academic offense. (NBHS Student Handbook)

**If a student plagiarizes any part of the Capstone Project, it will not be accepted and the Capstone experience and credit will need to be made up in summer school.**

### **PREVENTING PLAGIARISM WHEN WRITING**

In a research paper, you have to come up with your own original ideas while at the same time making reference to work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to integrate sources in your paper? If you change some of what an author said, do you still have to cite that author? Confusion about the answers to these questions often leads to plagiarism. If you have similar questions or are concerned about preventing plagiarism, we recommend using the checklist below.

### **PLAN YOUR PAPER**

Planning your paper well is the first and most important step you can take forward preventing plagiarism. If you know you are going to use other sources of information, you need to plan how you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas.

### **TAKE EFFECTIVE NOTES**

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems – including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away – finding them again later when you are trying to finish your paper can be a nightmare!

## **WHEN IN DOUBT, CITE SOURCES**

Of course you want to get credit for your own ideas. And, you don't want your instructor to think that you got all of your information from somewhere else. **But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you must always cite your source.** Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by:

- showing that you are not just copying other ideas but are processing and adding to them,
- lending outside support to the ideas that are completely yours, and
- highlighting the originality of your own ideas by making clear distinctions between them and ideas you have gotten elsewhere.

## **KNOW HOW TO PARAPHRASE**

A paraphrase is a restatement in your own words of someone else's ideas. **Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.**

## **ANALYZE AND EVALUATE YOUR SOURCES**

Not all sources on the web are worth citing – in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc.

Plagiarism.org. Best Practices for Ensuring Originality in Written Work. Web 29 Jan.

2017 <http://www.plagiarism.org/plagiarism-101/prevention/>

## Works Cited Page

The following is a sample works cited page:

### Works Cited

Brokaw, Tom. *The Greatest Generation*. New York, Random House, 2005.

Cleary, Thomas F. *Classics of Strategy and Counsel: the Collected Translations of Thomas Cleary*. Boston, Shambhala, 2000.

Engelking, Carl. "Alien Life Could Easily Planet Hop in This Tantalizing Solar System."

*Discover Magazine*, Kalmbach Publishing Co., 13 June 2017, discovermagazine.com/.

Accessed 14 June 2017.

Stross, Randall. "Why Companies Like Uber Get Away With Bad Behavior." *The New York*

*Times*, The New York Times, 13 June 2017, www.nytimes.com/. Accessed 14 June 2017.

X, Malcom. *The Autobiography of Malcom X*. New York, Ballantine Books, 1965.

The following is a sample of proper in-text citation:

- "56% of high school students surveyed do not like to write in classes other than English." (Smith, 48)
- According to the article by Shannon Smith, "56% of students surveyed did not like to write in classes other than English" (48).
- More than half of the teens surveyed do not like to write in classes other than English (Smith, 48).
- Shannon Smith's article notes that more than half the teens in her survey do not like to write outside of their English classes (48).

For more information and resources on MLA formatting, please refer to the following:

<https://owl.english.purdue.edu/owl/resource/747/12/>

<https://style.mla.org/sample-papers/>



## OPTION ONE – Research Paper

This option would provide students with an experience that allows them to develop a “wider view” of the world in which they live by researching and addressing an approved topic of interest to them.

### OPTION ONE - RESEARCH PAPER

- **Minimum** of 5 **FULL** typed pages (not including cover page and works cited page)
- **Maximum** of 10 full typed pages
- Double-spaced
- Times New Roman
- 12 point font
- 1 inch margins
- **Minimum** of 7 sources – all of which must be referenced in the body of the paper and cited properly
- All papers must be edited for spelling and grammar
- Must have a cover page that has your name, date, and title of your project
- **Must submit a work consulted/cited page in MLA format (all sources and images used must be cited properly within the paper)**
- **Must cite all information in the body of the paper to avoid plagiarism\*\***
- **All organizers, notes, and drafts must be submitted with the final paper. No final paper will be accepted without evidence of drafting and revising.**
- Although you may choose to use a research paper from a previous class as a basis, it cannot be your final paper. You must expand, elaborate, and use new information from additional sources to produce a new final Capstone Project.

**After a student chooses a topic, he or she must narrow the focus and develop a strong thesis that can be addressed in a well-organized paper.**

### Guiding/Presentation Questions

As students decide on their “wider view” and complete their research, they must remember to answer these questions in their Capstone Project:

1. Who is affected by the issue/problem/topic I am addressing?
2. How are they affected by the issue/problem/need I am addressing?
3. Why are they affected by the issue/problem/need I am addressing?
4. How has this research and application process helped me as a learner?

