

Hill Regional Career
Magnet High School

Capstone Project Manual



2024 - 2025

Table of Contents

Title Page	1
Contents	2
Why Capstone?	3
What Kind of Projects Can You Do?	4
Capstone Project Ideas	5
Capstone Process-Visual	6
Capstone Requirement Rubric	7
The Proposal	8
Outline for Proposal	9
Proposal Rubric	10
The Journal	11
Progress Presentation Rubric	12
Share Out Ideas	13
The Presentation	14
Presentation Checklist	15
Protocol for Presentation	16
Final Presentation Rubric	17
Reflection Paper Outline	18-19
Reflection Paper Rubric	20
Completing an Independent Capstone	21
Tentative Class Schedule: Fall 2018	22
Tentative Class Schedule: Spring 2019	23
Mentor Log Sheet	24
21 st Century Competencies	25-29

Why Capstone?

The Capstone project is an opportunity for you to design your own learning experience based on your passions and interests. This project will better prepare you for work and education beyond high school and is an opportunity for you to show off your skills.

You can do almost anything!

Ask yourself:

- What do I want to learn?
- What do I want to get better at?
- How can I prepare myself for the career I want to pursue?

Your project should stretch your learning and should be unique to you. Be sure to use the support of your mentor and teachers to help you in this journey. If you push to build on your current skills and to expand your knowledge, your capstone will be a meaningful and rewarding challenge.

Choose a real challenge and find out what you can do!



What Kinds of Projects Can You Do?

You might create a business plan, or complete a science fair project. You might do a research project, or set up a social action project. As long as you are engaging in new work, building new learning, and there is a connection to your magnet themes, you have great flexibility in topic selection.

These are only a handful of the many suggestions for available topics:

- College and Career Planning
- Business Plans
- Research
- Volunteerism
- Helping the environment
- Political action
- Creating, building, rebuilding something tangible
- Artistic Projects
- Science Projects
- Learning a new skill
- Planning and Coordination of Events
- Teaching/tutoring younger students
- Learning/applying new technologies

There are many examples of Capstone Projects available. Video examples can be found on the school website.

Some examples of previous Career High School projects include:

- Participation in College Before College program and subsequent creation of presentation for the committee to present to future CBC students
- Creation of a website for a local Boy Scouts troop
- Scientific research on photovoltaic cells and their effectiveness
- Regular participation in a tutoring program that reads to younger children
- Creation of a Student Government handbook
- Implementation of an after school Driver's Ed program

Many projects will occur outside of the classroom. It is imperative that the student has substantial and significant evidence of their Capstone project. Photo documentation or other substantial proof of any activity held outside of the classroom is required.

Capstone *Project*

Every Capstone Project needs a product!
Here are *some* examples!

**90% of
Capstone
effort goes
here!**

Research

Research & learn about your topic. Share your information by giving a presentation to a group, via social



media, or some other creative way!

Event

Organize an event for your community!



Academic Paper

Write a research paper about your topic.

Share your paper with other interested students or with the community. Publish your paper!



Learn a skill!

Be an apprentice with a mechanic!



Teach yourself how to create a website or app!

Start a club or afterschool program

Find students with a similar interest and start a club or afterschool



Gay-Straight Alliance program.

