Fore-CCCCCing

Your future!
Social and Civic Responsibility
Capstone Committee

Mr. Mark Van Buren
Ms. Yvonne Giarnella
Mr. Robert Ramsey
Mr. Thomas Tabellione
Mr. Andrew Zemaitis

Logo Design

Mr. Stan Glowiak
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What is the “Capstone”?  

Capstone is an ongoing learning process that requires students to explore a topic of interest. 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. 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
Class of 2018 through 2021

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* 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 NAFTtrack Certification

** New Britain High School Academies
   New Britain Academy for Health Professionals (NBAHP)
   Academy of Finance (AOF)
   Academy of Information Technology/Engineering (AOITE)
Dear NBHS Student:

As a senior in the Class of 2020, 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 21st 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 October 1, 2019. 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 May of your senior year.

There will be 15 additional 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 CSDNB 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 SENIOR PARENTS

Dear Parents and Guardians of a member of the New Britain High School Class of 2020:

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 21st 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 for approval by October 1, 2019. 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 2020.

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.

The Parental Acknowledgement Form and the Capstone Proposal Form must be signed and returned to your child’s counselor by October 1, 2019.

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 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 counselor.
Capstone Proposal Form

TO BE SUBMITTED BY OCTOBER 1, 2019 AND APPROVED BY YOUR GUIDANCE COUNSELOR

STUDENT NAME: ____________________________  STUDENT ID: _______

ADVISORY ROOM: ____  ADVISORY TEACHER: ____________________________

PROPOSED PROJECT:
____________________________________________________________________
____________________________________________________________________

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

______ Option One - Community Service
______ Option Two - Field Experience (Job Shadow)
______ Option Three - Special Interest Project

MENTOR’S NAME – The mentor should be a member of the community with expertise in the option you choose.
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Explain why you are interested in the option you have chosen:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

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

____________________________________________________________________
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.

_____ You must meet with the Capstone Committee to discuss your proposal

Report to room 323 on ______________ period ______

COMMITTEE FEEDBACK ON HOW TO IMPROVE PROPOSAL
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Signature of Capstone Committee: ____________________________ Date: __________

Signature of Capstone Committee: ____________________________ Date: __________
Capstone Project Due Dates

Student Name: ___________________ Guidance Counselor: ___________________

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<th>Counselor Initials</th>
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<td>Students with approved Capstone proposal submissions may begin work</td>
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<td>September 17, 2019</td>
<td>Review Capstone Project and work on proposal</td>
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<td>October 1, 2019</td>
<td>Reflective Essay 1 due</td>
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<td>October 29, 2019*</td>
<td>Project Review and Video Samples</td>
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<td>Final Capstone Preparations</td>
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<td>May 20, 2020</td>
<td>Students with last name M-Z Capstone Project presentations and Capstone portfolios due</td>
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* If there is a snow day (or other school cancellation) 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.

Capstone Project Options

OPTION ONE: Community Service

OPTION TWO: Field Experience (Job Shadow)

OPTION THREE: Special Interest
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.

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 writing or your visual 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 work and making it seem like you have fewer original ideas, this will actually strengthen your work 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.

OPTION ONE – Community Service

This option would provide students with an experience that allows them to develop a “wider view” of the community in which they live by participating in service to their community.

OPTION ONE – COMMUNITY SERVICE

- Select a community organization
- Contact the community organization to request and schedule volunteer hours
- The community organization should assign you a mentor who can monitor and verify your hours (a mentor must be at least 21 years old and not be a relative).
- Meet with your mentor to determine expectations of the experience and complete the Capstone Project Mentor Agreement Form (see appendix for form).
- **Complete a minimum of 35 hours of Community Service** (within one calendar year - June 1, 2019 - May 1, 2020).
- Complete the Capstone Project Time Log (see appendix for form).

