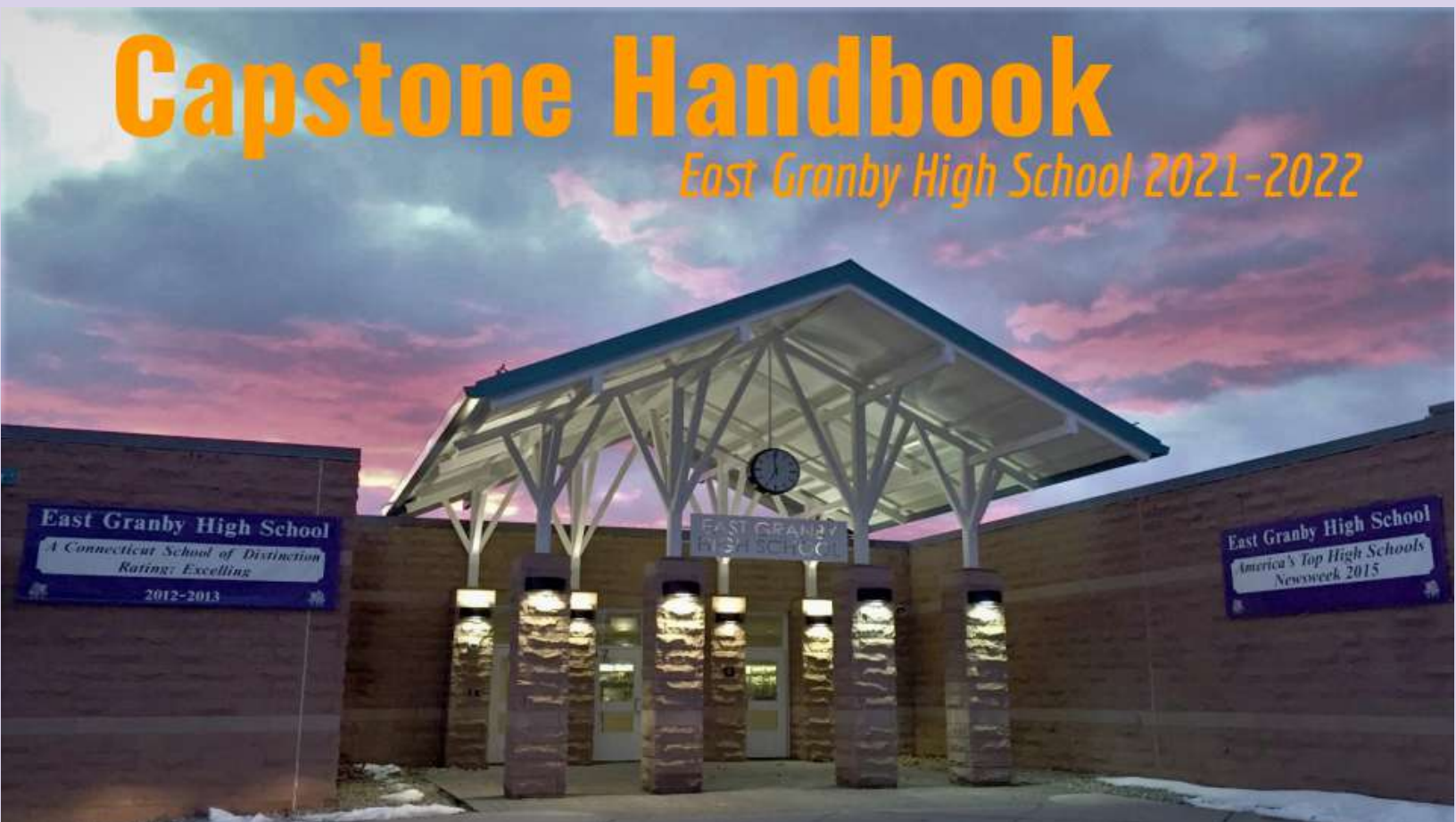


CAPSTONE PROJECT
STUDENT HANDBOOK
2021 - 2022

Capstone Handbook

East Granby High School 2021-2022



EAST GRANBY HIGH SCHOOL
East Granby, Connecticut

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CAPSTONE DATES TO REMEMBER

September 8, 2021 - meetings with all 12th grade English Classes to kick-off the Capstone.