## Examples of Research Topics and Titles

Some topics for research with possible project titles:

- Media- The effect of the media on health behavior
- World Hunger- Ways to decrease hunger in Central America
- Homelessness- Ways to help the homeless in Connecticut
- Cancer – Treatments for breast cancer
- Recycling – Ways to recycle in Connecticut
- Household Pets – Exotic household pets and the danger to our ecosystem
- Slavery – Connecticut’s role in Colonial slavery
- Occupations and job opportunities – What does it take to become a pharmacy technician
- The election process – The history of the electoral college
- Sports – The impact of organized sports on student achievement
- Music- The history of Jazz in The United States
- Literary giants – Who really wrote Romeo and Juliet?
- Social media – How has social media changed the way people interact?

**After a student chooses a topic, they must narrow the focus and develop a strong thesis that can be addressed in a well-organized paper.**

## OPTION TWO – Field Experience or Special Interest Project

This option would provide students with an experience that allows them to develop an understanding of the workforce or a community service agency. Students would move from having knowledge concerning a field of work/community agency to applying and participating in that workplace/community agency while under the guidance of a professional/mentor in the field.

### **OPTION TWO - FIELD EXPERIENCE or SPECIAL INTEREST PROJECT**

- Find a mentor (a mentor must be at least 21 years old and not be a relative).
- **If you are currently employed or taking a class that includes a field experience/internship, your Capstone field experience must go beyond your current job experience or class expectations (i.e. additional hours, different responsibilities, etc...).**
- Meet with your mentor to determine expectations of the experience or project and complete the Capstone project mentor agreement.
- **Complete a minimum of 25 hours of field experience or time devoted to your special project.**
- Complete the Field Experience Log/Special Project Log (see appendix for form).

### **Guiding/Presentation Questions**

As students complete their fieldwork or special interest project, they must remember to answer the following questions in their Capstone Project:

1. How did this experience or project enhance what I knew about this field of work or service?
2. Why did this experience or project enhance what I knew about this field of work or service?
3. What new skills and knowledge have I acquired?
4. In the future, how will this experience or project help me in the workplace or in my community?

Students wanting field experience at area hospitals must contact Mr. Zayas in room 337 or email him at [zayasm@csdnb.org](mailto:zayasm@csdnb.org).

Any hospital or course field experience must extend 25 hours beyond normal coursework expectations.

## Examples of Field Experiences or Special Interest Projects:

- Intern with a local news reporter. Spend time in the newsroom and then create a newspaper for a local non-profit agency.
- Intern with someone in the broadcasting industry and create a public service announcement – PSA.
- Intern with a clinical health professional and develop strategies for incorporating health promotion into the community.
- Assist during elections – work with a political party, volunteer during polling day.
- Research the Stock Market-Teen Investing. Work with a local stock broker and design a step-by-step guide to help students make wise decisions when considering investments.
- Volunteer and create a new program/activity or activities at a homeless shelter.
- Volunteer as an after school tutor in a local elementary or middle school.
- Volunteer with Special Olympics and take a leadership role.
- Teach a senior citizens group how to use a computer. Prepare a step-by-step guide to using email, using Google, book marketing favorite sites like the Weather Channel, Medicare, etc.
- Organize a volunteer program where teens assist the community senior citizens with minor chores – raking leaves, painting, mowing the lawn, weeding flower beds, etc.
- Work with our local government to organize a clean-up of a polluted area in our community-stream, park, etc. Include community organizations as volunteers.
- Organize and document a fund-raising event for a social/domestic issue (domestic abuse, animal abuse, crime prevention) and donate the money raised to the related charity.
- Organize an art show and feature your own art as well as other student work. Publicize the show through the local cable, TV and radio stations. Design posters for display on local businesses.
- Revise and implement a recycling program at your school. Educate the community on how to recycle.
- Write and illustrate a children’s book or create an animated children’s book (casual reading or academic). Share with elementary classes, during story hours at local daycares, and at the public library.
- Conduct a study. Research and photograph local historical sites that are sometimes overlooked and compile your data into a book about little known historical facts in the community.
- Research your community’s history. Use this new knowledge to plot a self-guided historical walking tour of your community. This can be done through a brochure and DVD’s.

## OPTION THREE – Growth in NBHS Core Values/21<sup>st</sup> Century Learning Expectations

### Overview of STUDENT SUCCESS PLAN (SSP)

*The Student Success Plan (SSP) is an individualized student driven plan to address every student's needs and interests to help every student stay connected in school and to achieve postsecondary educational and career goals. The SSP begins in the 6th grade and continues through high school to provide the student an opportunity to evaluate progress, identify strengths and needs, and set goals for social, emotional, and academic growth. It provides a structure for students to explore postsecondary education and career interests. The Student Success Plan and supporting structures such as student portfolios will be maintained through an online service - Taskstream. Students are required to independently complete all parts of their SSP each year starting in grade six through the completion of their senior year of high school.*

### **OPTION THREE – Growth in NBHS Core Values/21<sup>st</sup> Century Learning Expectations**

This option provides students with an opportunity to analyze and evaluate their growth over their entire high school career by reflecting on their growth demonstrated in the SSP. Students will demonstrate how they have grown as readers, writers, and thinkers in all content areas over their years as a student.