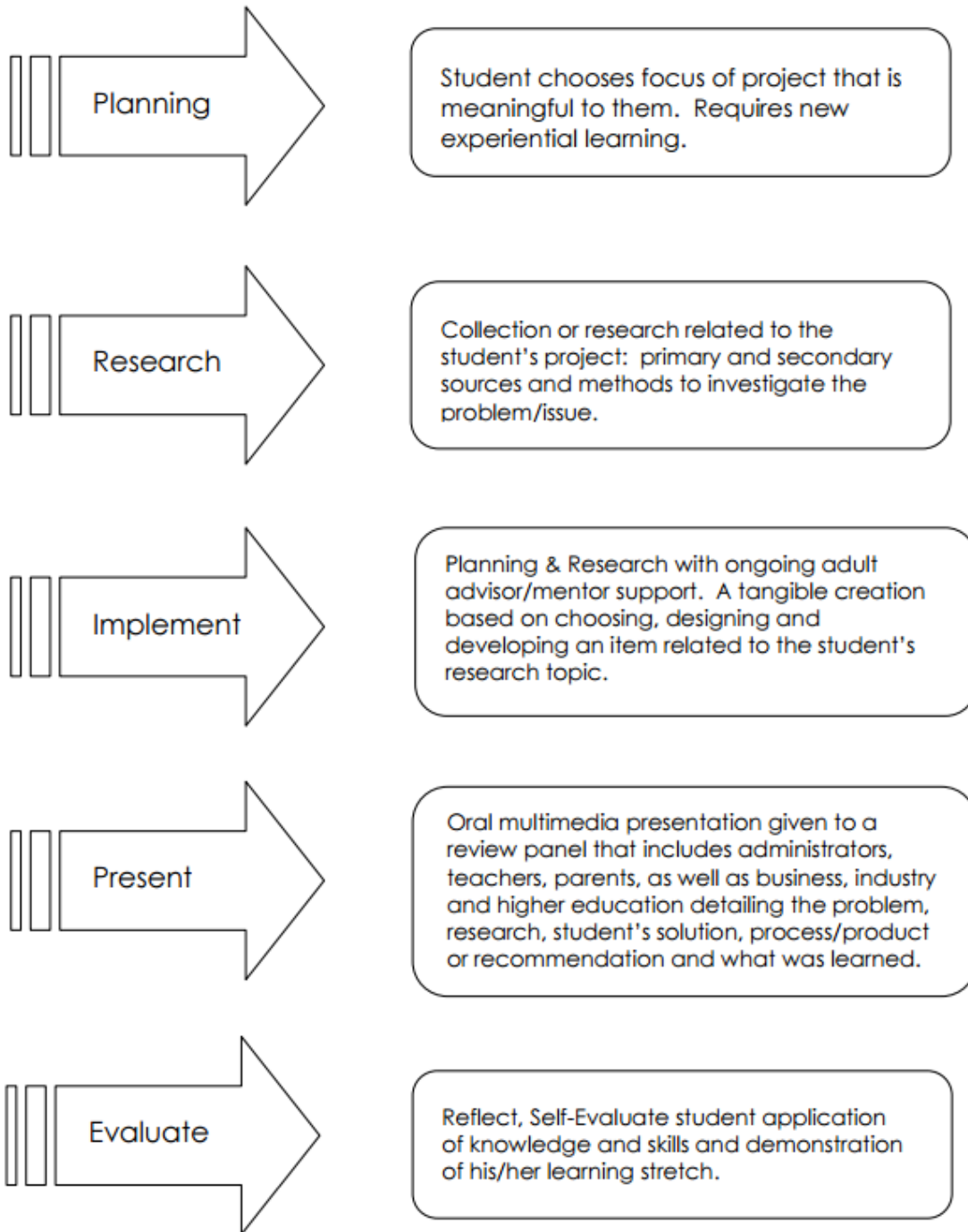


Your own idea! Just get it approved!

Answer as many of the following questions as you can:

- What is motivating you? Why do you care?
- What are the questions you want answered?
- What do you believe you can get done in the next few months?
- How will you get your information? What will you read? What will you watch? What will you listen to?
- Who will you talk to? How many times? When? What will you ask them?
- How will you organize and analyze all your information?
- How will you document your work?
- How will you share your learning? With who? When? How will you get feedback?

