



Hamilton Heights
Christian Academy
2012

Senior Capstone

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HAMILTON HEIGHTS SENIOR CAPSTONE PROJECT INFORMATION PACKET

What is the Senior Capstone Project?

The Senior Capstone Project is a requirement that allows each senior the opportunity to demonstrate twelve years of educational experience. Reading, writing, speaking, thinking, planning, implementing, self-discipline, problem solving, and organizational skills will be showcased in this four-part process. The components include a formal research paper, a physical project related to some aspect of the research, a reflective paper, and an eight to ten minute oral presentation that synthesizes the first three components and is given before a review board of staff, community members, and peers. Students will maintain a portfolio containing their works-consulted, mentor information, work log, and reflective paper. To be successful, each student must complete and pass each component. This process cannot rely solely upon what the senior already knows, but must demonstrate an aspect of new learning and growth.

SCHEDULE OF TASKS

August 29 – Submit Preliminary Project Proposal Sheet to instructor

August 31 – Preliminary Project Proposals returned to students; students may proceed to complete Final Project Proposal for any approved project. Preliminary Proposals to replace rejected ideas must be submitted by August 31.

September 2 – Final Project Proposal sheet WITH SIGNATURES and Mentor Sheet submitted to instructor.

September 9 – Final Project Proposals and Mentor Sheets returned to students; if a rewrite is required, rewrites are due September 23.

Students may begin working on projects after Final Proposal/Mentor is approved.

Keep learning log up-to-date.

Instructors will require updates on progress periodically. They may also check with mentors to determine progress.

October 28 – Learning Log Check

December 9 – Learning Log Check

January 31 – Research must be completed

February 17 – Rough drafts are due

March 9 – Final research papers are due

April 1 – 30 – Capstone project presentations

Project Focus Areas

Service-Oriented Projects

Students choosing this project focus will be devoting 15 hours on a community service project for which they will develop a presentation with multiple mediums. They will begin by researching a recognized need in the community (this is not a part of the 15 hours). After discovering a project idea and getting approval for it, a student will keep a reflective journal of his/her experiences in developing this project. Students should keep in mind how they have developed responsibility throughout the course of this project. And finally, the student should be able to articulate what knowledge and skills he/she needed and developed throughout the course of the project.

Self-Development Projects

Topics for this project focus allow students to work to develop a skill and perform it, to construct something, or to create something they have never had the skill base or knowledge to do before. For instance, students could create some physical product such as a model of a park they may have designed; perform or produce a play they have written or choreographed; lead a scout troop through an extensive merit badge endeavor; develop a technologically focused idea for actual use; write a computer program for practical application; write, edit and produce a video; learn and get certified in an area such as scuba diving; organize a major public event; or begin a business. Students will keep a reflective journal/portfolio on their experiences.

Career Projects

Students who complete this project focus will be completing an internship in the field of study the student intends to pursue after high school, a 15-hour project within that field of study, and a showcase portfolio that will include a resume, the research paper discussed previously, and photographs, videotapes and/or electronic records of the students' completed work in the career field. This portfolio will also include written analysis and reflections by the student upon the decision-making process used to determine works included. Students choosing this project must have a local mentor in the target profession.

Curricular-based Projects

Students choosing this project focus area will select a particular curricular area in which to do some in-depth, original research. An example of an English focus might be to research an author, reading the author's primary work, locating and reading literary criticism related to that work, and producing, in addition to the required formal research paper, a pamphlet, or website that substantively contributes new information or viewpoints to the locally held body of critical work. An example of a science focus might be to research a scientific question, formulate a hypothesis, and design a new experiment or series of experiments to test the hypothesis. In addition to the formal research paper detailing the background of the scientific question, the student would produce a scientific article detailing his/her experimental process and findings.

COMPONENTS

FORMAL RESEARCH PAPER

CHOICE: Parent and teacher approved

SPECIFICATIONS: 1500 – 1800 words, typed, APA documentation and format, six sources

CLASS ASSIGNMENT: English IV

TENTATIVE DUE DATE: March 9

Since the capstone project with its accompanying papers and presentation takes almost the entire year, it is critical to choose a topic that will sustain interest for such a long period of time.