This option is only available to students who have access to completed and graded work from 9<sup>th</sup> grade through 12<sup>th</sup> grade (i.e. SSP uploads, portfolio, etc...).

Complete reflective essays using evidence from completed work samples.

- Each reflective essay must examine **at least two pieces of completed work** demonstrating growth in NBHS Core Values/21<sup>st</sup> Century Learning Expectations over the course of your NBHS career.
- Each reflective essay must also explain how your skills have improved over your NBHS career.
- Attach completed work that was used as evidence to the reflective essays.
- Complete Core Values/21<sup>st</sup> Century Learning Expectations Growth Log (see appendix for form).

### **Guiding/Presentation Questions**

As students reflect on their growth demonstrated in their SSP, they must remember to answer the following questions in their Capstone Project:

1. How have I grown throughout my career as a student of NBHS as it relates to the Core Values/21<sup>st</sup> Century Learning Expectations?
2. What new skills and knowledge have I acquired?
3. Identify Core Values/21<sup>st</sup> Century Learning Expectations that you feel you are limited in. Explain how you plan to address these.
4. Identify Core Values/21<sup>st</sup> Century Learning Expectations that you feel you excelled in. Explain why you feel you have excelled in these Core Values/21<sup>st</sup> Century Learning Expectations.

## Reflective Essay Expectations (All Capstone Options)

- Formatting – place only your name and reflective essay number at the top of the first page of each reflective essay.
  - John Smith - Reflective Essay 1
  
- **Typed**
  - Double-spaced
  - Times New Roman
  - 12 point font
  - 1 inch margins
  
- **Handwritten**
  - dark blue or black ink
  - legible handwriting
  - 1 inch margins
  
- **Minimum** one (1) full page typed double-spaced **or** two (2) full pages handwritten unless otherwise noted
  
- Answer all questions/bulleter items completely (corresponding to essays 1-9)
  
- All Reflective Essays must be shown to the advisory teacher or guidance counselor prior to the end of the advisory period
  
- All Reflective Essays must be labelled, printed and presented in your Capstone binder at the Capstone Presentation

## Presentation of the Capstone Project

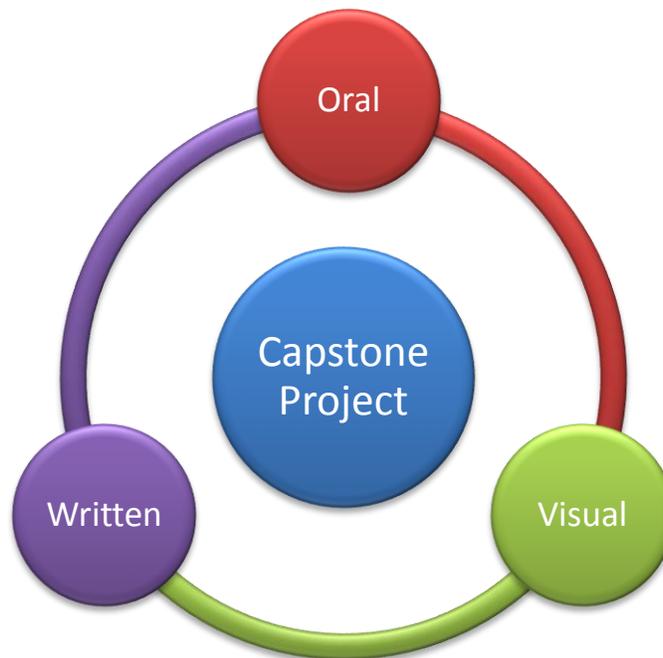
The culminating step in the Capstone Project experience is to have students present their findings. Students will be permitted to demonstrate these findings and insights through a multitude of pre-approved delivery methods.

All presentations must include:

An oral presentation (**approximately 8-12 minutes**) – students present their final projects at the Capstone Fair

*that will be supported by...*

- a visual component – (examples: Prezi, PowerPoint, poster board, Google Slides, etc...)
- a written component – (examples: research paper, written reflections, etc...)



**EACH PORTION (REFLECTIVE ESSAYS, VISUAL COMPONENT, ORAL PRESENTATION, AND OPTION-SPECIFIC REQUIREMENTS) OF THE CAPSTONE PROJECT HOLDS EQUAL VALUE IN THE FINAL ASSESSMENT OF YOUR WORK.**

**THE CAPSTONE PROJECT WILL BE EVALUATED BY NBHS STAFF USING THE NBHS CAPSTONE RUBRIC (found in the appendix).**

## Support for Students – Capstone Advisory Periods

NBHS has developed and scheduled 15 Capstone advisory meetings during the school year to help guide students through the Capstone process. Students will have the opportunity to develop and reflect upon their Capstone Project during this time.

Guidance staff will visit each assigned senior advisory room during these periods to monitor and assist students in meeting Capstone Project expectations.