**Community Service hours must go beyond any hours you are required to complete for your job, club, class, or other expectation.**

Guiding/Presentation Questions

As students complete their community service, they must remember to answer the following questions in their Capstone Project:

1. How and why did this experience enhance what I knew about myself?
2. How and why did this experience impact the organization for which I volunteered?
3. What new skills and knowledge have I acquired?
4. In the future, how will this experience help me in the workplace/career or in my community?
Examples of Community Service Organizations

Some community organizations that may accept volunteers:

- The Boys and Girls Club
- YMCA/YWCA
- The New Britain Youth Museum/Hungerford Nature Center
- Opportunities Industrialization Center (OIC)
- The Friendship Center
- The New Britain Public Library
- The New Britain Industrial Museum
- Pathways/Senderos
- Hospital of Central Connecticut
- The Hospital for Special Care
- The Jerome Home
- Community Health Center
- Friends of Walnut Hill Rose Garden
- Habitat for Humanity
- Human Resources Agency (HRA)
- Manes in Motion (Middletown)
- Red Cross
- Local places of worship
- A local elementary or middle school
- Special Olympics
- Nutmeg State Games
- Salvation Army

There are many other opportunities outside of this list.

See your guidance counselor and advisor for other possible organizations.
OPTION TWO – Field Experience (Job Shadow)

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

OPTION TWO - FIELD EXPERIENCE (JOB SHADOW)

- Select 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 and complete the Capstone Project Mentor Agreement Form (see appendix for form).
- Complete a minimum of 35 hours of Community Service (within one calendar year- June 1, 2019 - May 1, 2020).
- Complete the Capstone Project Time Log (see appendix for form).

Field Experience hours must go beyond any hours you are required to complete for your job, club, class, or other expectation.

Guiding/Presentation Questions

As students complete their field experience, 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?
2. Why did this experience enhance what I knew about this field of work?
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 career?
Examples of Field Experiences (Job Shadow):

- Intern with a local news reporter and spend time in the newsroom.
- Intern with someone in the broadcasting.
- Intern with a clinical health professional.
- Assist during elections – work with a political party, volunteer during polling day.
- Work with a local stock broker.
- Intern at a local salon, mechanic shop, or store.
OPTION THREE – Special Interest Project

This option would provide students with an opportunity to explore and develop a product in an area of interest to them. Under the guidance of a mentor, students will plan, implement and create a unique product. This may include works of art, construction, literary work or community event.

OPTION THREE – SPECIAL INTEREST PROJECT

- Select a mentor (a mentor must be at least 21 years old and not be a relative).
- Meet with your mentor to determine expectations of the project and complete the Capstone Project Mentor Agreement Form (see appendix for form).
- **Complete a minimum of 35 hours of Community Service** (within one calendar year- June 1, 2019 - May 1, 2020).
- Complete the Capstone Project Time Log (see appendix for form).

Special Interest Project and its hours must go beyond any requirements you need to complete for your job, club, class, or other expectation.

Guiding/Presentation Questions

As students complete their Special Interest Project, they must remember to answer the following questions in their Capstone Project:

1. Why did I choose to do this Special Interest Project (personal connection)?
2. How/why did this project enhance what I knew about this field or service?
3. What new skills and knowledge have I acquired?
4. How will what I learned during this project help me in the future?
Examples of Special Interest Projects:

- Create a new program/activity or activities at a homeless shelter.
- 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.
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, then begin writing your essay on the next line.
  
  o EXAMPLE: John Smith - Reflective Essay 1

- Typed
  
  o Double-spaced
  o Times New Roman
  o 12 point font
  o 1 inch margins

- Handwritten
  
  o Dark blue or black ink
  o Legible handwriting
  o 1 inch margins

- **Minimum** one (1) full page typed double-spaced or two (2) full pages handwritten unless otherwise noted

- Answer all questions/bulleted items completely (corresponding to Reflective 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 included 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 learning. Students will be permitted to demonstrate this learning and insight through a multitude of pre-approved delivery methods.

All presentations must include:

An oral presentation (approximately 8-12 minutes) – students present their final projects on their assigned Capstone Presentation Day.

that will be supported by…

- a visual component – (examples: Prezi, Google Suite Apps, tri-fold board, Google Slides, etc.)
- a written component – (reflective essays)

