CAPSTONE PROJECT

STUDENT INFORMATION AND GUIDE BOOKLET

Lord Tweedsmuir Secondary
2018 - 2019
PURPOSE
The Capstone Project is designed to provide our students with the opportunity to apply all that they have learned from Kindergarten – Grade 12. The goal is to choose a topic of interest and explore it. The topic might include investigating a theme they have always been curious about or choosing something they know little about and taking their understanding to a new and challenging level.

GOALS
- To encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills to make a better world.

- To allow students to extend their academic experience into areas of personal career interests, working with new ideas, organizations, and individuals.

- To provide students with the opportunity to apply the knowledge and skills acquired in their coursework at Lord Tweedsmuir to researching a career or an area of interest.

- To provide students with the opportunity to refine research skills and demonstrate their proficiency in written and/or oral communication skills.

IMPLEMENTATION AND TIMELINE
The student’s Career Life Connection’s teacher will be the student’s mentor and they will provide guidance and flexibility in the implementation of the Capstone Project. The Capstone Formal Proposal Application Form and the Capstone Timeline Completion Dates Handout need to be submitted before starting the Capstone Project.

THE COMPONENTS OF THE CAPSTONE PROJECT
The Capstone Project is completed in Career Life Connections and consists of 4 Major Phases:

<table>
<thead>
<tr>
<th>PHASES</th>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Paper Research</td>
<td>25%</td>
</tr>
<tr>
<td>2. Project</td>
<td>25%</td>
</tr>
<tr>
<td>3. Portfolio</td>
<td>50%</td>
</tr>
<tr>
<td>4. Presentation</td>
<td>Pass or Fail</td>
</tr>
</tbody>
</table>

*Each Phase must be completed and graded before credit will be given on the next component.*

*Students who have successfully completed Phases 1 – 3 are eligible to present their Capstone Presentation.*

GRADING
The Student must complete all 4 phases of the “GT Capstone Presentation” to Pass the course.

The Capstone Project is worth 25% of the Career Life Connections course.
THE COMPONENTS OF THE CAPSTONE PROJECT
Each Phase must be completed and graded before moving onto the next Phase

CAPSTONE FORMAL PROPOSAL & TIMELINE COMPLETION DATES
Students will prepare a formal, one-page paper in which they confirm their intentions. The Capstone Formal Proposal Application Form and the Capstone Timeline Completion Dates Handout must be submitted together.

The Proposal must include the following:
- A description of career or interest area.
- Reasons for selecting the occupation in the specific career, career goals, and any relevant career-related information.
- Discuss any research already completed related to the career.
- The specifics on what the student intends to do as an extension project. Be descriptive.
- State the connection between academic and career goals.
- Student’s signature.
- Parent’s signature.

THE 4 PHASES OF THE CAPSTONE PROJECT

GRADING
The Student must complete all 4 phases “Capstone Presentation” to Pass the course. The Capstone Project is worth 25% of the Career Life Connections course mark.

THE CAPSTONE PROJECT CONSISTS OF 4 MAJOR PHASES:
1. Paper – Research
2. Project
3. Portfolio
4. Presentation

1ST PHASE – PAPER: RESEARCH - 25%
The Capstone Formal Proposal Application Form and Timeline Completion Dates Handout needs approval from your CLC before beginning the research paper.

The student must research and document information on an inquiry question or career of their choice in an area in which they have an interest, but they are not an expert. The research paper must be an extension of the student’s current knowledge. The length of the paper is determined by the Career Life Connection’s teacher. The understanding of certain information must be included in the paper if using their career choice.

Career Paper must include:
1. Specific Career
2. Career Goal
3. Education or Training needed
4. Future Trends or Outlook
CAREER LIFE CONNECTIONS

2ND PHASE - PROJECT - 25%
Students must include a project or assignment/product in their final presentation. The project must include an actual physical product, a performance or demonstration, or a service to the community. There must be a clear relationship between the project and the Capstone. The student is to select a project within their financial budget, keeping in mind that they are not expected to spend money in order to complete the Capstone Project.

