Fore-CCCCing

Collaboration

Communication

Critical Thinking

Creativity

Social and Civic Mindedness

Your future!
Capstone Committee

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What is the “Capstone”?

Capstone is an ongoing learning process that requires students to complete a Student Success Plan (SSP) from 9th grade through 11th grade, and culminates with an oral project 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 21st 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 21st 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 21st 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 21st 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 21st 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 21st 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

**Classes of 2016 and 2017**

## English: 4 Credits
- 1 Year of American Literature
- 2 Semesters of World Literature (*AP English fulfills this requirement.)*

## Math: 3 Credits
- 1 credit of Algebra I
- 1 credit of Geometry
- 1 credit of Math Elective

## Social Studies: 3 Credits
- 1 credit of U.S. History
- 1 credit of World/International Studies
- 1/2 credit of American Government
- 1/2 credit of Social Studies Elective

## Science: 3 Credits
- 1 credit of Physical Science
- 1 credit of Life Science
- 1 credit of Science Elective

## Physical Education: 1 Credit

## Fine Arts: 1 Credit

## Health and Wellness: 1/2 Credit

## Electives: 6 1/2 Credits

## Capstone Project: 1 Credit

TOTAL CREDITS: 23
Capstone Student Letter

Dear NBHS Junior:

As a senior in the Class of 2016, 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 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 but display new learning and growth. While we may offer suggestions, the choice of topic is up to you. Choose wisely. Think about something that you have always wanted to learn more about or become involved in. Think about a career opportunity you may want to explore. The goals of the Capstone Project are to choose a topic that will deliver a fulfilling, challenging experience and to further prepare you to become a responsible citizen who participates productively in a global society.

Each project must meet specific guidelines and established deadlines. There are three main components to the Capstone Project: 1) a written component, 2) a visual presentation, and 3) an oral presentation. You will have the opportunity to turn in your project proposal for approval in the spring of your junior year by May 26, 2015 to allow for time to work on the capstone the summer before your senior year. If you do not choose this option, you must turn in your proposal form by Tuesday, September 15, 2015. Upon receiving approval by your counselor and the Capstone Committee, you will work throughout the year researching and learning more about your topic, meeting with your school-approved mentor, and producing your final product. Capstone presentations will take place during the spring of his/her senior year.

There will be many opportunities for you to work both independently and collaboratively on your Capstone Project. At various stages, members of the Capstone Committee, advisors, and mentors will provide information and assist you in successfully completing your project. Information also will be available 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
Dear Parents and Guardians of a member of the New Britain High School Class of 2016:

Each student must successfully complete a Capstone Project as a graduation requirement during his/her senior year. The Capstone Project is a culminating opportunity to demonstrate New Britain High School’s Core Values and 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 or become involved in or a career opportunity he/she may want to explore. The goals of the Capstone Project are to choose a topic that will deliver a fulfilling, challenging experience and 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 will have the opportunity to turn in his/her project proposal for approval by May 26, 2015, to allow time to work on the Capstone Project before his/her senior year. Students, who do not choose this option, must turn in a proposal form by Tuesday, September 15, 2015. 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 during the spring of his/her senior year.

There will be many opportunities for students to work independently and collaboratively on the Capstone Project. 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 May 26, 2015.

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
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 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 advisor or a chairperson of the Capstone Committee.

Finally, I am aware that if my son/daughter breached the New Britain High School’s plagiarism policy on any component of his/her Capstone Project, he/she will have to complete an entirely new project in order to receive Capstone credit required to graduate.

Parent/Guardian Name: ____________________________________________

Parent/Guardian Signature: _________________________________________

Student’s HR: _____ Advisor: ________________________________________

Date: ______________________

This form must be returned to the student’s advisor by May 26, 2015.
Capstone Proposal Form

TO BE COMPLETED BY SEPTEMBER 15, 2015 AND APPROVED BY YOUR GUIDANCE COUNSELOR

STUDENT NAME: ___________________________ STUDENT ID: __________

HOMEROOM: ____ ADVISOR/HOMEROOM TEACHER’S NAME: ________________

PROPOSED PROJECT TITLE:

______________________________________________________________

MENTOR’S NAME (if applicable should be a member of the community with expertise in your project intent)