The Process:



Capstone Requirements for 2024-2025

Project Requirements:	E x e m p l a r y	C o m p e t e n t	E m e r g i n g	N o v i c e	N o E v i d e n c e
Major Tasks					
● Proposal					
● Progress Presentations					
● Share Out					
● Final Reflection Paper					
Weekly Journals					
● Brainstorming/Mentor Ideas					
● Mentor Request Letter					
● One-Page Draft Proposal					
● Confirmation of Mentor Schedule					
● Progress, Plans Reflection (1)					
● Annotated Bibliography (1)					
● Annotated Bibliography (2)					
● Progress, Plans Reflection (2)					
● Reflection of Field Work					
● Bulleted To Do List					
● Final Check-In					
● Thank You Letter					
Overall					

The Proposal

The proposal serves as an opportunity for you to introduce in detail the goals, resources, and learning expectations for your project. Be sure to include the following:

Part I: Inspiration and Vision

The proposal begins with a clear explanation of what your project is, and what tangible outcomes you expect to produce. Describe your “learning stretch”; demonstrating that you understand the task you are undertaking, and can explain it concisely. You should be able to describe how your project is rooted in your coursework and magnet theme.

Part II: Resources and Timeline

The second part of the proposal is an outline of the resources you need to complete the project. The projects should be ambitious. We expect that you will need intellectual and material support to complete it. It is important that you try to anticipate those needs as much as possible before the project begins. Explain the anticipated role of your mentor, the materials, and anything else you may need to complete your project.

Part III: Projected Outcomes

Predict what you will know by the end of this journey and what knowledge and skills you hope to acquire. Discuss in depth what your expected outcome is, who you will share your learning with, and how your initial questions will be answered.

Outline for Creation of Proposal

Students can utilize this template to outline their thought process ensuring all components are fulfilled in a fluid, written paper.

This Proposal guide is just that, a GUIDE. The proposal that you will be handing in is to be in a fluid essay format. This is simply outlining the essential questions that must be covered in the proposal.

1. What is my project? How would I describe it to others using clear, concise, and professional language? How does my project link to my magnet theme of business or health?
2. What resources will I use/anticipate on using? People? Time? Research? Be specific. Explain any time lines and predict how you will accomplish your project with those resources.
3. What do I expect to happen as a result of my project? What is the final tangible outcome? What do I expect to learn? Who will you share your learning with?

Proposal Rubric

Student Name: _____

Category	4	3	2	1
Description	Student provides a thoughtful and detailed explanation of their capstone project providing a clear explanation of the initial plans and expected outcomes.	Student provides a complete explanation of their project including initial plans and expected final outcomes.	Student provides some explanation of the initial plans and expected final outcomes.	Student attempts to explain the capstone project, without providing a clear explanation of initial plans or expected final outcomes.
Resources	Student provides a thoughtful and detailed listing of people they will work with and resources they will use.	Student provides a complete listing of people they will work with and resources they will use.	Student provides a partial listing of people they will work with and resources they will use.	Student provides vague or insufficient listing of the people they will work with and the resources they will use.
Quality of Research and Shareout Plans	Student has identified a strong variety of in-depth sources to further his/her learning. Student also has a clear plan for sharing his/her learning with a specific, interested audience and asking for thoughtful feedback.	Student has identified multiple, appropriate, and relevant sources to further his/her learning. Student has clear plan for sharing his/her learning with an audience and asking for their feedback and/or reactions.	Student has identified three or fewer sources and/or the source may lack depth or relevance. Student's plan for Shareout is incomplete, disorganized, and/or does not identify a specific audience.	Student does not identify any sources or sources identified do not seem relevant to the chosen topic. Student does not describe a Shareout or audience.
Learning Goals	Student provides concrete and compelling descriptions of what they will learn and how they will grow through the completion of their project.	Student provides concrete descriptions of what they will learn and how they will grow through the completion of their project.	Student provides partial descriptions of what they will learn and how they will grow through the completion of their project.	Student provides vague or insufficient descriptions of what they will learn and how they will grow through the completion of their project.