3RD PHASE - PORTFOLIO – 50%
The portfolio provides physical documentation of your Capstone journey. This portfolio may be in notebook form or kept electronically. The student must keep records of their progress and preserve everything in a portfolio that demonstrates their journey throughout the entire Capstone project. The items listed in the checklist are a minimum of what is required but the project may also contain any other information, artifact or documentation relative to the career area of interest. These documents could also include: personal notes, photographs, time logs, journal entries, receipts, letters, the research paper, etc. Although components of the portfolio will be graded throughout the course, projects/assignments must be included with the Capstone Presentation.

Portfolio Checklist must include:
✓ Cover page – paper based
✓ Table of Contents – paper based
✓ Introduction
✓ Capstone Formal Proposal & Timeline Completion Dates
✓ Goals
✓ Research Paper
✓ Resume
✓ Cover Letter
✓ Scholarship Resume - List Extra-Curricular Activities, Awards & Recognition
✓ Reference Letter
✓ Scholarship or Job Application
✓ Thank you Letter
✓ Completion of Student Transcript Service
✓ Reflection

4TH PHASE - PRESENTATION - PASS OR FAIL
The Presentation is a formal presentation before a panel of judges. The Presentation should be between eight to ten minutes in length. The Presentation will be judged on content and delivery. The student should dress in business attire or clothing which reflects their chosen career path. In addition, the student’s purpose and reasons for choosing the career area, and their plans for pursuing additional information regarding the education and training required.

Presentation must include:
✓ Use of a Visual Aides:
  Trifold Board or Poster. Must be typed. Can also include PowerPoint or Prezi
✓ Project:
  One example of a project must showcase evidence/application of a skills and or knowledge acquired either using a physical model, book, pamphlet, artwork or demonstrate a skill etc.
✓ Student’s Portfolio

Each student will be assigned a time for their Presentation well in advance.

Anissa Kermode 2018
Name: __________________________

CAPSTONE FORMAL PROPOSAL APPLICATION FORM

Date: __________________________

Career or Area of Interest: ____________________________________________________________

1. Attached Timeline Completion Dates Handout
2. Attached a separate word document with the following questions.

Questions:

1. Reason for choosing this career or area of interest (briefly explain why you chose this career/interest and what you hope to learn from completing this project).

2. What prior knowledge (if any) do you already have which relates to this project? (Explain how this project will help you gain new knowledge or information)

3. How will completing this project help make a connection between your academic and career goals?

4. List any other related information that you feel should be included in the Proposal.

I understand the responsibilities to submit my Capstone materials by the deadline date established in my timeline and in maintaining academic honesty and integrity. My Capstone Project will be presented on: __________________________

Student Signature: __________________________ Date: ______________

I understand the responsibilities of my son/daughter in submitting his/her Capstone materials by the deadline date established in the timeline and in maintaining academic honesty and integrity.

Parent Signature: __________________________ Date: ______________

Approved: Yes No

Career Life Connections Teacher Signature: __________________________
Name: __________________________