__________________________

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

  o  Field Experience
  o  Research/special interest project
  o  SSP and reflection of growth

Explain why or how you are interested in this experience:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Explain how you are going to accomplish the experience:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Explain what you expect to learn from this experience:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Student’s signature:

____________________________________________________________________

Parent’s/Guardian’s signature:

____________________________________________________________________

DO NOT WRITE BELOW THIS LINE

FOR OFFICIAL USE ONLY

- Your Capstone experience has been accepted
- Your Capstone experience is not acceptable and needs some revision

FEEDBACK NECESSARY TO IMPROVE PROPOSAL

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signature of Guidance Counselor:

____________________________________________________________________

Signature of Capstone Committee: _____________________________ Date: ____
## Capstone Project Due Dates

**Student Name**

**Guidance Counselor**

### CAPSTONE PROJECT TIMELINE

<table>
<thead>
<tr>
<th>Student Initials</th>
<th>Counselor Initials</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>May 26, 2015</td>
<td>Parental Acknowledgment - Permission Form due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 26, 2015</td>
<td>Early Submission of Capstone Proposal due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Summer 2015</td>
<td>Students with Approved Early Capstone Proposal Submissions Begin Work. All Other Students Narrow Down and Finalize Ideas for Capstone Project.</td>
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<tr>
<td></td>
<td></td>
<td>September 15, 2015</td>
<td>Regular Submission of Capstone Proposal due</td>
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<td></td>
<td></td>
<td>September 29, 2015</td>
<td>All Options - Reflective Essay #1 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 6, 2015</td>
<td>Options 1 &amp; 2 Reflective Essay #2 due. Option 3 - Reflective Essay on 1&lt;sup&gt;st&lt;/sup&gt; 21&lt;sup&gt;st&lt;/sup&gt; CLE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>November 10, 2015</td>
<td>Options 1 &amp; 2 Reflective Essay #3 due. Option 3 - Reflective Essay on 2&lt;sup&gt;nd&lt;/sup&gt; 21&lt;sup&gt;st&lt;/sup&gt; CLE.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>December 1, 2015</td>
<td>Options 1 &amp; 2 Reflective Essay #4 due. Option 3- Reflective Essay on 3&lt;sup&gt;rd&lt;/sup&gt; 21&lt;sup&gt;st&lt;/sup&gt; CLE.</td>
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<tr>
<td></td>
<td></td>
<td>December 15, 2015</td>
<td>Options 1 &amp; 2 Reflective Essay #5 due. Option 3 - Reflective Essay</td>
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<tr>
<td></td>
<td></td>
<td>January 12, 2016</td>
<td>Options 1 &amp; 2 Reflective Essay #6 due. Option 3 - Reflective Essay on 4&lt;sup&gt;th&lt;/sup&gt; 21&lt;sup&gt;st&lt;/sup&gt; CLE.</td>
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<tr>
<td></td>
<td></td>
<td>February 9, 2016</td>
<td>Options 1 &amp; 2 Reflective Essay #7 due. Option 3 - Reflective Essay on 5&lt;sup&gt;th&lt;/sup&gt; 21&lt;sup&gt;st&lt;/sup&gt; CLE.</td>
</tr>
<tr>
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<td>March 8, 2016</td>
<td>All Options - Reflective Essay due.</td>
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<tr>
<td></td>
<td></td>
<td>March 22, 2016</td>
<td>All Options - Begin to design Capstone Presentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 5, 2016</td>
<td>All Options - Rehearse presentations in small groups (self-assess/peer assess)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>April 19, 2016</td>
<td>All Options - Reflective Essay due.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 3, 2016</td>
<td>All Options - Rehearse presentation in large group.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>May 18 and 25, 2016</td>
<td>Capstone Project Presentations and Capstone Portfolios due.</td>
</tr>
</tbody>
</table>
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.
OPTION ONE – Research/Special Interest Project

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 a problem.

OPTION ONE - RESEARCH PAPER

- minimum of 5 typed pages (not including cover page, source page)
- double spaced
- Times New Roman
- 12 point font
- 1 inch margins
- minimum of 7 sources
- all papers must be edited for spelling and grammar
- must have a cover page and work consulted/cited page in MLA or APA format
- 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 use a research paper from a previous class as a basis, it cannot be your final paper. You must expand and elaborate on it to produce a new final Capstone Project.