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 (see appendix for rubric).
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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Advisory Period Support Activity</th>
</tr>
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<tbody>
<tr>
<td>September 17</td>
<td>Introductory Meeting - Proposal Submission</td>
</tr>
<tr>
<td>October 1</td>
<td>Reflective Essay 1</td>
</tr>
<tr>
<td>October 15</td>
<td>SMART Goal Setting - Reflective Essay 2</td>
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<tr>
<td>October 29</td>
<td>Project Review - Project Video Samples</td>
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<td>November 12</td>
<td>Reflective Essay 3</td>
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<td>November 26</td>
<td>Work Day</td>
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<tr>
<td>December 10</td>
<td>Reflective Essay 4</td>
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<td>January 14</td>
<td>Reflective Essay 5</td>
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<tr>
<td>February 11</td>
<td>Reflective Essay 6</td>
</tr>
<tr>
<td>February 25</td>
<td>Reflective Essay 7</td>
</tr>
<tr>
<td>March 10</td>
<td>Work Day</td>
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<td></td>
<td><strong>A minimum of 20 hours must be completed by this date</strong></td>
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<td></td>
<td><strong>(A minimum of 35 hours must be completed for your final project)</strong></td>
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<tr>
<td>March 24</td>
<td>Reflective Essay 8</td>
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<tr>
<td>April 21</td>
<td>Public Speaking – Resources - Presentation Production</td>
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<td>May 5</td>
<td>Reflective Essay 9</td>
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<tr>
<td>May 12</td>
<td>Final Capstone Preparations</td>
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<td>May 13</td>
<td>Students with last name A-L</td>
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<td></td>
<td>Capstone Project presentations and Capstone portfolios due</td>
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<tr>
<td>May 20</td>
<td>Students with last name M-Z</td>
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<td></td>
<td>Capstone Project presentations and Capstone portfolios due</td>
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</tbody>
</table>
Capstone Reflective Essays

Reflective Essay 1

In this Reflective Essay explain your option choice and your reasons for choosing this project. Take time to describe the location or focus of your project. In addition, explain what you hope to learn by the end of your project.

Use the following questions as a guide to help complete this essay:

- Which option did you choose?
- Why did you choose this particular community service/field experience/special interest project?
- Where or how are you completing your hours?
- Describe your plan for completing your project.
- What do you anticipate you will learn from your project?
- What are some questions you have about your project?
- Create a minimum of 5 questions about your project that you can ask your mentor.

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

Students will complete the two-sided SMART Goal Template found in the appendix on pages 46 and 47. Students should use this Capstone Project Due Dates/Timeline (page 14) to set due dates for themselves.

For this Reflective Essay, complete both sides of the SMART Goal Template using complete sentences that thoroughly address the questions/topics.

No additional essay writing is required.
Reflective Essay 3

In this Reflective Essay you are to explain what you are doing and who you are interacting as you work toward completing your project choice. You should also address your time management strategies and any unforeseen issues/concerns you may have encountered so far.

Use the following questions as a guide to help complete this essay:

- What are you learning about working independently and/or with other people (mentor, advisor, community groups)? Include information about your community service, your field experience, or your special interest project.

- What are you doing to manage your time? Are you adhering to your SMART Goal timeline you set for yourself? (How are you balancing schoolwork, job, sports, home, 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?

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

In this Reflective Essay explain where you are in your Capstone Project. Discuss your ability to meet challenges you are facing with time management. What aspects of your Capstone Project have you found the easiest to accomplish and what tasks/issues have you found to be the most challenging so far?

Use the following questions as a guide to help complete this essay:

- To date, what have you accomplished in your Capstone Project? List the task(s) you have completed from your SMART Goal (completed during the October 15th advisory).
- 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?

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

In this Reflective Essay explain how your Capstone Project is evolving/changing from what you expected from your initial Capstone proposal. Address how tasks, individuals, and time have played a role in any changes you have encountered so far.

Use the following questions as a guide to help complete this essay:

- 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 or interacted with.
- Explain how these people have helped you with your Capstone Project.
- Are there any major changes/obstacles that have caused you to reassess your initial Capstone proposal?

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

Students who begin their Capstone Project during the summer are not to go beyond this entry until returning to school.

In this Reflective Essay explain your thoughts or feelings about your Capstone Project choice and progress. Is your Capstone Project proving to be overly challenging, uninteresting, or not what you thought it was going to be like? Are you finding your Capstone Project to be more interesting/rewarding than you initially thought? Explain any struggles and/or successes you have encountered.