<b>Date</b>	<b>Advisory Period Support Activity</b>
September 5	Introductory Meeting-Proposal Submission
October 3	Reflective Essay 1
October 31	SMART Goal Setting-Reflective Essay 2
November 14	Rubric Review-Project Video Samples-Group Share
November 28	Reflective Essay 3
December 12	SMART Goal Review-Reflective Essay 4
January 23	Thesis & Research- Reflective Essay 5
February 6	Draft Work- Reflective Essay 6
<b>February 20</b>	Draft Update- Reflective Essay 7 <ul style="list-style-type: none"> <li>• First full draft of research paper due, or 15 hours of field experience must be completed, or first draft of special interest project due, or five (5) 21<sup>st</sup> CLE reflections due</li> <li>• Letters will be sent home if there are any incomplete portions of the Capstone Project</li> </ul>
March 6	Reflective Essay 8
March 20	Public Speaking-Resources-Presentation Production
April 3	Small Group Rehearsal
April 17	Reflective Essay 9
May 1	Whole Group Rehearsal
May 15	Final work day and preparations
May 16 & 23	Presentations
May 29	Capstone Project Evaluation Survey

## Capstone Reflective Essays

### Reflective Essay 1- October 3, 2017

#### Capstone Option One- Research Paper

- What do you anticipate you will learn in your research based upon your proposal? Why did you choose this topic? Explain any personal connections you may have to this topic. Create a minimum of 5 questions about this topic. Which of the questions might be the focus of your research? Explain your thinking. What do you hope to learn or prove?

#### Capstone Option Two- Field Experience/Special Interest Project

- Why did you choose this particular field experience/special interest project? What do you anticipate you will learn during your field experience/special interest project? What are some questions you have about this field experience or special interest project? Create a minimum of 5 questions about your field experience/special interest project. Which of the questions might be the focus of your field experience/special interest project?

#### Capstone Option Three - Growth in 21<sup>st</sup> Century Learning Expectations

- Think back to your 9th grade year and describe yourself as a student. In your description explain the following: your work habits, study skills, homework completion, and attendance. Describe any obstacles that got in the way of your success and/or describe any of the things that helped you be successful.
- Evaluate your performance in each of the 21<sup>st</sup> Century Learning Expectations (see the Growth in NBHS Core Values/21<sup>st</sup> Century Learning Expectations Log in the appendix).
- Finally, why did you choose this option? What do you hope to learn?
- Students completing Option Three must collect work completed in previous years as the basis of your Capstone. What graded work do you have (in your SSP, electronically, or hard copy)? How do you plan on using this work?
- You must bring the graded work with you to the next Capstone advisory meeting.

#### All options note:

you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.

## **Reflective Essay 2 – October 31, 2017**

### **Capstone Option One and Two - Research Paper and Field Experience/Special Interest Project**

Students will complete a SMART Goal Template found in the appendix. Students should use this handbook's timeline to set due dates for themselves.

### **Capstone Option Three - (1<sup>st</sup> - 21<sup>st</sup> Century Learning Expectation)**

- **Choose any one** of the 21<sup>st</sup> CLE. Review your graded work from earlier in your NBHS career and compare it to other graded work of yours that demonstrates your growth in this learning expectation. Reflect on your progress in meeting the 21<sup>st</sup> Century Learning Expectations (CLE).
- Explain how you have improved, providing evidence of the growth from your assignments.
- Explain why you have improved. Explain the specific activities that helped build your skill.
- **You must have a minimum of two pieces of graded work attached to this reflection to support your statements. Label the work samples as Reflective Essay 2.**
- You may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.

## **Reflective Essay 3 – November 28, 2017**

### **Capstone Option One and Two - Research Paper and Field Experience/Special Interest Project**

- What are you learning about working independently and/or with other people (mentor, advisor, community groups)? Include information about your topic, field experience, or your special interest project.
- What are you doing to manage your time? (How are you balancing school work, job, sports, home, volunteer work, and the Capstone project?)
- What are some of the problems you are experiencing? What is your plan to address these issues? Do you need help from someone else? Identify who you need help from and what help is needed? If you need help, please discuss your struggles with your Capstone advisor and guidance counselor before the end of the advisory period.
- What is going well with your Capstone project?
- What is one thing about your approach to your project that you wish you could change and why?

### **Capstone Option Three - (2<sup>nd</sup> - 21<sup>st</sup> Century Learning Expectation)**

- **Choose a different** 21<sup>st</sup> CLE. Review your graded work from earlier in your NBHS career and compare it to other graded work of yours that demonstrates your growth in this learning expectation. Reflect on your progress in meeting the 21<sup>st</sup> Century Learning Expectations (CLE).
- Explain how you have improved, providing evidence of the growth from your assignments.
- Explain why you have improved. Explain the specific activities that helped build your skill.
- **You must have a minimum of two pieces of graded work attached to this reflection to support your statements. Label the work samples as Reflective Essay 3.**

#### **All options note:**

**you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.**

## **Reflective Essay 4 – December 12, 2017**

### **Capstone Option One and Two - Research Paper and Field Experience/Special Interest Project**

- To date, what have you accomplished in your Capstone Project? List the task(s) you have completed from your SMART Goal (completed on October 31st advisory meeting).
- What additional work still needs to be completed for your Capstone Project?
- What is your action plan for the remainder of the project? List specific needs and identify action steps to address them.
- Has the SMART Goal helped you stay focused? Explain why or why not? Does your SMART Goal sheet need to be revised?