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/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?
Examples of Research and Special Interest Projects

- 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.

- Research health related topics. Create an exercise video and a dietary pamphlet for students. Create a social marketing campaign around tobacco awareness.

- Research the effect of media messages on health behavior and create health-promotion messages.
OPTION TWO – Field Experience

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

- Find a mentor (a mentor must be at least 21 years old and not be a relative).
- If you are currently employed, your field experience must go beyond your current job experience (i.e. marketing experience that is beyond current job expectations).
- Meet with your field experience mentor to determine expectations of the experience and complete the CAPSTONE project mentor agreement.
- Complete a minimum of 25 hours of field experience.
- Complete the field experience log (see appendix for form).

As students complete their fieldwork, they must remember to answer the following questions in their Capstone 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?
Examples of Field Experiences:

- 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 students 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.
OPTION THREE – Growth in NBHS Core Values

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.

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 would 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 9th grade through 12th grade (i.e. SSP uploads, portfolio, etc...). Students in cohort 2016 are exempt from including work from 10th grade, if it is not available.

Complete reflective essays using evidence from completed work samples.

- Each reflective essay must include at least three pieces of evidence from completed work indicating growth in Core Values over the course of your NBHS career.
- Attach completed work, from which you pulled the evidence, to the reflective essays.
- Complete 21st Century Learning Expectations Growth Log (see appendix for form).

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?
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?
Reflective Essays/Entries Expectations

All Capstone Options

- Typed or handwritten
- Minimum one (1) page typed or two (2) pages handwritten
- Answer all questions/bulleted items completely (corresponding to essays/entries 1-9)
- All Reflective Essays/Entries must be shown to the advisory teacher prior to the end of the advisory period
- All Reflective Essays/Entries must be made available and presented within their Capstone binders 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 – students present their final projects at the Capstone Fair

that will be supported by…

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

THE CAPSTONE PROJECT WILL BE EVALUATED BY NBHS STAFF USING THE NBHS CAPSTONE RUBRIC.
Support for Students – Advisory Periods

NBHS has developed and scheduled 17 advisory meetings during the school year. Each advisory period is designed to help guide students through the Capstone process. Students will have the opportunity to develop their SSP and Capstone during these times.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Advisory Period Support Activity</th>
</tr>
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<tbody>
<tr>
<td>September 15</td>
<td>Introductory Meeting-Proposal Submission - Time Logs</td>
</tr>
<tr>
<td>September 29</td>
<td>Reflective Essay - Time Logs</td>
</tr>
<tr>
<td>October 6</td>
<td>SMART Goal Setting - Reflective Essay - Time Logs</td>
</tr>
<tr>
<td>October 20</td>
<td>Rubric Review - Project Video Samples - Group Share - Time Logs</td>
</tr>
<tr>
<td>November 10</td>
<td>Reflective Essay - Time Logs</td>
</tr>
<tr>
<td>November 17</td>
<td>Work/SSP Upload - Time Logs</td>
</tr>
<tr>
<td>December 1</td>
<td>SMART Goal Review - Reflective Essay - Time Logs</td>
</tr>
<tr>
<td>December 15</td>
<td>Thesis &amp; Research - Reflective Essay - Time Logs</td>
</tr>
<tr>
<td>January 12</td>
<td>Draft Work - Reflective Essay - Time Logs</td>
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<tr>
<td>February 9</td>
<td>Draft Update - Reflective Essay - Time Logs</td>
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<tr>
<td>February 23</td>
<td>Work/SSP Upload - Time Logs</td>
</tr>
<tr>
<td>March 8</td>
<td>Reflective Essay - Time Logs</td>
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<tr>
<td>March 22</td>
<td>Public Speaking – Resources - Presentation Production - Time Logs</td>
</tr>
<tr>
<td>April 5</td>
<td>Small Group Rehearsal - Time Logs</td>
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<td>April 19</td>
<td>Reflective Essay - Time Logs</td>
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<tr>
<td>May 3</td>
<td>Whole Group Rehearsal - Time Logs</td>
</tr>
<tr>
<td>May 18 &amp; 25</td>
<td>Presentations</td>
</tr>
<tr>
<td>May 31</td>
<td>Capstone Project Evaluation Survey</td>
</tr>
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</table>
Capstone Reflective Essays

Entry 1- September 29, 2015

Capstone Option One

- What do you anticipate you will learn in your research based upon your proposal? Why did you choose this topic? What are some questions that you have about this topic? What do you hope to learn or prove?