September 20, 2021 - All **Letters of Intent Due** for on time completion grade

October 15, 2021 - Capstone work day: Introduce abstracts/precis

November 15, 2021- **Abstract Due** for on time completion grade

December 15 - A Capstone work day for outlines is provided. Progress checks conducted.

January 3, 2022 - A Capstone work day is provided. Progress checks conducted for outline and logging of hours.

January 25, 2022 - **Outline Due** The framework of your speech (2 -3 pages)

February 7-11, 2022 - Finish projects and prepare presentation

February 14-18, 2022 - Capstone Presentations in the Auditorium

February 28, 2022 - **Personal Response Due** - A reflection of research, the project, and the outcome

March 2022 - Thank You Letters to those who assisted you

May - Community Night Presentations (TBD - dependant on health protocols, etc)

Capstone Overview

For seniors, your time at EGHS is drawing to a close. The most important skill you can take with you from your high school is the ability to continue learning independently. This is a main reason why the State Department of Education and the East Granby Board of Education has a Capstone project as a graduation requirement.

The Capstone program allows students to earn credits for pursuing their interests and passions while providing a chance to give back to their learning community. Your project should aim towards improving your local or global learning community.

What are the things you do that you love and want to explore further? What needs have you identified in the community you'd like to help address? What kind of product would you like to engineer? How can you transform your skills into action?

You will come up with an idea for a project you can complete independently. Your project will address two EGHS Learning Expectations. You will log 20 hours and describe what work you completed during this time. Record this information for every four hours of work completed.

Step 1: Identify your Topic

What is something you are passionate about?

Music, history, art, coding, podcasting, creating films, sports, serving your community, helping address a need in your town or state?

You are encouraged to be creative and find something that is personally meaningful for you to complete.

We encourage projects that somehow help or give back to our learning community. *(A great example of this is S. Chaudry's collaboration with the East Granby Public Library. Please see this linked presentation and more in your Google Classroom)*

Do you need assistance with deciding on a topic? Talk to your family. Ask a trusted educator. Speak with a community leader.

Identify Two Applicable Learning Expectations

In the [EGHS Program of Studies](#) there are 9 EGHS learning expectations. You will select two your project encompasses. You will refer to these learning expectations each time you fill out your work log. You will receive two rubrics for self-assessment purposes when your project is approved. You will need these two rubrics for your presentation. When you receive your approval email be sure to save any attached documents to your Google Drive.

Learning Expectations

1. DEMONSTRATE LANGUAGE PROFICIENCY THROUGH EFFECTIVE COMMUNICATION.

Students will:

- 1a. demonstrate language proficiency through effective reading
- 1b. demonstrate language proficiency through effective writing
- 1c. demonstrate language proficiency through effective speaking
- 1d. demonstrate language proficiency through effective listening and viewing

2. DEMONSTRATE PROFICIENCY IN THE USE OF TECHNOLOGY TO COMMUNICATE, RESEARCH, AND PROBLEM-SOLVE.

Students will:

- 2a. demonstrate proficiency in the use of technology to locate, analyze, and use data/information/media effectively
- ~~*2b. demonstrate proficiency in the use of technology to deliver a presentation effectively~~ *already assessed through presentation / not available to select

3. APPLY A VARIETY OF MATHEMATICAL METHODS AND UTILIZE APPROPRIATE TECHNOLOGY TO COMPUTE, REASON, AND SOLVE PROBLEMS.

Students will:

- 3a. apply learned concepts to problem solve, employ computational techniques and technologies
- 3b. analyze problems, using reason to solve, ensuring relevance and accuracy
- 3c. formulate and integrate mathematical methods to show mastery of specific mathematical content

4. APPLY SCIENTIFIC CONCEPTS AND CRITICAL THINKING SKILLS TO REACH LOGICAL AND REASONED CONCLUSIONS.

Students will:

- 4a. demonstrate an understanding of scientific thought and apply the basic principles of the biological, earth and/or physical science
- 4b. understand the complex and limiting nature of socio-economic, political, and technological
- 4c. identify and design techniques for solving problems in science

