

CAPSTONE PROJECT
STUDENT HANDBOOK
2023 - 2024

East Granby High School
Capstone
2023 - 2024



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EAST GRANBY HIGH SCHOOL

East Granby, Connecticut

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CAPSTONE DATES TO REMEMBER

September 6, 2023 - Meetings with all 12th grade English Classes to kick-off the Capstone.

September 29, 2023 - All **Letters of Intent Due** for on time completion grade. Supervisor agreement due after you receive approval of your project.

October 27, 2023 - Capstone Work Day for Anderson's class for progress check on hours and Q&A.

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December 1, 2023 - Capstone Work Day for Anderson's class for progress check on hours and Q&A.

January 5, 2024 - A Capstone work day for abstracts. Progress checks conducted for logging of hours.

January 26, 2024 - **Abstract due**. Start preparing presentation slides and scripts.

February 12-16, 2024 - **Final Capstone Preparation** - A Capstone work day for your script and presentation is provided. Progress checks conducted.

February 23, 2024 - **Verification of Hours, Script, and Presentation Due**: the framework of your speech/presentation (2 -3 pages)

March 11, 2024 - Begin Capstone Presentations in Mrs. Light's office, HS Room 103

April 2024 - Write thank you notes to those who assisted you

May 2024 - Possible Community Night Presentations at the Board of Education meeting (TBD)

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.

Because this is a graduation credit, you may not reuse a project from another assignment, community service or outside organization (ex. Eagle Scout) for which you have already received a grade, credit or advancement . You may not use regular work hours for a part time job.

Step 1: Identify your Topic

What is something you are passionate about?

It could involve music, history, art, coding, podcasting, creating films, sports, exploring a career, 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.

Do you need assistance with deciding on a topic? Talk to your family. Ask a trusted teacher, staff member or coach. 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 that your project encompasses. You will refer to these learning expectations in your proposal letter and self assess how your project met these expectations in your script and final presentation.

Learning Expectations

1. DEMONSTRATE LANGUAGE PROFICIENCY THROUGH EFFECTIVE COMMUNICATION.

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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 (upon approval);

You can find the necessary forms in Appendix A.

Self Check - Are you ready to submit a proposal?

You have:

- ☐ A project idea of appropriate scope 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 approval committee has met and reviewed student letters of intent, you will receive a rubric stating if your proposal was approved or needs further revision.

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

Letters of Intent (Proposals) Due: Sept 29.

Rubrics

The Script and Abstract rubrics are posted in the Capstone Google Classroom, and you can also access the final presentation rubric [HERE](#).

Part of your presentation will be self-assessing your progress.

Hours Verification

Have your supervisor sign the hour verification form located in Appendix A of this handbook. This will be turned in with a spreadsheet of in which you documented your hours (in Capstone Google Classroom)

Writing an Abstract

- An abstract is a summary of your work and what is in the presentation.
- You will create one of these as an overview of your project for the presentation committee.

- 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 7 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, the process of what you did, and the evidence of your work (Remember to take pictures along the way!)
- EGHS Learning Expectation 1 - Your self-assessment
- EGHS Learning Expectation 2 - Your self-assessment
- 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

[Tips for Organizing your Speech](#)

- Follow the link above for directions and examples
- Turn in your Script on February 23, 2023, into the Google Classroom.

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

[A Template For Presentations and Script](#) - use this template, or something similar to determine the order of your slides, what information is on each slide and what information you will discuss about each slide. The script must align with your presentation and speech. The script is a typed, detailed, slide by slide narrative of your presentation.

How Your Capstone is Assessed

You will be assessed through three rubrics: Script, Abstract, and Final Presentation. The Script and Abstract must meet mastery level on the applicable rubric in order for your presentation to be deemed complete and ready for presentation before the committee. You will also have the opportunity to rehearse your presentation in class for constructive feedback before the Final Presentations begin.

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

All rubrics are available in your Google Classroom resources.

Closure on Capstone

After you present your speech, you should write thank you notes to those people who helped you along the way to a successful presentation.

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