Capstone Option Two

- What do you anticipate you will learn during your field experience? Why did you choose this particular field? What are some questions you have about this field experience? What do you hope to learn or get out of the experience?

Capstone Option Three

- 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.
- Evaluate your performance in each of the 21st Century Learning Expectations.
- Finally, why did you choose this option? What do you hope to learn?
Entry 2 - October 6, 2015

Capstone Option One and Two

Students will complete a SMART Goal Template. Students should use this handbook’s timeline to set due dates for themselves.

- How are you progressing with your Capstone project? What you have accomplished in regard to your Capstone? What obstacles have you encountered or anticipate encountering? What successes have you encountered or anticipate encountering?
- What is your specific plan to overcome the obstacles: identify what needs to be accomplished, what you will do to achieve this, the people you need to contact, the time frame for each step.

Capstone Option Three (1st 21st Century Learning Expectation)

- Students completing option 3 must collect work completed in previous years as the basis of your Capstone. What work do you have (in your SSP, electronically, or hard copy)? What is your plan for getting the work? How do you plan on using this work?
- Reflect on your progress in meeting the 21st Century Learning Expectations (CLE). Choose one 21st CLE. Review your own work from earlier in your NBHS career and compare it to other work of yours that demonstrates your growth in this learning expectation.
- 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.
Entry 3 – November 10, 2015

Capstone Option One and Two

- What are you learning about working independently and/or with other people (mentor, advisor, community groups)?
- 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?
- Which is one thing about your approach to your project that you wish you could change and why?

Capstone Option Three (2nd 21st Century Learning Expectation)

- Reflect on your progress in meeting a second/different 21st Century Learning Expectation (CLE). Review your own work from earlier in your NBHS career and compare it to other work of yours that demonstrates your growth in this learning expectation.
- 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.
Entry 4 – December 1, 2015

Capstone Option One and Two

- What have you accomplished? List the task(s) you have completed from your SMART Goal/action plan.
- What still needs to be completed?
- What is your action plan for the remainder of the project? List specific needs and identify action steps to address them.

Capstone Option Three (3rd 21st Century Learning Expectation)

- Reflect on your progress in meeting a third/different 21st Century Learning Expectation (CLE). Review your own work from earlier in your NBHS career and compare it to other work of yours that demonstrates your growth in this learning expectation.
- 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.
Entry 5 – December 15, 2015

Capstone Option One

- Identify your thesis.
- Bullet the evidence that supports your thesis.
- Provide the sources in a proper works cited page using MLA or APA format. The media center has links to help you create your works cited page.
- Review the organizers, if one suits your writing style, use it to help organize your thinking and evidence.
- "Bring your notes and resources to the next advisory meeting. Time will be provided to work on your first draft."

Capstone Option Two

- Provide a summary of your field experience.
- Provide a list of activities; include places and specific tasks completed.
- Provide a list of individuals with whom you have worked.
- Explain what you learned from these activities and people.

Capstone Option Three

- Now that you have reflected on your growth as a student in three different 21st 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 the year until now.
- Knowing what you know now, what advice would you give incoming freshmen?
  Or
  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?
Entry 6 – January 12, 2016

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

Capstone Option One

- You will begin writing the first draft of your research paper and bring a draft to the next advisory period 2/9/16. If your first draft is complete, use this time to conference with a peer/teacher to receive feedback.

Capstone Option Two

- What are you doing to manage your time now? Have you made any adjustments to the way you manage time? Why or why not? (How are you balancing school work, job, sports, home, volunteer work, and the Capstone project?)
- What is going well?
- 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 one thing about your approach to your project that you wish you could change and why?