CAPSTONE TIMELINE COMPLETION DATES HANDOUT

<table>
<thead>
<tr>
<th>Expected Completion Date</th>
<th>Project or Assignment</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Capstone Formal Proposal Application Form</td>
<td></td>
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<tr>
<td></td>
<td>Draft Research Paper – APA Style</td>
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<td></td>
<td>Final Draft Research Paper</td>
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<tr>
<td></td>
<td>Portfolio Cover Page</td>
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<tr>
<td></td>
<td>Portfolio Table of Contents</td>
<td></td>
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<tr>
<td></td>
<td>Portfolio Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Goals</td>
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<tr>
<td></td>
<td>Resume</td>
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<td></td>
<td>Cover Letter</td>
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<td></td>
<td>Reference Letter</td>
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<tr>
<td></td>
<td>Scholarship or Job Application</td>
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<tr>
<td></td>
<td>Thank you Letter scholarship or job interview</td>
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<td></td>
<td>Include 3 projects or achievements you are proud of:</td>
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<td>1. ______________________</td>
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<td>2. ______________________</td>
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<td></td>
<td>3. ______________________</td>
<td></td>
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<tr>
<td></td>
<td>Scholarship Resume - List Extra-Curricular Activities / Awards &amp; Recognitions</td>
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<td></td>
<td>Complete Student Transcript Service</td>
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</tr>
<tr>
<td>Expected Completion Date</td>
<td>Project or Assignment</td>
<td>Date Completed</td>
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<tr>
<td></td>
<td>Capstone Presentation Content</td>
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<tr>
<td></td>
<td>Capstone Presentation Organization</td>
<td></td>
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<tr>
<td></td>
<td>Capstone Presentation Visual Aides – Trifold Board/Poster (Must be typed) also PowerPoint, and or Prezi</td>
<td></td>
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<tr>
<td></td>
<td>Capstone Presentation Project - Model, book, pamphlet, artwork, or demonstrate a skill</td>
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<tr>
<td></td>
<td>Capstone Presentation Draft Delivery – set up</td>
<td></td>
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<tr>
<td></td>
<td><strong>FINAL Capstone Presentation Day</strong></td>
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</tr>
</tbody>
</table>

I understand the responsibilities to submit my Capstone materials by the deadline date established in my timeline and in maintaining academic honesty and integrity. My Capstone Project will be presented on: ________________________________

Student Signature: ___________________________ Date: __________

Parent Signature: ___________________________ Date: __________
PORTFOLIO OUTLINE - CAPSTONE PROJECT

The portfolio provides physical documentation of one's Capstone journey. This portfolio may be in a notebook form or kept electronically. Students will reflect by showcasing their best work. Students will be able to establish and strengthen their personal style by becoming self-directed, life-long learners and document achievements in a professional manner. Students must keep good records of their progress and preserve everything in a portfolio that demonstrates their journey throughout the entire Capstone process.

The items listed in the checklist are a minimum of what is required but it may also contain any other information, artifacts or documentation relative to the career or area of interest. These documents could also include: personal notes, photographs, time logs, journal entries, receipts, letters, the research paper, etc.

The portfolio is a work in progress and will record the student’s development towards their career goal. Although components of the portfolio will be graded throughout the course, the following projects/assignments must be included in the portfolio as part of the Capstone Presentation.

PORTFOLIO CHECKLIST MUST INCLUDE:

1. COVER PAGE
Create a colorful and eye catching Cover Page with the following information:
   - Career or Area of Interest, Student Name, and Career Life Connection’s Teacher

2. TABLE OF CONTENT
Must be typed and usually follows the Cover Page.

3. CAPSTONE FORMAL PROPOSAL APPLICATION FORM & TIMELINE COMPLETION DATES (HANDOUTS)
Student will prepare a formal, one-page paper in which they confirm their intentions. The Capstone Formal Proposal Application Form and the Capstone Timeline Completion Dates Handout must be submitted together.

   The Proposal must include the following:
   - A description of a career or inquiry area of interest.
   - Reasons for selecting the topic, include goals, and any relevant career-related information. Discuss any research already completed related to the career.
   - The specifics on what the student intends to do as an extension project. Be descriptive.
   - State the connection between academic and career goals.
   - Student’s signature.
   - Parent’s signature.

4. INTRODUCTION
Students will compile information that documents who they are. Could include: skills, values, traits personality and/or learning styles.
5. GOALS
Goals should be measureable and not to be too personal.

   Answer the following questions:
   1. List three short goals you have for next year.
   2. List three long term goals you want to accomplish in 5 years.
   3. Identify potential challenges you may face in achieving these goals and how you might overcome them.
   4. Identify your future career goal and explain why it is a good choice for you.
   5. Identify any support networks who can assist you in pursuing and attaining your goals.