### **Capstone Option Three - (3<sup>rd</sup> - 21<sup>st</sup> Century Learning Expectation)**

- **Choose a different** 21<sup>st</sup> CLE. Review your graded work from earlier in your NBHS career and compare it to other graded work of yours that demonstrates your growth in this learning expectation. Reflect on your progress in meeting the 21<sup>st</sup> Century Learning Expectations (CLE).
- Explain how you have improved, providing evidence of the growth from your assignments.
- Explain why you have improved. Explain the specific activities that helped build your skill.
- **You must have a minimum of two pieces of graded work attached to this reflection to support your statements. Label the work samples as Reflective Essay 4.**

#### **All options note:**

**you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.**

## **Reflective Essay 5 – January 23, 2018**

### **Capstone Option One – Research Paper**

- Write your thesis statement. Your current research must support your thesis statement.
- List at least 5 **pieces of information from your research** that support your thesis. Cite the source for each piece of information using parenthetical citation. See NBHS Media Center Website for information about citations.
- Your paper must include more than these 5 pieces of information. This is a task to help move toward writing your rough draft.
- Also provide a draft of your works cited page that includes the sources researched to date (use MLA format).
  - **REMINDER-** you must include information from at least **7 different credible sources** in your final research paper (ex: books, websites, databases, etc...).
- \*Bring your notes and resources to the next advisory meeting. Time may be provided to work on your first draft.\*

### **Capstone Option Two - Field Experience/Special Interest Project**

- Explain the activities you have completed, include places and specific tasks completed.
- Explain what you learned from these activities.
- Provide a list of individuals with whom you have worked and the roles they have.
- Explain what you learned from the people with whom you have worked.
- Explain how these people have helped you with your Field Experience/Special Interest Project.

### **Capstone Option Three - Growth in 21<sup>st</sup> Century Learning Expectations**

- Now that you have reflected on your growth as a student in three different 21<sup>st</sup> CLE, examine your overall growth as a student. What have you learned about yourself as a student? First explain how you have changed between 9th grade and the beginning of this year. Next, explain how you have changed from the beginning of this year until now.
- Knowing what you know now, what advice would you give incoming freshmen?
- What would you do differently given the opportunity to go back in time?
- With almost half of your senior year completed, what are your plans for life after New Britain High School?

#### **All options note:**

**you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.**

## **Reflective Essay 6 – February 6, 2018**

**\*For all Options, students who begin during the summer, are not to go beyond this entry until returning to school.\***

### **Capstone Option One - Research Paper**

- You will begin writing the first draft of your research paper today, if you have not started already. If your first draft is complete, use this time to conference with a peer/teacher to receive feedback. **Bring your completed draft to the next advisory period on February 20<sup>th</sup>, 2018. This draft MUST be at least 5 full pages typed** (see the research paper guidelines and format accordingly).
- Your rough draft must be submitted and labelled as Reflective Essay 6 for your Capstone Presentation.

### **Capstone Option Two - Field Experience/Special Interest Project**

- How complete is your field experience/special interest project?
- What is going well?
- Have you encountered any new problems or challenges? What is your plan to address these issues?
- Are you satisfied with your choice of field experience/special interest project? Explain.
- Is the field experience/special interest project a pathway you would like to pursue in your future? Explain.
- **By February 20<sup>th</sup>, 2018 you MUST have completed at least 15 hours of your field experience/special interest project (signed mentor form must be presented to advisor/guidance counselor) or submit a completed first draft/visual portfolio of your special interest project.**

### **Capstone Option Three - (21<sup>st</sup> Century Learning Expectation)**

- **Choose a different** 21<sup>st</sup> CLE. Review your graded work from earlier in your NBHS career and compare it to other graded work of yours that demonstrates your growth in this learning expectation. Reflect on your progress in meeting a fourth 21<sup>st</sup> Century Learning Expectations (CLE).
- Explain how you have improved, providing evidence of the growth from your assignments.
- Explain why you have improved. Explain the specific activities that helped build your skill.
- **You must have a minimum of two pieces of graded work attached to this reflection to support your statements.**
- **By February 20<sup>th</sup>, 2018 you MUST have completed all 5 reflections on 21<sup>st</sup> CLE and have at least two pieces of graded work as evidence to support each entry. This means that you must submit 10 pieces of graded work.**