Capstone Option Three (4th 21st Century Learning Expectation)

- Reflect on your progress in meeting a fourth/different 21st Century Learning Expectation (CLE). Review your own work from earlier in your NBHS career and compare it to other work of yours that demonstrates your growth in this learning expectation.
- 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.
Entry 7- February 9, 2016

Capstone Option One

- If you have found additional sources, provide a summary of your research with a list of sources. Provide the sources in a proper works cited page using MLA or APA format. Explain how your current research proves your thesis.
- 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?
- How has your thesis changed or been refined through your research process? What is your thesis now?
- Revise your organizer, if you have used one.
- Revise your first draft of your research paper. The first draft of your paper is due on February 23, 2016.

Capstone Option Two

- Explain where you are with your field experience at this point in time? How many hours have you completed? How many more hours do you anticipate completing?
- Since the beginning of your field experience, were there any changes in it? Explain.
- 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?

Capstone Option Three (5th 21st Century Learning Expectation)

- Reflect on your progress in meeting the fifth/remaining 21st Century Learning Expectation (CLE). Review your own work from earlier in your NBHS career and compare it to other work of yours that demonstrates your growth in this learning expectation.
- 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.
Entry 8 – March 8, 2016

All Capstone Options

- What delivery method are you using for your presentation (PowerPoint, Edmodo, 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?
- Create a storyboard or plan for your presentation. You can create this on paper or electronically.

**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.
Entry 9 – April 19, 2016

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 grade would you give yourself for what you have accomplished through your Capstone project? Use the rubric to guide your response. Explain this grade. 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.
Appendix

- NBHS Capstone Final Project Rubric...pages 33 & 34
- NBHS Capstone Project Mentor Agreement...page 35
- Capstone Mentor Information...page 36
- Capstone Field Experience Time Log...page 37
- Capstone Student/Parent Letters (Translated)...pages 38 & 39
- Capstone Goal Setting...page 40
- SMART Planning Template...pages 41 & 42
- Option Three - Growth in NBHS Core Values...page 43
- Capstone Time Log - All Options...pages 44 & 45
# NBHS Capstone Final Project Rubric

**Student Name** _______________________________________________

**Evaluator's Name**_____________________________________________

<table>
<thead>
<tr>
<th></th>
<th>4 Exemplary</th>
<th>3 Proficient</th>
<th>2 Progressing</th>
<th>1 Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflective Essays/Entries 1-9 (All Options)</strong></td>
<td>All complete</td>
<td>All complete</td>
<td>All complete</td>
<td>All complete</td>
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<tr>
<td></td>
<td>Thoroughly addresses all entry expectations with evidence</td>
<td>Addresses all entry expectations</td>
<td>Simplistically addresses all entry expectations</td>
<td>Does not address all entry expectations</td>
</tr>
<tr>
<td><strong>Option One - Research Paper</strong></td>
<td>Insightful/sophisticated and thought-provoking analysis of topic/text that uses persuasive and valid reasoning to connect evidence with claim(s)</td>
<td>Competent analysis of topic/text that uses valid reasoning to connect evidence with claim(s)</td>
<td>Simplistic analysis of topic/text that uses some reasoning to connect evidence with claim(s)</td>
<td>Minimal or misdirected analysis of topic/text; reasoning is missing or does not connect evidence with claim(s)</td>
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<tr>
<td><strong>Option Two - Field Experience</strong></td>
<td>Completes field experience log and minimum of 25 hours of field experience</td>
<td>Completes field experience log and minimum of 25 hours of field experience</td>
<td>Completes field experience log and minimum of 25 hours of field experience</td>
<td>Completes field experience log and minimum of 25 hours of field experience</td>
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<td></td>
<td>Demonstrates leadership, initiative, and increased responsibilities</td>
<td>Demonstrates initiative and responsibility</td>
<td>Demonstrates responsibility</td>
<td>Inconsistent demonstration of responsibility</td>
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<tr>
<td></td>
<td>Insightful/sophisticated and thought-provoking analysis of growth that uses persuasive and valid reasoning to connect evidence with growth in core values</td>
<td>Competent analysis of growth that uses valid reasoning to connect evidence with growth in core values</td>
<td>Simplistic analysis of growth that uses some reasoning to connect evidence with growth in core values</td>
<td>Minimal or misdirected analysis of growth; reasoning is missing or does not connect evidence with growth in core values</td>
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<tr>
<td><strong>Visual Component (All Options)</strong></td>
<td>Skillfully addresses a question, solves a problem, or conveys an idea using visuals</td>
<td>Competently addresses a question, solves a problem, or conveys an idea using visual</td>
<td>Simplistically addresses a question, solves a problem, or conveys an idea using visuals</td>
<td>Minimally addresses a question, solves a problem, or conveys an idea using visuals</td>
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</table>
Oral Presentation (All Options)  * Specific option questions must be addressed within presentation