Weekly Journals

The second major section of the Capstone Project is a series of journal entries. Journal entries are designed to help the students track progress, maintain mentor communication, reflect on their work so far, and predict the challenges they will need to face in the coming week.

Each journal entry is described below:

- *Brainstorming/ Mentor Ideas*
 - Discussing initial plans and ideas for your capstone project; interests and avenues that you will begin to explore and research
 - Who would you like to be your mentor? Why? What qualifications, skills, or experience do they have that will help you complete your capstone learning goals?
- *Mentor Request Letter*
 - Letter formally requesting your mentor, see class handout for more details
- *One page draft proposal*
 - A brief outline of what your project will be about, its connection to 21st century competencies, magnet theme, anticipated outcomes and the learning that you expect to happen
- *Confirmation of Mentor/Schedule*
 - Map out a schedule of when you will meet with your mentor and tentative topics that you would like to discuss
- *Progress, Plans, Reflection (x2)*
 - What progress did you make this week? What obstacles are you facing? What goals do you have for the upcoming week? What have you learned so far and what do you still hope to learn?
- *Annotated Bibliography*
 - Correct citation and a paragraph description for each source that you have used so far
- *Reflection on Field Work/Mentor Relationship*
 - Reflect on the support that you have been given, the learning that has occurred, any success or struggles, and the overall mentor experience thus far
- *Bulleted To-Do List*
 - List all of the tasks that you must accomplish prior to your presentation
- *Final Check-In*
 - Have notecards, complete annotated bibliography, mentor log, and visual aids ready for presentation
- *Thank you letter*
 - Write a thank you letter for the experience that you have gained from the help of your mentor

Progress Presentations: Rubric

An important component to the Capstone process is practicing the presentation. There are two progress presentations that are required during the semester. Feedback will be given to each student, highlighting strengths, weakness, and ways to improve the final outcome. The rubric is mostly similar to the one that will be used at the final presentation ensuring that students have ample opportunity to practice the requirements.

Progress Presentation Rubric

Student Name: _____

Category	4	3	2	1
Presentation (Behaviors & Preparedness)	Student is completely prepared and has clearly rehearsed. Student looks relaxed and confident for the entire presentation maintaining eye contact, speaking clearly, audibly, distinctly and with purpose.	Student is prepared and has rehearsed. Student speaks clearly, audibly, and distinctly. Student maintains eye contact with audience.	The student is somewhat prepared, but rehearsal was lacking. Speaks clearly, audibly, and distinctly some of the time. Maintains eye contact some of the time.	Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.
Description	Student provides a thoughtful and detailed explanation of the capstone project providing a clear explanation of the initial plans, people they worked with, resources used, and final outcomes.	Student provides a complete explanation of their project including initial plans, people they worked with, resources used, and final outcomes.	Student provides some explanation of the initial plans, people they worked with, resources used, and final outcomes.	Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.
Quality of Research & Share Out	Student has used a strong variety of in-depth sources to further their learning. Student has clearly shared their learning with a specific, interested audience and has thoughtfully considered their feedback.	Student has used multiple, appropriate, and relevant sources to further their learning. Student has shared his/her learning with an audience and reported their feedback and/or reactions.	Student has three or fewer sources and/or the sources used lack depth or relevance. Student's Shareout is incomplete, disorganized, and/or shared with too small of an audience.	Student does not identify any sources or sources identified do not seem relevant to the chosen topic. Student does not describe a Shareout or any feedback they received.
Learning	Student can explain clearly and in depth the new things they learned about their topic and how they learned them.	Student can clearly explain the new things they learned about their topic and how they learned them.	Student vaguely explains some new things they learned about their topic and/or how they learned them.	Student cannot or does not explain new things they learned and/or how they learned them. Panel Member(s) needed to ask about this component.
Reflection	Student reflects in depth on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.	Student reflects on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.	Student reflects on quality of some of the following aspects of their project: overall outcomes, successes, obstacles, overall growth, and ways to improve and build upon newly gained skills.	The student has put little thought into their project and has taken little learning away from it. Does not reflect on overall growth.
Scope & Quality of Project (Completed by Capstone teacher)	Student has completed an exceptional project demonstrating rigorous effort throughout the semester. Provides ample documentation of the total of their work.	Student has completed a satisfactory project requiring consistent effort throughout the semester. Provides sufficient Documentation of the total of their work.	Student has completed a less rigorous project and/or demonstrates inconsistent effort over the semester. Provides weak documentation of the total of their work.	Student project is incomplete or required minimal effort over the semester. Provides little or no documentation of their work.