6. CAREER RESEARCH PAPER – APA STYLE
General Formatting Guide Lines:
   • Must be typed and double spaced
   • Use only Times New Roman, 12 pt font
   • Use 1’ margins on all sides of the paper
   • Title: do not underline, italicize or emphasize. Same size and font as the rest of the paper
   • Do not use first or second person.
   • Do not use contractions.

   Requirements
   ▪ Expository
   ▪ Length is ________________
   ▪ Sources – use APA style

7. RESUME
Must be professionally formatted.

8. COVER LETTER
Must be professionally formatted.

9. REFERENCE LETTER
Attach a personal or community reference letter.

10. SCHOLARSHIP OR JOB APPLICATION
Include a copy of an application you completed.

11. THANK YOU LETTER (SCHOLARSHIP OR INTERVIEW)
Include a proper business letter thanking the donor for the scholarship or obtaining an interview.

12. SCHOLARSHIP RESUME - List Extra-Curricular Activities and Awards & Recognition
Include copies of certificates or other visual documentation such as pictures or diagrams.

13. Student Transcript Service
Complete the Student Transcript Service.

14. REFLECTION
You will be required to complete the Core Competencies “I can…” Statements Exercise, as well as the Self-Assessment of Core Competencies 2018/19. Core Competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.
CAREER LIFE CONNECTIONS

Name: _______________________

PRESENTATION OUTLINE - CAPSTONE PROJECT

GRADING OF THE CAPSTONE PRESENTATION

The Capstone Project is worth 25% of the Career Life Connections course. The Student must complete the Capstone Presentation to Pass the course.

Note: Each Phase must be completed and graded before credit will be given on the next component. Student who have successfully completed Phases 1 – 3 are eligible to present their Capstone Presentation. If presentation is not completed, the student is at risk of failing the Career Life Connections Course.

GOALS OF THE CAPSTONE PROJECT

The Goals of the Capstone Project:

- provide students with the opportunity to apply the knowledge and skills acquired in their coursework at Lord Tweedsmuir to researching a career or an area of interest
- allow students to extend their academic experience into areas of personal interests, to include working with new ideas, issues, organizations, and individuals
- encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills
- provide students with the opportunity to refine research skills and demonstrate their proficiency in written and/or oral communication skills

CAPSTONE PRESENTATION MUST INCLUDE:

✓ Use of a Visual Aides:
   Trifold Board or Poster. Can also include PowerPoint or Prezi

✓ Project:
   One example of a project must showcase evidence/application of a skills and or knowledge acquired either using a physical model, book, pamphlet, artwork or demonstrate a skill etc.

✓ Student’s Portfolio

THREE AREAS OF CONSIDERATION FOR THE STUDENT’S PRESENTATION SHOULD BE:

I. Visual & Appearance
II. Content / Talking Points
III. Delivery
I. VISUAL AND APPEARANCE

- The Visual Aids should help the audience understand the content and not distract attention away from the presentation.
- Student must outline their points using a visual aide of their choosing this could include: Trifold Board or Poster etc. Must be typed.
- One Project must show tangible evidence/application of skills and knowledge acquired from the project. Student could use either a physical model, book, pamphlet, artwork or demonstrate a skill.

II. APPEARANCE

- The student should dress in business attire or clothing which reflects their chosen career path.

III. CONTENT / TALKING POINTS

*Some of the following questions could be asked during the Presentation:*

- Why did you pick this topic?
- What did you hope to gain by researching this topic?
- What did you gain from this topic?
- Why did you chose to showcase a certain project?
- What equipment or supplies did you need for the project?
- What achievement are you proud of and why?
- What were the benefits from doing the Capstone?
- What challenges did you face in completing your Capstone?
- What costs did you encounter?

