An Introduction
cap·stone ˈkapˌstōn/

- the crowning achievement, culmination, peak
Overview

- Members of the Class of 2021 must successfully complete a Capstone Project as a graduation requirement (1 credit).
- Project can be in the form of an internship, community service, or special interest project.
- The Capstone Project is a culminating opportunity to demonstrate Shelton High School’s Core Values, Beliefs and Learning Expectations and to apply the knowledge gained in years of schooling to a real world experience.
CORE VALUES AND BELIEFS

The Shelton High School community believes that a safe, respectful atmosphere must be established and maintained for all you to achieve excellence and become responsible citizens. Within this environment, we expect all students to be engaged learners and critical thinkers who demonstrate technological literacy.

We believe:

- A respectful, safe atmosphere must be established and maintained for successful teaching and learning;
- Students, staff, and parents, in cooperation with community members, must share responsibility in the teaching and learning process;
- A rigorous curriculum must be provided to accommodate and challenge students in order to prepare them to participate productively in a global society;
- Instruction must provide opportunities for all you to work independently and collaboratively.

LEARNING EXPECTATIONS

Academic, Social, and Civic Competencies:
- Reads and writes effectively
- Researches effectively to investigate topics
- Thinks critically to solve problems
- Presents information and ideas fluently
- Participates actively in civic life
Overview

- This project should encompass an area of particular interest to you. It must not rely solely on knowledge you already possess but display new learning and growth.

- The goals of the Capstone Project are for you 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.
Topic

- While we may offer suggestions in the handbook, 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.
TOPIC

Choosing a Capstone Project topic should be given serious consideration.

Three criteria you should consider when selecting a topic are:

1) It is legal and appropriate.
2) Your parents agree with it.
3) It represents a learning stretch for you.
Proposal Form

- Download the proposal form from the SHS website. Once downloaded, it can be saved.
- Explain your proposed project.
- Explain specifically what your role will be during this experience. What will you accomplish?
- Explain how this project will be a learning stretch and/or what new knowledge/skills you expect to develop.
- Describe any problems you believe you may encounter during this experience and how you plan to address them.
- We strongly suggest you work with your mentor to complete this form.
- **YOU MAY NOT START YOUR PROJECT UNTIL YOUR PROPOSAL IS APPROVED.**
Project Proposal

- You will have the opportunity to turn in your TYPED, completed project proposal form, including mentor information and signature (pp.11-12), for approval by May 16, 2019 to allow for time to work on the annotated bibliography and up to 10 fieldwork hours the summer before your senior year.

- If you do not choose this option, you must turn in your proposal form by September 17th.
Capstone Journey

- Upon receiving approval by the Capstone Coordinators, you will work throughout the year researching and learning more about your topic, meeting with your school-approved mentor, and producing your final product.

- Throughout the year, you will work with your advisor (homeroom teacher) to stay on track and complete the Capstone components.

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

• A mentor is a member of the community who has professional expertise or experience and knowledge in the area of study you have chosen to explore.

• A mentor must also:
  - be at least 21 years old.
  - not be a family member.
  - not be a current employer.
Key Components

- 15 hours of Fieldwork with a mentor outside of the school day
- Journal Entries
- Annotated Bibliography
- Reflection Paper
- Presentation to advisor/advisory
15 Hours of Fieldwork

• Fieldwork provides an opportunity to extend education beyond the classroom by working with an expert in an area of interest.
• You are required to complete a minimum of 15 hours of fieldwork experience with a mentor outside of the school day and keep a fieldwork log (p. 17).
• The object of fieldwork is to build on the knowledge you currently possess and to provide a learning stretch, an opportunity for you to challenge your abilities or learn new skills.
Journal Entries

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

- Journal entries reflect on fieldwork and are a personal account of the Capstone experience.

- These entries, along with the reflection paper at the end of the experience, are an opportunity to share your impressions of the Capstone process. They specifically should focus on thoughts and observations about the fieldwork experiences while also including two of the specific Habits of Mind assigned for that entry.

- **DUE OCTOBER 16, JANUARY 7, MARCH 3**
Annotated Bibliography

- DUE November 12, 2019

- You need to consult two different types of sources to assist in the completion of the Capstone project.

- Work with your mentor for source suggestions.

- The bibliography portion of the annotated bibliography is a list of sources using proper MLA format.

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

Sample:

This book has everything a beginning coach needs to help kids learn soccer basics. There are over 75 drills to use in practices, and many skills are addressed throughout this 130 page book. The illustrations also help to emphasize what is important to teach young soccer players. There is a good review of all the rules of soccer in the book as well. The step by step points were helpful as I began to work with my group of kids. While I have played soccer for more than 10 years, I had never really tried to teach 5 and 6 year olds to play. This book was a great resource to consult throughout my creation of and instruction in my volunteer soccer camp.
Reflection Paper

• 2 pages typed, double-spaced
• The written reflection should include information about your topic, fieldwork experience, mentor relationship, and related activities.
• You should also plan to discuss successes and challenges and consider the reasons for achievements and what you wish you had done differently.
• You will be assessed on your ability to explain your experiences using details and reflection and to demonstrate your growth over time in preparation for continued lifelong learning.