Questions are listed below and in the Capstone handbook

Effectively expresses informed and reasoned opinions, and effectively enhances topic with supporting evidence; organization, substance and style are appropriate to purpose and audience

Consistently expresses informed and reasoned opinions and enhances topic with some evidence; organization, substance and style are usually appropriate to purpose and audience

Generally able to express relatively reasoned opinions and employ few relevant details; organization, substance and style are generally appropriate to purpose and audience

Limited ability to express opinions and employ at least one relevant detail; organization, substance and style are minimally appropriate to purpose and audience

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
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 Field Experience Time Log

Senior’s Name: ________________________________________________________

Description of Fieldwork: ________________________________________________

Mentor’s Name (Printed): ________________________________________________

Mentor’s Occupation: __________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Description of Fieldwork</th>
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Total Hours _____

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

Mentor Signature __________________________________ Date ________________
REUNIÓN INFORMACIONAL DEL “CAPSTONE” PARA TODOS
PADRES DE ESTUDIANTES EN GRADO 11 EN LA SALA DE
LECTURA DE LA NBHS:

MARTES, 12 DE MAYO A LAS 7:30 AM O MARTES, 12 DE MAYO A LAS 6:00 PM

Mayo 2015

Estimados padres y guardianes de un miembro de la clase del 2016 de la Escuela Superior de New Britain:

Cada estudiante tiene que completar exitosamente un Proyecto Capstone como requisito de graduación durante su último año escolar. El Proyecto Capstone es una oportunidad culminaría para demostrar los moldes de valor y las expectaciones de aprendizaje en la Escuela Superior de New Britain y para aplicar ese conocimiento a una experiencia del mundo real. Nosotros los apoyamos a que ustedes guíen su hijo/a al escoger sabiamente. Cada estudiante debe de pensar sobre algo que él/ella siempre ha querido aprender o convenirse envuelto o en una oportunidad en una carrera que él/ella quiera explorar. Las metas del Proyecto Capstone es escoger un tema que descargue una experiencia completa y disputable y que prepare cada estudiante a convertirse en un ciudadano responsable.

Cada proyecto tiene que cumplir las guías y líneas de tiempo que son específicas y establecidas. Hay tres componentes mayores para el Proyecto Capstone: 1) el componente de escritura, 2) una presentación visual, y 3) una presentación oral. Su niño/a tendrá la oportunidad de dar su proyecto para aprobación hasta el 26 de mayo del 2015, para permitir el tiempo para trabajar en Proyecto Capstone antes de su último año de escuela superior. Estudiantes que no escogen esta opción, tendrán que someter una forma de proposición antes del martes, 15 de septiembre, 2015. Al recibir la aprobación del Comité de Capstone, cada estudiante trabajará durante el año rebuscando y aprendiendo más sobre su tema y produciendo su proyecto final. Las presentaciones de Capstone se presentarán en la primavera de su último año, grado 12.

Habrá muchas oportunidades para estudiantes trabajar independientemente y con colaboración en el Proyecto Capstone. Consejeros, consultores, y mentores proveerán información y dirección. Apoyo de los padres es esencial para asistir a su niño/a a completar el Proyecto Capstone en éxito. Usted tendrá que firmar varias formas para este proyecto. Adjunto encontrara una forma de reconocimiento paternal que confirma su conocimiento del Proyecto Capstone y las implicaciones hacia graduación. Las formas deben de ser retornadas al consejero de su niño/a antes del 26 de mayo, 2015.

El Manual del Proyecto Capstone para estudiantes que esta listado en el “website” de NBHS es un recurso valioso en el viaje de su niño/a al Capstone. Contiene líneas de tiempo, formas de muestras, explicaciones de tareas, y una descripción total de los tres componentes mayores de este proyecto.