IV. DELIVERY

- Time management: 8 – 10 minutes
- Notecards may be use but should not be read
- Use your hands to gesture and emphasize certain points
- Use your voice inflection to highlight important points
- Make eye contact with all judges
- Have fun and enjoy!
## CAPSTONE PRESENTATION RUBRIC

- Adapted from Georgia Department of Education

### Comments:

**TOTAL SCORE:** ____

<table>
<thead>
<tr>
<th>Category</th>
<th>Points – Grade</th>
<th>Minimally Meeting</th>
<th>Meeting</th>
<th>Fully Meeting</th>
<th>Exceeding</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language/Grammar</strong></td>
<td></td>
<td>1 = C-</td>
<td>2 = C</td>
<td>3 = B</td>
<td>4 = A</td>
<td></td>
</tr>
<tr>
<td>(Student speaks effectively and uses correct grammar)</td>
<td></td>
<td>Student uses words inappropriate for the context; uses little correct grammar and sentence structure</td>
<td>Student uses some words appropriate for the context, uses some correct grammar and sentence structure</td>
<td>Student selects words appropriate for the context, uses correct grammar and sentence structure</td>
<td>Student uses a rich variety of words appropriate for context, has no grammatical errors, and uses excellent sentence structure</td>
<td></td>
</tr>
<tr>
<td><strong>Organization/Time</strong></td>
<td></td>
<td>Student has no introduction to the topic; no connecting of key points; completes presentation more than 5 minutes of allotted time</td>
<td>Student introduces the topic; little evidence of connecting key points; completes presentation within 3 - 4 minutes of allotted time</td>
<td>Student presents information clearly; connects some key points; completes presentation within 1 - 2 minutes of allotted time</td>
<td>Student presents information clearly and creatively, connects all key points; completes presentation within allotted time</td>
<td></td>
</tr>
<tr>
<td>(Student organizes ideas logically, connects key points, uses time effectively)</td>
<td></td>
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<tr>
<td><strong>Content/ Knowledge Gained</strong></td>
<td></td>
<td>Student presentation does not define the topic and lacks a relation to the selected career; supports the topic with no research and resources; provides no evidence of personal, academic and career growth</td>
<td>Student presentation defines the topic but lacks a relation to the selected career; supports the topic with limited research and resources; provides little evidence of personal, academic, and career growth</td>
<td>Student presentation defines the topic and the relation to the selected career; supports the topic with research and some resources; provides some evidence of personal, academic, and career growth</td>
<td>Student presentation clearly defines the topic and the relation to the selected career; supports the topic with exceptional research and multiple resources; provides exceptional evidence of personal, academic, and career growth</td>
<td></td>
</tr>
<tr>
<td>(Student presents information in a manner that represents understanding and knowledge)</td>
<td></td>
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</tr>
<tr>
<td><strong>Delivery/Communication</strong></td>
<td></td>
<td>Student does not gain attention through use of voice, tone, and enunciation; little or no eye contact and good posture; no use of technology to illustrate focus of topic</td>
<td>Student gains attention through some use of voice, tone, and enunciation; limited eye contact and good posture; limited use of technology to illustrate focus of topic</td>
<td>Student gains attention through use of voice, tone, and enunciation; maintains eye contact and stands straight most of the time; use of technology to illustrate focus of topic</td>
<td>Student gains attention through enthusiastic use of voice, tone, and enunciation; maintains constant eye contact and stands straight; innovative use of technology to illustrate focus of topic</td>
<td></td>
</tr>
<tr>
<td>(Student speaks clearly, maintains eye contact and good posture, use of technology and focus on topic)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td></td>
<td>Student does not dress in appropriate and professional attire that is representative of the career area</td>
<td>Student dresses in somewhat appropriate and professional attire that is representative of the career area</td>
<td>Student dresses in appropriate and professional attire that is representative of the career area</td>
<td>Student dresses in appropriate and professional attire that is representative of the career area</td>
<td></td>
</tr>
<tr>
<td>(Student is dressed appropriately for the presentation)</td>
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</tbody>
</table>