#### **Options two and three note:**

**you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.**

## **Reflective Essay 7- February 20, 2018**

### **Capstone Option One- Research Paper**

- What research will you use for your final research paper? Is there research that you will discard for your final paper? Is there research you still need to find?
- At this point you must have information from at least 7 different credible sources for your research paper. Provide all of your sources (at least 7) in a proper works cited page using MLA format.
- How has your thesis changed or been refined through your research process?
- **The full first draft of your paper is due by the end of the advisory period. This draft MUST be at least 5 full pages typed (see the research paper guidelines and format accordingly). The draft research paper must be shown to your Capstone advisory teacher/guidance counselor.**

### **Capstone Option Two- Field Experience/Special Interest Project**

- How did your experience change or enhance your feelings, thoughts, and/or understanding of the field that you selected? Explain.
- How have you changed as a person based on your experiences?
- Explain your relationship with your mentor. Has this been a positive experience for you or not? Explain.
- If you were in the role of mentor, what would you do differently and what would you keep the same? Explain.

### **Capstone Option Three - (5<sup>th</sup> - 21<sup>st</sup> Century Learning Expectation)**

- **Choose a different** 21<sup>st</sup> CLE. Review your graded work from earlier in your NBHS career and compare it to other graded work of yours that demonstrates your growth in this learning expectation. Reflect on your progress in meeting a fifth 21<sup>st</sup> Century Learning Expectations (CLE).
- Explain how you have improved, providing evidence of the growth from your assignments.
- Explain why you have improved. Explain the specific activities that helped build your skill.
- **You must have a minimum of two pieces of graded work attached to this reflection to support your statements. Label the work samples as Reflective Essay 7.**

#### **All options note:**

**you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.**

## **Reflective Essay 8 – March 6, 2018**

### **All Capstone Options**

- What delivery method are you using for your presentation (PowerPoint, Animoto, WeVideo, PowToon, Poster board, Tri-Fold Board, etc.)?
- Why did you choose this delivery method?
- Why is it the most effective method for delivering your message?
- Write an outline or create a storyboard (see appendix for possible storyboard template) that will serve as a script for your presentation. Remember that your presentation must be approximately 8-12 minutes and you will be presenting to NBHS staff members.
- Attach storyboard or outline to the reflective essay. This will meet the length requirement if completed in conjunction with the answers to the first three bullets on this page.

**Include the following:** the information you will include, the order in which you will present the information, the visuals/audio that best support your message.

#### **All options note:**

**you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.**

## **Reflective Essay 9 – April 17, 2018**

### **FINAL JOURNAL ENTRY**

#### **All Capstone Options**

- What advice would you give upcoming seniors about completing the Capstone Project?
- What was the stretch for you? How did you challenge yourself through the project you chose? Was there a risk? How did you face any challenges or overcome obstacles?
- What is one thing about your approach to your project that you wish you could change and why?
- What score would you give yourself for what you have accomplished through your Capstone Project? Use the rubric found in the appendix to guide your response. Explain this score.
- What skills do you think you have mastered and what do you still need to work on?

**Come to the next advisory meeting ready to share a portion of your presentation (5 minutes) to your advisory group.**

**All options note:  
you may add additional information or address additional ideas pertaining to the questions above in order to reach the one page typed/two page handwritten expectation.**