Research papers detail the formal research students have pursued in preparing to complete their project. Students must select a project that requires documented research using a variety of sources, a minimum of six (6). These sources may include personal interviews; information from the Internet, books, magazines, manuals; and information from other visual and print media.

Students are encouraged to include primary sources among the minimum of six they must use in their research

PROJECT WITH AUDIO/VISUAL EVIDENCE

CHOICE: Parent and teacher approved

TIME: 15 hours minimum outside classroom verifiable through product and presentation.

Project must be substantively completed by April 2, 2012.

The production phase of the Senior Capstone Project requires students to apply the knowledge gained during the research of their project with visual evidence of the process. This project must be completed on the student's own time and must be of enough magnitude to require at least fifteen hours of independent work. Each student will select a mentor with enough knowledge and experience relevant to his/her individual topic to guide him/her through the creation of the project.

Students must choose a project that is a **challenge or stretch** for them. For instance, a student who studied automotive maintenance could not simply change the oil on a car as a project. A student wishing to develop a community service project could not simply observe the Special Olympics. A government student who wished to impact election turnout could not just check off voter names at a polling center. Each of these students would have to stretch by producing a systematic maintenance manual for car upkeep, by coordinating the participants and a specified event for the Special Olympics, or by devising and implementing a campaign to register voters.

Although the product itself may not be tangible (Special Olympics involvement versus an actual repair manual), there must be visual proof of the project. The Special Olympics could be filmed or an annotated photo album created. This phase must be completed successfully to move on to the presentation.

PRESENTATION

AUDIENCE: Judges from staff and community, peers

TIME: 8-10 minute formal speech followed by a 5-minute question and answer period

TENTATIVE DATES: April 1-30, 2012

The panels are made up of faculty, staff, and community members. The other students presenting to that panel are also part of the audience. The public is also invited. Students must introduce themselves, explain a little about themselves and their interests, and how they chose their topics. Next they summarize their research, how they applied this to an actual project, and offer their product as proof of the stretch and time involved. They end by explaining what they have learned from the entire process. This is followed by a five-minute question period where students demonstrate mastery of their topic through their impromptu answers.

Preliminary Project Proposal

Student Name _____ (please print)

Incomplete proposals will be returned for revision and will delay any approval of your topic.

For my project, I will spend at least fifteen hours doing one of the following. My top three choices, in order of preference are listed.

1. _____

2. _____

3. _____

Parent Signature _____
Date _____

Final Project Proposal for Committee

Student Name _____ (please print)

Incomplete proposals will be returned for revision and will delay any approval of your topic.

Please state your project idea: _____

1. What resources are available for you to use to learn more about this topic (list at least 5 varieties of resources).
2. How is the project a “stretch” for you?
3. What previous experience have you had in this area?
4. What is your estimate of total cost of this project (consider training, equipment, materials, etc.)?
5. How many hours do you estimate this project will take?
6. How will this project impact you, your family, your school, and your community?

Approval _____

REVISIONS SUGGESTIONS:

Mentor Guidelines

Each student should select a mentor who can advise and assist with the selection of a feasible project and will help in developing the project. A mentor may also be one of the staff.

A mentor should be:

- ◆ A person who is knowledgeable/experienced in your particular field
- ◆ A person who is willing to assist you in the Senior Capstone Project process
- ◆ A person you can have regular contact with for a short period of time
- ◆ A person who will give you constructive feedback
- ◆ An adult, no longer in high school, who will encourage you

One goal of the Senior Capstone Project is to encourage the student to meet and interact with new people. The student is also encouraged to stretch and grow while working on the project. Part of that growth comes from interacting and working with another adult in the community. Therefore, a mentor cannot be a member of your family. Family members are, however, encouraged to assist the student in the following ways:

- ◆ Verify project completion
- ◆ Encourage students to meet deadlines and to do their best
- ◆ Help students organize their work
- ◆ Supervise the “stretch” of the Capstone Project by giving support for new experiences

MENTOR INFORMATION

Student Name _____

Mentor's Name _____

Phone _____

Mentor's Address _____

Email _____

Qualifications _____

Briefly describe how you discovered this mentor and how you think he/she can best help you with your senior capstone project:

MENTOR AGREEMENT

I understand and accept the responsibilities of mentoring this student during his/her work on the Senior Capstone Project.

Mentor Signature

Date