Share Out



Sharing your learning experience with an audience is an extremely important part of the Capstone journey. Your panel will want to know how you have shared your learning and what kind of feedback you received. The share out is a crucial part of your Capstone and should be well thought out at the beginning of your planning. You should consider an audience that will be interested in or benefit from your work.

Things to Avoid:
<ul style="list-style-type: none">● Sharing out with only Capstone class● Sharing out with only friends● Bake sales● Learning a skill without sharing out● Research that only you see● Surveys that do not drive research or action● Last minute share out that does not allow for proper reflection
Examples of Share Outs:
<ul style="list-style-type: none">● Presenting to a class● Youth group● Community service● Web based/social media● Church group● Art show/gallery walk● After school event● Coaching/mentoring● Volunteering● Sharing out of a skill● Giving back to the community in some way



The Final Presentation

The presentation is the final component of the Capstone Project. As with all parts of the project, the presentation is designed to be a learning experience. For that reason, it will be assessed based on the learning a student takes away from the whole process, not the glitz of the presentation. Students will be expected to come to the presentation prepared to discuss their learning, and their work.

Students will spend the last few weeks of the semester preparing for the presentation. In the course, students will also prepare by completing practice presentations throughout the semester. It is strongly recommended that students practice as much as possible for this, as it is the chief assessment for the whole process.

The student will be presenting to their senior advisory teacher, a randomly assigned staff member, and a staff member of their choosing. Students are strongly encouraged to invite mentors, parents, guardians, and other students who may want to see their work.

The presentation will be graded on a pass/fail standard; there will be a rubric (see page 14 of this manual) to determine whether or not a student has passed.

The student's project will be judged and graded according to the rubric. The team of three will independently grade the presentation and all three rubrics will count towards the total grade. **Students must receive a total rubric score of 50 or higher to pass.**

If a student does not pass their initial presentation, they will have a chance to present again within two weeks. Since the presentation should focus on what a student learned throughout the process, a student who needs a second chance should include what they learned from the first presentation.

Capstone *Project*

Capstone *Presentation*

Every Capstone Project needs a learning goal Explain the process of executing your capstone project!

and an audience!

Tell your Capstone story!

**90% of
Capstone
effort goes
here!**

**10% of
Capstone
effort goes
here!**

Capstone Final Presentation Checklist

The following checklist is to assist the student in making sure that all material that is necessary for the final presentation is covered. Be sure to consult both this guide and the rubric in preparation of a successful presentation.

Presentation Behaviors:

- ✓ Face Audience
- ✓ Speak Clearly
- ✓ Maintain eye contact with audience
- ✓ Exude confidence

Preparedness:

- ✓ Proofread slides
- ✓ Use note cards if necessary
- ✓ Practice to a family member or friend
- ✓ Use Google Slides, PowerPoint or Prezi
- ✓ Consult with senior advisor about proper presentation attire

Describe in detail each of the following headings:

Initial Plans

- Describe the brainstorming process
- How did you come up with the idea?
- What or who influenced you to do this project?
- How does your project relate to your magnet theme & classes taken?
- Why did you choose this project?

Collaboration

- Who helped you and how did they help?