• DUE APRIL 9, 2020 WITH FIELDWORK TIME LOG
Presentation in May in Advisory

- You must present your Capstone Project to your advisor and homeroom peers.

- After the presentation, your advisor will rate the quality and validity of your presentation based on the standards of the Capstone Project Presentation Rubric.
The Capstone Presentation must:

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

BAKING A PATH TO HER FUTURE

WRITTEN // PHOTOGRAPHY BY CHARLES O'KEEFE

“...This one time I put a tablespoon of salt in my cupcakes instead of a teaspoon – let’s just say I’ve learned from my mistakes,” said Samantha Sobbell.

The senior at Shelton High School is baking her way to the top through an array of culinary accomplishments. For a few years now, Sobbell has known she’s had a passion for baking and pastry arts. “I’ve been baking with my nana since as long as I can remember.” Sobbell’s love for baking started when she was young and matured with her as time went on.

A perfect opportunity arose for Sobbell this past year when her Capstone project became a real life learning experience. She decided to work with Aimee Cayer, who owns and operates Over the Rainbow Confections in Shelton. Samantha works with Cayer on a variety of jobs and assignments to create desserts for specific clientele. Sobbell is fulfilling her Capstone graduation requirements while working in a setting that will prepare her for the future.

Within the past few weeks Sobbell made her decision to attend Johnson and Wales University in Rhode Island for Baking & Pastry Arts. Sobbell is one of the few students admitted to the culinary school for this major.

After college, Sobbell hopes to open a bakery that specializes in allergy-friendly desserts and pastries.

“...Although I don’t have any allergies myself, I know how hard it is for people to enjoy a dessert when they’re faced with fear of what contents are baked inside,” she said.

In her spare time, Samantha dances for the Shelton High School Pom Pons and bakes for a variety of events. In December 2014 Samantha had the privilege of baking cupcakes for the former housemaster Steven Swenson’s going away party.

“My parents are so extremely supportive and stand behind me on all of my endeavors,” she said.

Samantha looks forward to beginning her studies at Johnson and Wales University and spending the next four years of her life doing something she loves.

Sobbell’s future is bright, and many in the Shelton High School student body have had the privilege of enjoying her culinary creations. Who knows, maybe we’ll see her on the Food Network one day!
Some Senior Projects

Henna Tattoos

Build a Computer

Train for a ½ marathon
Build a robot

Learn to play an instrument

Shadow an athletic trainer
Rubrics

- You must follow the timeline and receive a Meets Expectations on each portion of the assigned rubric in order to continue to the next component of the project.

- You will receive Capstone standard grades at the end of each marking period.
# SHELTON HIGH SCHOOL
## Capstone Project Fieldwork Journal Rubric

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

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

<table>
<thead>
<tr>
<th>Purpose/Focus</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Working Toward Expectations</th>
<th>Below Expectations</th>
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<td>effectively focuses on:</td>
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<td>fieldwork experience and/or</td>
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<td>• Entry lacks adequate</td>
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<td>regarding fieldwork experiences.</td>
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<td>connection to purpose.</td>
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<td>Mechanics</td>
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<td>• Entry is generally</td>
<td>• Entry contains errors in</td>
<td>• Entry contains a variety of</td>
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The Proposal Form is available online as an editable PDF. You MUST type your proposal form and have a parent and your mentor sign it.

http://sheltonhigh.sheltonpublicschools.org/home_page
Important Dates

- Parent Meeting – April 9, 6:30 p.m.
- Parent Acknowledgement Form due May 16th.
- Proposal form with parent and mentor signatures must be turned into HR teacher by May 16th for early submission or September 17th for regular submission.
Capstone Project Timeline 2019-2020

- March 21, 2019: Junior/Senior Assemblies Capstone Project Introduction
- April 9, 2019, 6:30 p.m.: Parent Open House Capstone Project Introduction
- May 16, 2019: Parent Acknowledgment Form due
- May 16, 2019: Early submission of Capstone Proposal due
- Summer 2019: Students with pre-approved proposals begin research for annotated bibliography and complete up to 10 hours of fieldwork. Students without pre-approval should begin to narrow down project ideas and mentor choices.
- September 17, 2019: Regular submission of Capstone Proposal and Mentor Agreement due
- October 16, 2019: 1st Journal Entry due
- November 12, 2019: Annotated Bibliography due
- November-December 2019: Continuation of Fieldwork
- January 7, 2020: 2nd Journal Entry due
- February-March 2020: Continuation of Fieldwork
- March 9, 2020: 3rd Journal Entry due
- April 9, 2020: Fieldwork Time Log due, Reflection Paper due
- May 2020: Capstone Project Presentations to Advisory
- June 2, 2020: Deadline for Project Presentation Resubmissions

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