5. DEMONSTRATE CREATIVE EXPRESSION THROUGH COMMUNICATION OR THE ARTS.

Students will:

5a perform, produce or interpret a product that demonstrates originality and creativity

6. DEMONSTRATE AN UNDERSTANDING OF THE IMPACT OF CULTURAL AND LINGUISTIC DIVERSITY IN OUR GLOBAL SOCIETY.

Students will:

6a. demonstrate an understanding of cultural, social, and religious diversity in our global society

6b. demonstrate an understanding of Human Rights in our global society

7. DEMONSTRATE PERSONAL RESPONSIBILITY

Students will:

7a. demonstrate personal responsibility through engagement

~~*7b. demonstrate personal responsibility through self-directed learning and leadership~~

7c. demonstrate personal responsibility through decision-making

~~*7d. demonstrate personal responsibility through effective collaboration~~

*evidenced through project / not selectable

8. IDENTIFY PERSONAL INTERESTS AND PLAN FOR AREAS OF STRENGTH AND AREAS OF GROWTH.

Students will:

~~*8a. demonstrate knowledge of one's learning style~~

~~*8b. demonstrate knowledge of one's personality profile~~

8c. demonstrate knowledge of one's career preferences

~~*8d. demonstrate ability to set achievable goals~~

*evidenced through project / not selectable

9. DEMONSTRATE KNOWLEDGE OF CIVIC RIGHTS, DUTIES AND RESPONSIBILITIES OF AMERICAN CITIZENSHIP.

Students will:

9a. demonstrate knowledge of civic responsibilities

9b. demonstrate knowledge of civic duties

9c. demonstrate knowledge of civic rights

~~*9d. effectively demonstrate the ability to be a contributing member of his/her community~~

*evidenced through project / not selectable

Find a Supervisor

A supervisor should be someone who can help you:

- Verify your hours**
- Verify your hours**
- Finding resources**
- Answer questions**
- May provide knowledge and guidance**

Who can serve as a supervisor? A community leader; Someone in charge of your internship; A trusted advisor; A Parent or Guardian;

You can find the necessary forms in Appendix A.

Self Check - Are you ready to submit a proposal?

You have:

- A project idea that benefits the community**
- Have tied that project to two EGHS Learning Expectations**
- A supervisor willing to assist you and verify your hours**

Write your Letter of Intent

Use this template linked below or [at the end of the document](#).

- [Capstone Letter of Intent](#)
-

Await Approval

After the committee has met and reviewed student letters of intent, you will receive an email stating if your proposal was approved.

Once approved, you may begin by making arrangements with a supervisor. Afterward, you can start working on your Capstone Project and logging your hours.

Proposals Due: Sept 17. Approval done through a committee process.

Rubrics

When your proposal is approved, you will receive a rubric for each EGHS Learning expectation your project addresses.

Part of your presentation will be self-assessing your progress using those rubrics, with evidence from your activity log submissions to support your claim.

Hours Verification

Have your supervisor sign the hour verification form located under the supervisor icon at EGHScapstone.com and in Appendix A of this handbook. You will upload the signed form when you schedule your presentation.

NOTE: At any point you can email jfriedberg@eastgranby.k12.ct.us if you need a printout of your evidence and hours.

Writing an Abstract

- **An abstract is a summary of your work and what is in the presentation.**
- **You will create one of these for use in the program for the presentation week.**
- **Use the [Writing an Abstract link](#) here for complete directions and examples.**

Create Your Presentation

Your presentation will be assessed based on the school's presentation rubric. Your presentation must contain:

- **A minimum of 5 minutes worth of presentation material**
- **A description of your project**
- **Your rationale for choosing the project**
- **A description of how your project assists the community**
- **How you challenged yourself**
- **EGHS Learning Expectation 1 - Your self-assessment using the provided rubric. Provide evidence from your activity log submission.**
- **EGHS Learning Expectation 2 - Your self-assessment using the provided rubric. Provide evidence from your activity log submission.**
- **Was your project successful? Why or why not?**
- **Would you recommend the topic you chose to future students looking for capstone ideas?**
- **Self Reflection - What lessons and/or skills did you learn that will assist your future self?**

Presentation Creation Tips

[Creating an Outline](#) for your Speech

- Follow the link above for directions and examples
- Turn in your outline on January 25, 2022, into the Google Classroom.