Learning in the focus area of your project

- What did you learn, specifically, about the focus of your project. Be sure to cite sources of learning by name.
- What questions did you have about the focus area of your project? How many of these questions were answered over the course of the semester? What new questions do you have about your topic now?
- Provide or include annotated bibliography

Final outcome of your project and overall reflection

- What was the final outcome of your project?
- How did your project have an impact on others? What were people's reactions to your work? How did you receive feedback?
- Discuss obstacles you faced and how you overcame them
- How were you able to manage your time to get your project completed?
- How can you take what you learned from completing this project and use it in the future?

Protocol for Presentation Day

Facilitator: Senior Advisory Teacher

Total Time: 16 minute block for each student

Breakdown:

- **1 minute student set up**
 - *Student will set up presentation including any visual/audio aids*
- **5-6 minutes of student presentation**
 - *Students will present their senior capstone project to panel*
- **2 minutes of clarifying questions**
 - *The panel is encouraged to ask student any clarifying questions. These can include but are not limited to having student explain a certain aspect of their project more in depth, having student explain a particular section that didn't seem strongly presented, etc.*
- **4 minutes of warm and cool feedback**
 - *Every teacher on the panel should give at least one warm and one cool feedback. Feel free to use the chart below to jot down notes during the presentation.*
- **3 minutes final panel discussion**
 - *The student is excused from the room. The panel identifies key warm and cool feedback and the impact on scoring. The three rubrics are given back to the senior advisory teacher to be placed in the master folder.*

Warm Feedback <i>Feedback that highlights strengths of the project and presentation</i>	Cool Feedback <i>If the student were to redo their project and/or presentation, what aspects could be improved or expanded</i>

Final Presentation Rubric

Student Name: _____

Category	4	3	2	1
Presentation (Behaviors & Preparedness)	Student is completely prepared and has clearly rehearsed. Student looks relaxed and confident for the entire presentation maintaining eye contact, speaking clearly, audibly, distinctly and with purpose.	Student is prepared and has rehearsed. Student speaks clearly, audibly, and distinctly. Student maintains eye contact with audience.	The student is somewhat prepared, but rehearsal was lacking. Speaks clearly, audibly, and distinctly some of the time. Maintains eye contact some of the time.	Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.
Description	Student provides a thoughtful and detailed explanation of the capstone project providing a clear explanation of the initial plans, people they worked with, resources used, and final outcomes.	Student provides a complete explanation of their project including initial plans, people they worked with, resources used, and final outcomes.	Student provides some explanation of the initial plans, people they worked with, resources used, and final outcomes.	Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.
Quality of Research & Share Out	Student has used a strong variety of in-depth sources to further their learning. Student has clearly shared their learning with a specific, interested audience and has thoughtfully considered their feedback.	Student has used multiple, appropriate, and relevant sources to further their learning. Student has shared their learning with an audience and reported their feedback and/or reactions.	Student has three or fewer sources and/or the sources used lack depth or relevance. Student's Shareout is incomplete, disorganized, and/or shared with too small of an audience.	Student does not identify any sources or sources identified do not seem relevant to the chosen topic. Student does not describe a Shareout or any feedback they received.
Learning	Student can explain clearly and in depth the new things they learned about their topic and how they learned them.	Student can clearly explain the new things they learned about their topic and how they learned them.	Student vaguely explains some new things they learned about their topic and/or how they learned them.	Student cannot or does not explain new things they learned and/or how they learned them. Panel Member(s) needed to ask about this component.
Reflection	Student reflects in depth on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.	Student reflects on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.	Student reflects on quality of some of the following aspects of their project: overall outcomes, successes, obstacles, overall growth, and ways to improve and build upon newly gained skills.	The student has put little thought into their project and has taken little learning away from it. Does not reflect on overall growth.
Scope & Quality of Project (Completed by Capstone teacher)	Student has completed an exceptional project demonstrating rigorous effort throughout the semester. Provides ample documentation of the total of their work.	Student has completed a satisfactory project requiring consistent effort throughout the semester. Provides sufficient Documentation of the total of their work.	Student has completed a less rigorous project and/or demonstrates inconsistent effort over the semester. Provides weak documentation of the total of their work.	Student project is incomplete or required minimal effort over the semester. Provides little or no documentation of their work.