~Mark Van Buren

Chairman, Capstone Committee
Spotkanie Informacyjne dla Rodziców 11-Klasistów w Sali Wykładowej NBHS

Wtorek, 12 Maj o 7:30 Rano, Wtorek, 12 Maj o 18:00 Wieczorem

Maj 2015

Drodzy Rodzice i Opiekunowie uczniów kończących naukę w New Britain High School w roku 2016:


Uczniowie będą mieli wiele możliwości samodzielnej pracy i współpracy przy projekcie Capstone. Doradcy szkolni i mentorzy będą przekazywać informacje i wskazówki. Wsparcie rodziców jest również niezbędne w pomaganiu uczniom w pomyślnym zrealizowaniu projektu Capstone. Prosimy państwa o podpisanie kilku form związanych z tym projektem, w załączaniu znajdą Państwo formularz zaznajomienia się z projektem, potwierdzającym znajomość Projektu Capstone przez rodziców i jego udziału w wymogu zakończenia szkoły. Formularze muszą być dostarczone do doradcy ucznia przed 26 maja, 2015.

Capstone Project Student Handbook (podręcznik ucznia) umieszczony na stronie internetowej NBHS jest cennym źródłem dla ucznia w jego pracy nad Capstone. Zawiera on terminy, przykładowe formularze, wyjaśnienie zadań i pełny opis trzech głównych elementów projektu.

~Mark Van Buren

Chairman, Capstone Committee
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:

Specific
Measurable
Attainable
Relevant
Timely

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!
<table>
<thead>
<tr>
<th>My goal is to…</th>
</tr>
</thead>
</table>

**Specific:** who, what, where, when, how

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.

1. ____________________________
2. ____________________________
3. ____________________________

**Measurable:**

How will you measure your success?

I will measure/track my goal by using the following methods:

I will know that I have reached my goal when:
<table>
<thead>
<tr>
<th><strong>Attainable</strong>: What additional resources do I need to succeed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Items I need to achieve my goal:</td>
</tr>
<tr>
<td>Amount of time I will need to reach my goal:</td>
</tr>
<tr>
<td>Things I need to learn to reach my goal:</td>
</tr>
<tr>
<td>People I need to use for support to reach my goal:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Relevant</strong>: Explain why you want to reach this goal.</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Timely</strong>: Set benchmarks and deadlines to reach your goal. You may wish to refer to the advisory period timeline document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark date 1: <strong><strong>/</strong></strong>/____.</td>
</tr>
<tr>
<td>Benchmark date 2: <strong><strong>/</strong></strong>/____.</td>
</tr>
<tr>
<td>Goal date: <strong><strong>/</strong></strong>/____.</td>
</tr>
</tbody>
</table>
## Option Three – Growth in NBHS Core Values/21st Century Learning Expectations

<table>
<thead>
<tr>
<th>Core Values/21st Century Learning Expectations Growth Log</th>
<th>Work that supports growth (from SSP or other assignments from grades 9-12) – assignment name and year/grade it was completed</th>
<th>Date Completed Essay on Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Reads and responds critically for a variety of purposes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Utilizes listening, speaking, and writing skills to communicate effectively for a variety of purposes and audiences</strong></td>
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</tr>
<tr>
<td><strong>3. Thinks critically in order to deduce, analyze, and solve abstract and real-world problems across disciplines</strong></td>
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<tr>
<td><strong>4. Selects and employs a variety of resources - including media and technology - in order to find, organize, and communicate ideas effectively</strong></td>
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</tr>
<tr>
<td><strong>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</strong></td>
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</table>
# Capstone Time Log – All Options

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

*Option Two students do not need to record time spent in their field experience on this form. Field experience time must be recorded on the Capstone Field Experience Time Log (see page 37 in your Capstone Handbook.)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time spent</th>
<th>Location</th>
<th>Description of time spent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> 9/22/15</td>
<td>30 minutes</td>
<td>NBHS Library</td>
<td>I began to research my topic and found two articles.</td>
</tr>
<tr>
<td>10/20/15</td>
<td>46 minutes</td>
<td>Advisory Room 225</td>
<td>We reviewed the rubrics, watched some videos of other students’ projects.</td>
</tr>
<tr>
<td>Date</td>
<td>Time spent</td>
<td>Location</td>
<td>Description of time spent</td>
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