## Appendix

NBHS Capstone Final Project Rubric...pages 38 & 39

NBHS Capstone Project Mentor Agreement...page 40

Capstone Mentor Information...page 41

Capstone Field Experience/Special Interest Time Log...pages 42 & 43

Capstone Goal Setting...page 44

Blank...page 45

SMART Planning Template...page 46 & 47

Option Three - Growth in NBHS Core Values/21<sup>st</sup> CLE...page 48

Blank...page 49

Capstone Time Log - All Options...pages 50 & 51

Storyboard Template...page 52

## NBHS Capstone Final Project Rubric

Student Name \_\_\_\_\_ ID # \_\_\_\_\_

Project Option (Please Circle) 1 2 3 Project Topic \_\_\_\_\_

Successfully Completed Capstone Project \_\_\_\_\_

Did Not Successfully Complete Capstone Project \_\_\_\_\_

	<b>4 Exemplary</b>	<b>3 Proficient</b>	<b>2 Progressing</b>	<b>1 Emerging</b>
<b>Reflective Essays 1-9 (All Options)</b>  <b>Check if not scoreable</b> ____	<b>Minimum 1 page typed or 2 pages handwritten</b>  Thoroughly addresses all entry expectations with evidence.	<b>Minimum 1 page typed or 2 pages handwritten</b>  Addresses all entry expectations.	<b>Minimum 1 page typed or 2 pages handwritten</b>  Simplistically addresses all entry expectations.	<b>Minimum 1 page typed or 2 pages handwritten</b>  Does not address all entry expectations.
<b>Option One – Research Paper</b>  <b>Check if not scoreable</b> ____	<b>Minimum 5 Pgs.</b>  Insightful/sophisticated and thought-provoking analysis of topic/text that uses persuasive and valid reasoning to connect evidence with claim(s).	<b>Minimum 5 Pgs.</b>  Competent analysis of topic/text that uses valid reasoning to connect evidence with claim(s).	<b>Minimum 5 Pgs.</b>  Simplistic analysis of topic/text that uses some reasoning to connect evidence with claim(s).	<b>Minimum 5 Pgs.</b>  Minimal or misdirected analysis of topic/text; reasoning is missing or does not connect evidence with claim(s).
<b>Option Two – Field Experience</b>  <b>Check if not scoreable</b> ____	Completes field experience log and minimum of 25 hours of field experience.  Demonstrates leadership, initiative, and increased responsibilities.	Completes field experience log and minimum of 25 hours of field experience.  Demonstrates initiative and responsibility.	Completes field experience log and minimum of 25 hours of field experience.  Demonstrates responsibility.	Completes field experience log and minimum of 25 hours of field experience.  Inconsistent demonstration of responsibility.
<b>Option Three – Growth in NBHS Core Values</b>  <b>Check if not scoreable</b> ____	Completes Core Values/21 <sup>st</sup> Century Learning Expectations Growth Log  Insightful/sophisticated and thought-provoking analysis of growth that uses persuasive and valid reasoning to connect evidence with growth in core values	Completes Core Values/21 <sup>st</sup> Century Learning Expectations Growth Log  Competent analysis of growth that uses valid reasoning to connect evidence with growth in core values	Completes Core Values/21 <sup>st</sup> Century Learning Expectations Growth Log  Simplistic analysis of growth that uses some reasoning to connect evidence with growth in core values	Completes Core Values/21 <sup>st</sup> Century Learning Expectations Growth Log  Minimal or misdirected analysis of growth; reasoning is missing or does not connect evidence with growth in core values.

<p><b>Visual Component (All Options)</b></p> <p>Check if not scoreable ___</p>	<p>Skillfully addresses a question, solves a problem, or conveys an idea using visuals.</p>	<p>Competently addresses a question, solves a problem, or conveys an idea using visual.</p>	<p>Simplistically addresses a question, solves a problem, or conveys an idea using visuals.</p>	<p>Minimally addresses a question, solves a problem, or conveys an idea using visuals.</p>
<p><b>Oral Presentation (All Options)</b></p> <p><i>Specific option questions should be addressed within presentation. Questions are listed on this document and in the Capstone handbook.</i></p>	<p>Effectively expresses informed and reasoned opinions, and effectively enhances topic with supporting evidence; organization, substance and style are appropriate to purpose and audience</p>	<p>Consistently expresses informed and reasoned opinions and enhances topic with some evidence; organization, substance and style are usually appropriate to purpose and audience</p>	<p>Generally able to express relatively reasoned opinions and employ few relevant details; organization, substance and style are generally appropriate to purpose and audience</p>	<p>Limited ability to express opinions and employ at least one relevant detail; organization, substance and style are minimally appropriate to purpose and audience</p>

**Any project that has one or more components missing will not be eligible for scoring.**

\_\_\_ Possible plagiarism evident.

**Option One- Research Paper**

1. Who is affected by the issue/problem/need I am addressing?
2. How are they affected by the issue/problem/need I am addressing?
3. Why are they affected by the issue/problem/need I am addressing?
4. How will my process/solution/product benefit those who are affected?
5. How has this research and application process helped me as a learner?

**Option Two- Field Experience/Special Interest Project**

1. How did this experience enhance what I knew about this field of work or service?
2. Why did this experience enhance what I knew about this field of work or service?
3. What new skills and knowledge have I acquired?
4. In the future, how will this experience help me in the workplace or in my community?

**Option Three- Growth in Core Values**

1. How have I grown throughout my career as a student of NBHS as it relates to the Core Values?
2. What new skills and knowledge have I acquired?
3. Identify Core Values that you feel you are limited in. Explain how you plan to address these.
4. Identify Core Values that you feel you excelled in. Explain why you feel you have excelled in these Core Values.
5. How have these skills and knowledge prepared me to be college/career ready?

## NBHS Capstone Project Mentor Agreement

I am willing to volunteer to serve as a Field Experience Mentor for \_\_\_\_\_ (student name).

I understand that my role as a Field Experience 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 and develop his/her field experience schedule;
- Assist the student in understanding the expectations in fulfilling the field experience;
- 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 field experience;
- Verify the Capstone Field Experience Time Log upon completion of the field experience.

I understand that I may be contacted by a member of the New Britain 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 Field Experience 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.