Reflection Paper

Students will be expected to write up a reflection paper on the entire process. The paper will be 2-3 pages in length, and should outline the key takeaways from the process.

The reflection paper gives students the opportunity to explore their Capstone experience in depth, describing the final outcome and what they have learned. The paper will be completed after the final presentation, in the classes that remain in the semester. The outline and rubric are attached.

Senior Capstone

Name: _____ Date: _____ Section: _____

The final reflection paper should be just that, a final reflection. Think back to how you have grown through this process and what you have learned. It is very similar to the proposal, simply a final version. Use this template to assist you in typing the paper. It should be 2-3 pages in length.

Use the following questions to guide your reflection.

1. What is my project? How would I describe it to others using clear, concise, and professional language?
2. What did I expect to happen as a result of my project? What was the final tangible outcome? What did I learn about my topic? Describe in detail.
3. What resources did I use? People? Time? Research? Be specific. Explain any time lines and how you accomplished your project with those resources.
4. How did my project link to my magnet theme and build on my previous coursework in business or health?
5. What final thoughts do you have on your project? What would you change or improve if you were able to do it again? What did you learn from giving your final presentation?

Reflection Paper Rubric

Student Name: _____

Category	4	3	2	1
Presentation (Behaviors & Preparedness)	Student is completely prepared and has clearly rehearsed. Student looks relaxed and confident for the entire presentation maintaining eye contact, speaking clearly, audibly, distinctly and with purpose.	Student is prepared and has rehearsed. Student speaks clearly, audibly, and distinctly. Student maintains eye contact with audience.	The student is somewhat prepared, but rehearsal was lacking. Speaks clearly, audibly, and distinctly some of the time. Maintains eye contact some of the time.	Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.
Description	Student provides a thoughtful and detailed explanation of the capstone project providing a clear explanation of the initial plans, people they worked with, resources used, and final outcomes.	Student provides a complete explanation of their project including initial plans, people they worked with, resources used, and final outcomes.	Student provides some explanation of the initial plans, people they worked with, resources used, and final outcomes.	Student attempts to explain the capstone project, without providing a clear explanation of initial plans, evidence of research, people they worked with, resources used, or final outcomes.
Quality of Research & Share Out	Student has used a strong variety of in-depth sources to further their learning. Student has clearly shared their learning with a specific, interested audience and has thoughtfully considered their feedback.	Student has used multiple, appropriate, and relevant sources to further their learning. Student has shared their learning with an audience and reported their feedback and/or reactions.	Student has three or fewer sources and/or the sources used lack depth or relevance. Student's Shareout is incomplete, disorganized, and/or shared with too small of an audience.	Student does not identify any sources or sources identified do not seem relevant to the chosen topic. Student does not describe a Shareout or any feedback they received.
Learning	Student can explain clearly and in depth the new things they learned about their topic and how they learned them.	Student can clearly explain the new things they learned about his/her topic and how they learned them.	Student vaguely explains some new things they learned about they topic and/or how they learned them.	Student cannot or does not explain new things they learned and/or how they learned them. Panel Member(s) needed to ask about this component.
Reflection	Student reflects in depth on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.	Student reflects on quality of their project including overall outcomes, successes, obstacles, overall growth and ways to improve and build upon newly gained skills.	Student reflects on quality of some of the following aspects of their project: overall outcomes, successes, obstacles, overall growth, and ways to improve and build upon newly gained skills.	The student has put little thought into their project and has taken little learning away from it. Does not reflect on overall growth.
Scope & Quality of Project (Completed by Capstone teacher)	Student has completed an exceptional project demonstrating rigorous effort throughout the semester. Provides ample documentation of the total of their work.	Student has completed a satisfactory project requiring consistent effort throughout the semester. Provides sufficient Documentation of the total of their work.	Student has completed a less rigorous project and/or demonstrates inconsistent effort over the semester. Provides weak documentation of the total of their work.	Student project is incomplete or required minimal effort over the semester. Provides little or no documentation of their work.