Use the following questions as a guide to help complete this essay:

- How complete is your Capstone 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 Capstone Project? Explain.
- Is the choice for your Capstone Project a pathway you would like to follow in your future? Explain.
- Has the SMART Goal helped you stay focused? Explain why or why not? Does your SMART Goal sheet need to be revised?

- **By March 10, 2020 you MUST have completed at least 20 hours of your Capstone Project.**

- **You must present your Capstone Project Time Log form to your mentor. Your mentor is required to sign the front of the form verifying your completed 20 hours by March 10, 2020.**

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

In this Reflective Essay explain any personal growth and what new skills you have attained while working on your Capstone Project. Comment on your self-growth and the interpersonal relationships you have established. Reflect on one or two personal experiences you have encountered and how you dealt with them in a mature and positive manner.

Use the following questions as a guide to help complete this essay:

- How has your Capstone Project changed or enhanced your feelings, thoughts, and understanding of what you hope to do in the future? 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.

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

For this Reflective Essay you will write a ½ page essay and complete an outline or a storyboard as detailed below:

In this Reflective Essay you will explain your visual plan/design for your Capstone Project presentation in May. Identify any materials or resources you will need to create and/or purchase for your presentation.

Use the following questions as a guide to help complete this essay:

- 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?
- What materials/props will you need to purchase/create to build a visually appealing presentation?

AND

- Write an outline or create a story board (see page 48 of appendix for possible storyboard template) that will serve as a plan for your presentation. Remember that your presentation must be approximately 8-12 minutes and you will be presenting to NBHS staff members.
Reflective Essay 9

Reflect on your Capstone experience. Explain what you learned from the experience. Consider the things you learned about yourself and what you learned about your specific experience/option. Use what you learned to help provide advice for next year's students.

Use the following questions as a guide to help complete this essay:

- What advice would you give upcoming seniors about completing the Capstone Project?
- What were some of the difficulties you encountered? How did you challenge yourself through the project option you chose? How did you work through 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 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 skills do you still need to work on?

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 Project Time Log...pages 42 & 43
- Capstone Goal Setting...page 44
- Blank...page 45
- SMART Planning Template...pages 46 & 47
- Storyboard Template...page 48
# 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 ____**

<table>
<thead>
<tr>
<th>Reflective Essays 1-9 (All Options)</th>
<th>4 Exemplary</th>
<th>3 Proficient</th>
<th>2 Progressing</th>
<th>1 Emerging</th>
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<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>
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**Option One – Community Service**

**Check if not scoreable ____**

| Completes field experience log and minimum of 35 hours of community service. | Completes field experience log and minimum of 35 hours of community service. | Completes field experience log and minimum of 35 hours of community service. | Completes field experience log and minimum of 35 hours of community service. |
| Demonstrates leadership, initiative, and increased responsibilities. | Demonstrates initiative and responsibility. | Demonstrates responsibility. | Inconsistent demonstration of responsibility. |

**Option Two – Field Experience**

**Check if not scoreable ____**

| Completes field experience log and minimum of 35 hours of field experience. | Completes field experience log and minimum of 35 hours of field experience. | Completes field experience log and minimum of 35 hours of field experience. | Completes field experience log and minimum of 35 hours of field experience. |
| Demonstrates leadership, initiative, and increased responsibilities. | Demonstrates initiative and responsibility. | Demonstrates responsibility. | Inconsistent demonstration of responsibility. |

**Option Three – Special Interest**

**Check if not scoreable ____**

| Completes special interest project log and minimum of 35 hours. | Completes special interest project log and minimum of 35 hours. | Completes special interest project log and minimum of 35 hours. | Completes special interest project log and minimum of 35 hours. |
| Skillfully addresses a question, solves a problem, or conveys an idea through the creation of a program or product. | Competently addresses a question, solves a problem, or conveys an idea through the creation of a program or product. | Simplistically addresses a question, solves a problem, or conveys an idea through the creation of a program or product. | Minimally addresses a question, solves a problem, or conveys an idea through the creation of a program or product. |
### Visual Component (All Options)

| Check if not scoreable ___ | Skillfully addresses a question, solves a problem, or conveys an idea using visuals. | Competently addresses a question, solves a problem, or conveys an idea using visual. | Simplistically addresses a question, solves a problem, or conveys an idea using visuals. | Minimally addresses a question, solves a problem, or conveys an idea using visuals. |

### Oral Presentation (All Options)

**Specific option questions should be addressed within presentation. Questions are listed on this document 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.