[Tips to DO and to AVOID](#) - Presentation reminders and pitfalls

[A Template For Presentations](#) - use this template, if you wish, to help determine the order of your slides, which will accompany your speech.

How Your Capstone is Assessed

You will be rated on three assessment rubrics.

The two Learning Expectations you choose for your project have specific rubrics you use to self-assess your project (your self assessment is part of your presentation). This is a self-assessment and does not pass or fail your project, but is a requirement to pass the committee's review.

The committee will use a presentation rubric to determine whether or not you have successfully completed your Capstone requirement.

All rubrics will be available in your Google Classroom resources.

Closure on Capstone

After you present your speech, you will write a reflection based on your research, work, and project overall. You will be provided with directions on how to write a reflection in your English classroom, along with examples.

FORM - Supervisor Agreement

Supervisor Agreement

Project title: _____

Student name: _____

Supervisor name: _____

Please read the statement below and affirm with your signature.

I agree to act as a supervisor for the above named student. I will assist them by offering knowledge, feedback and pointing them towards resources they might find helpful. I will monitor the student's progress and verify that the student worked a minimum of 20 hours on their project.

Supervisor signature: _____

Date: _____



FORM - Verification of Hours

Verification of Hours

Project title: _____

Student name: _____

Supervisor name: _____

Please read the statement below and affirm with your signature.

The above named student worked for at least 20 hours on their Capstone Project.

Supervisor signature: _____

Date: _____

Comments
(optional) _____



EXEMPLARS - Sample Letter of Intent

Sample Letter of Intent

Your Name
Your Street Address
Your City, CT, Zip Code
The Date Submitting

Capstone Project Coordinators
East Granby High School
95 Main Street
East Granby, CT 06026

Dear Capstone Coordinators:

In your opening, state your topic and provide an explanation, if needed. Share why you chose your topic and if you have a personal interest or connection to the topic. Your paragraph should be around seven sentences long.

In the second paragraph, address which two of the nine learning expectations from the handbook you have chosen and why. How will this Capstone project relate to each of the expectations.

The third paragraph is where you will relate the research and activities you will do to successfully complete your project. How will you do research? Who might you interview? Where will you do an internship? What steps are needed for you to meet your goals?

In your penultimate paragraph, please explain how your project meets rigorous academic expectations. Also, share how your project fulfills civic (community or wider) needs. The next paragraph, with italicized words, should be copied and pasted into the concluding paragraph of your letter of intent.

I understand I am required to successfully complete a Capstone Project in order to graduate with my class, in accordance to East Granby Public School Board Policy. If I fail to meet this graduation requirement, I will have the opportunity to do so after my classmates graduate and receive my diploma at a later date. Moreover, I understand I know I am to follow student expectations and guidelines as outlined in the handbook, which includes honesty and avoiding misappropriation. Therefore, I will represent East Granby Public Schools by treating others respectfully while completing my Capstone Project.

Insert closing, (For example: Thank You, Sincerely, Respectfully)
(skip four lines, then sign your name by hand on a hard copy)

Your Full Name

EXEMPLARS - Writing an Abstract

Writing an Abstract

What is an abstract?

“An abstract is a short summary of a longer work (such as a dissertation, or research paper). The abstract concisely reports the aims and outcomes of your research so that readers know exactly what the paper is about.” (See [scribbr.com](https://www.scribbr.com/abstract/) for more information, including guidelines and examples.)

Abstracts can also be used for speeches. Your summarized description of your project will be shared in the program during the Capstone presentation week in February.

How to write an abstract:

The [Abstract Guidelines](#) from the American Indian Science and Engineering Society has clear instructions and examples from high school and university students.

The Pen and Pad site has a step-by-step guide on [creating an abstract for a speech](#).

Further examples of abstracts:

If you would like further information on abstract writing, aside from [Scribbr](#), [AISES](#), and [Pen and Pad](#), check out the examples from [Your Dictionary](#) or [Kibin](#).

Details:

EGHS abstracts for the presentation week should be turned in on the Google Classroom assignment page.

Requirements:

- Between 250 and 300 words
- Arial font
- Size 12
- Line spacing 1.15