Completing an Independent Capstone Project

Students who opt to do this project independently will still be required to register for an independent study course and to complete all of the weekly journals and larger tasks for a letter grade, especially the following:

- Mentor Request Letter
- Proposal
- Confirmed Mentor Schedule
- Annotated Bibliography
- Progress Presentation two weeks prior to final presentations
- Thank you letter for mentor
- Share out of work

Each independent capstone student will be assigned a capstone advisor who will confirm completion of these tasks and give you an independent study grade.

It is the responsibility of the independent capstone student to maintain communication with their person and adhere to the time line on the following pages. Two weeks prior to the final presentation, the capstone advisor with complete a formal evaluation of the scope and quality of the project.

Tentative Class Schedule

Senior Capstone: Fall 2024 Dates

All of these dates are set unless otherwise changed by the Capstone teacher. All journals are due either Thursday or Friday of that week; dates will vary depending on A/B Days. You will be notified of any changes well in advance of due dates.

***FINAL PRESENTATION DATE: Friday, December 13th ***

Week of:

- September 6th: Journal 1: Brainstorming and Mentor Ideas
- September 13th: Journal 2: Mentor Request Letter
- September 20th: Journal 3: One page draft of Proposal
- September 27th: Journal 4: Confirmation of mentor/ mentor schedule
- **October 4th: PROPOSAL**
- October 11th: Journal 5: Progress, Plans, Reflection
- October 18th: Journal 6: Annotated Bibliography (one source minimum)
- **October 25th: PROGRESS PRESENTATIONS**
- November 1st: Journal 7: Annotated Bibliography (three source minimum)
- November 6th : Journal 8: Progress, Plans, Reflection
- November 15th: Journal 9: Reflection of field work/mentor experience
- **November 22th: SHARE OUT WEEK/PROGRESS PRESENTATIONS**
- December 6th: Journal 10: Bulleted to-do list for final presentation
- December 11th: Journal 11: Final Check In (notecards/sources/visuals)
- ****Friday, December 13th: FINAL PRESENTATION****
- January 3rd: Journal 12: Thank you letter to mentor
- **January 10th: REFLECTION PAPER**

Senior Capstone: Spring 2025 Dates

All of these dates are set unless otherwise changed by the Capstone teacher. All journals are due either Thursday or Friday of that week; dates will vary depending on A/B Days. You will be notified of any changes well in advance of due dates.

***FINAL PRESENTATION DATE: Friday, May 16th ***

Week of:

- January 31th: Journal 1: Brainstorming and Mentor Ideas
- February 7th: Journal 2: Mentor Request Letter
- February 14th: Journal 3: One page draft of Proposal
- February 28th: Journal 4: Confirmation of mentor/ mentor schedule
- **March 7th : PROPOSAL**
- March 14th: Journal 5: Progress, Plans, Reflection
- March 21st: Journal 6: Annotated Bibliography (one source minimum)
- **March 28th: PROGRESS PRESENTATIONS**
- April 4th: Journal 7: Annotated Bibliography (three source minimum)
- April 11th : Journal 8: Progress, Plans, Reflection
- April 25th: Journal 9: Reflection of field work/mentor experience
- **May 2nd: SHARE OUT WEEK/PROGRESS PRESENTATIONS**
- May 9th: Journal 10: Bulleted to-do list for final presentation
- May 14th: Journal 11: Final Check In (notecards/sources/visuals)
- ****Friday, May 16th: FINAL PRESENTATION****
- May 23rd: Journal 12: Thank you letter to mentor
- **May 30th: REFLECTION PAPER**