Project Mentor's Signature \_\_\_\_\_ Date Signed \_\_\_\_\_

PLEASE PRINT NAME: \_\_\_\_\_

Mentor Address \_\_\_\_\_

Address of Field Experience \_\_\_\_\_

Mentor's Phone Number \_\_\_\_\_

Phone Number of Field Experience \_\_\_\_\_

Student Parent/Guardian Signature \_\_\_\_\_

### Capstone Mentor Information

TITLE: \_\_\_\_\_ NAME: \_\_\_\_\_

OCCUPATION: \_\_\_\_\_

LENGTH OF TIME IN FIELD: \_\_\_\_\_

PLACE OF EMPLOYMENT: \_\_\_\_\_

BUSINESS ADDRESS: \_\_\_\_\_

\_\_\_\_\_  
City State Zip Code

PHONE: \_\_\_\_\_  
Work Cell

E-MAIL ADDRESS: \_\_\_\_\_

I hereby agree to be a mentor for \_\_\_\_\_  
Name of Student

I understand that my responsibilities include meeting periodically with the student and completing an evaluation of the student. I realize that my position as a mentor is primarily one of advising and giving technical assistance when appropriate and not “do” the project for the student.

Please Note: The Consolidated School District of New Britain is in no way responsible for any expenses the student might incur in connection with the completion of the Capstone Project.

Mentor’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_





## Capstone Goal Setting

A **goal** is something you want to achieve. A **short-term goal** is something you want to achieve soon. Examples of short-term goals are finishing your homework and doing well on tomorrow's test. A **long-term goal** is something you want to achieve at some later date. Examples of long-term goals are writing a paper and passing a class.

To set appropriate goals, you must know what is important for you to accomplish. Then you must set specific and clearly stated goals. If you do not have clearly stated goals, your effort will lack direction and focus. Write your goals to have a record of them.

Each goal you set should state **WHAT you will do** and **WHEN you will accomplish it**. Implied in each goal you set is your **WILL (determination) to do it**. For example, a goal for a research paper might be stated as follows: *I will (your determination) finish gathering information for my research paper (what you will do) by November 20 (when you will accomplish it).*

Your goal setting should follow the **SMART** way of doing things:

**S**pecific  
**M**easurable  
**A**ttainable  
**R**elevant  
**T**imely

Many times your *parents, teachers, and counselors* will set goals for you. Be accepting when they do. These are people who know what is important for you and are very concerned with your success. They can also help you accomplish the goals they set. Write your own goals and post them in your bedroom or your locker to constantly remind yourself of what you want to accomplish by the end of the week, the quarter, the semester, and by the end of the year!



## SMART Planning Template for Capstone

Name \_\_\_\_\_

Reflective Essay 2

Capstone Project - (Circle your option)	Option One	Option Two	Option Three
<p><b>The goal of my Capstone Project is</b> (What will you learn and how will you learn it? Refer to the guiding questions and your Capstone proposal.)</p>     			
<p><b>Specific action steps and timeline for project completion:</b> How will you reach your goal? List at least 3 specific action steps you will take to achieve your goal. Be specific with your details. Who - What - Where - When - How</p>			
1. _____			
_____			
_____			
_____ Completed by _____			
2. _____			
_____			
_____			
_____ Completed by _____			
3 _____			
_____			
_____			
_____ Completed by _____			
<p>Due <b>February 20, 2018*</b></p> <p><b>Option 1</b> Full first draft of research paper due (must be at least 5 pages)</p> <p><b>Option 2</b> Minimum 15 hours field experience completed or full draft of special interest project due</p> <p><b>Option 3</b> Five (5) reflections on 21st CLE with graded work due</p>			

**Measurable:**

What is your plan to make sure that the action steps you listed above are completed on time? What will you do to monitor your progress?

1.

2.

3.

**Attainable:** What resources do I need to succeed?

Things I need to achieve my goal:

Things I need to learn to reach my goal:

People I can/need contact for support:

**Relevant** Explain the relevance of the goal (listed at the top of the page) to your future.

**Option Three – Growth in NBHS Core Values/21<sup>st</sup> Century Learning Expectations**

<i>Core Values/21<sup>st</sup> Century Learning Expectations Growth Log</i>	<i>Work that supports growth(from SSP or other assignments from grades 9-12) – assignment name and year/grade it was completed</i>	<i>Date Completed Essay on Growth</i>
<b>1. Reads and responds critically for a variety of purposes</b>		
<b>2. Utilizes listening, speaking, and writing skills to communicate effectively for a variety of purposes and audiences</b>		
<b>3. Thinks critically in order to deduce, analyze, and solve abstract and real-world problems across disciplines</b>		
<b>4. Selects and employs a variety of resources - including media and technology - in order to find, organize, and communicate ideas effectively</b>		
<b>5. Takes responsibility for his/her education and demonstrates the ability to be an independent, reflective, and creative learner, who is capable of generating his/her own ideas and willing to learn from mistakes</b>		



## Capstone Time Log

This log is to be used to record time spent working toward completing your Capstone Project.

<b>Date</b>	<b>Time spent</b>	<b>Location</b>	<b>Description of time spent</b>
<b>Example:</b> 9/22/17	30 minutes	NBHS Library	I began to research my topic and found two articles.
11/14/17	46 minutes	Advisory Room 225	We reviewed the rubrics, watched some videos of other students' projects.



*Possible Storyboard Template for Reflective Essay 8*

Project Name: _____	Page: _____ of _____				
By: _____	Date: _____				