### Option One – Community Service

1. How and why did this experience enhance what I knew about myself?
2. How and why did this experience impact the organization for which I volunteered?
3. What new skills and knowledge have I acquired?
4. In the future, how will this experience help me in the workplace/career or in my community?

### Option Two - Field Experience

1. How did this experience enhance what I knew about this field of work?
2. Why did this experience enhance what I knew about this field of work?
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 career?

### Option Three - Special Interest Project

1. Why did I choose to do this Special Interest Project (personal connection)?
2. How/why did this project enhance what I knew about this field or service?
3. What new skills and knowledge have I acquired?
4. How will what I learned during this project help me in the future?
NBHS Capstone Project Mentor Agreement

I am willing to volunteer to serve as a Community Service/Field Experience/Special Interest Project Mentor for ________________________________ (student name).

I understand that my role as a Community Service/Field Experience/Special Interest Project Mentor is to assist the student as he/she completes his/her Capstone Project.

I agree to:
• Communicate clearly to the student what his/her role will be and develop his/her community service/field experience/special interest project schedule;
• Assist the student in understanding the expectations in fulfilling the community service/field experience/special interest project;
• 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 community service/field experience/special interest project;
• Verify the Capstone Project Time Log upon completion of the community service/field experience/special interest project.

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

Project Mentor’s Name (print): ____________________________________________

Project Mentor’s Signature: __________________________ Date Signed: _________

Mentor Address: _______________________________________________________

Mentor’s Phone Number: _______________________________________________

Address of Capstone Project Location: _________________________________

Phone Number of Capstone Project Location: ______________________________

Parent/Guardian Printed Name: _______________________________________

Parent/Guardian Signature: _________________________________________
Capstone Project Mentor Information
(please print clearly)

PROJECT MENTOR'S NAME: ____________________________________________

OCCUPATION/TITLE: ________________________________________________

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.

Project Mentor's Signature: _________________________________________

Date: __________________________
Capstone Project Time Log
(please print clearly)

Student’s Name: __________________________________________________________

Description of Project:
________________________________________________________________________

Project Mentor’s Name (Printed): _____________________________________________

Mentor’s Occupation/Title: ___________________________________________________

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<th>Date</th>
<th>Number of Hours</th>
<th>Description of Work Completed</th>
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As a mentor, I assure the Capstone Committee that the student has completed the minimum of 20 hours by March 10, 2020.

Project Mentor Signature __________________________________________ Date __________

As a mentor, I assure the Capstone Committee that the student has completed the minimum of 35 hours by May 12, 2020.

Project Mentor Signature __________________________________________ Date __________
## Capstone Project Time Log
(please print clearly)

<table>
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<tr>
<th>Date</th>
<th>Number of Hours</th>
<th>Description of Work Completed</th>
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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 special project might be stated as follows: I will (your determination) finish gathering materials for my special project (what you will do) by October 20\textsuperscript{th} (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!
SMART Goal Planning Template for Capstone Project

Name: _____________________________________________

Reflective Essay 2

<table>
<thead>
<tr>
<th>Capstone Project - Option One</th>
<th>Option Two</th>
<th>Option Three</th>
</tr>
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<tbody>
<tr>
<td>(Circle your option)</td>
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</table>

**The goal of my Capstone Project is**
(What will you learn and how will you learn it? Refer to the guiding questions and your Capstone proposal.)

**Specific action steps and timeline for project completion:** 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

1. ____________________________________________________________________________________________________________________________
   __________________________________________________________ Completed by________

2. ____________________________________________________________________________________________________________________________
   __________________________________________________________ Completed by________

3. ____________________________________________________________________________________________________________________________
   __________________________________________________________ Completed by________

Due: *March 10, 2020*

**Option 1:** Minimum 20 hours of community service completed

**Option 2:** Minimum 20 hours of field experience completed

**Option 3:** Minimum 20 hours of special interest project completed

COMPLETE BACK OF THIS PAGE
**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.
Possible Storyboard Template for Reflective Essay 8