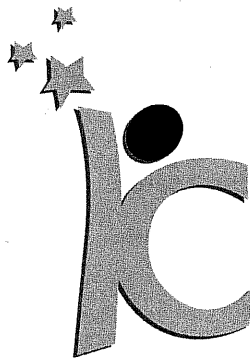


SENIOR CAPSTONE PROJECT



Kansas City, Missouri
SCHOOL DISTRICT

Student Guide

Senior Capstone Committee Members

Carla Vick	English Department	Central High School
Donna Williams Kubic	English Department	Lincoln College Prep
Djana Trofimoff	English Department	Southwest Early College Campus
Frances Jones	Social Studies Department	Southwest Early College Campus
Jennifer Forsythe	English Department	Northeast High School
Joyce Nguyen Hernandez	English Department	Lincoln College Prep
Neil Pirch	English Department	Paseo Academy Of Fine & Performing Arts
Sara Woldt	Social Studies Department	Paseo Academy of Fine & Performing Arts

Cindy Beecher – Communication Arts Coordinator
Linda Collins – Principal, Central High School
Miranda Avant-Elliott – Coordinator CTE
Monica Nance – Social Studies Coordinator

Dear Students,

Congratulations with being on track for your senior year. Research says that one of the best ways to ensure that high school graduates are prepared for post secondary education or the workforce is to make the senior year more rigorous; in doing so, there is a strong likelihood that students will be more successful for the challenges and expectations that await them.

Accordingly, the administration, faculty and staff of the Kansas City Missouri School District are committed to making sure that we provide all students with a rigorous and relevant curriculum at each grade level that will ensure students success. The Senior Capstone Project represents the culmination of the student's education with our district. Completed under the direction of the student's English teacher, the Capstone Project is intended to showcase the student's strengths, skills and interests in a particular topic and should demonstrate the student's ability to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding to a particular audience. Further, it should apply learning to real life situations and should be an experience above and beyond the school's curriculum. Through this opportunity to explore knowledge in an area of specific interest, students will understand the concept of "life-long learning."

This guide has been prepared to help you through the five stages of the project. I strongly encourage you to carefully plan your time, avoid procrastination, and submit assignments on time. In order to pass English IV, every student must successfully pass all five phases of the Capstone Project: The proposal, the research paper, the 20-hour work experience/physical product, the oral presentation and submission of the portfolio. This guide is designed to help you understand what is required during all five phases.

Good luck with your project. Right now, you may feel a little overwhelmed and intimidated by the job that lies ahead, but if you meet your deadlines, dare to take a risk in "stretching" your personal self, and give each assignment your very best, then you will be among thousands of high school juniors and seniors across this country in making this a very important and rewarding part of their senior year and high school experience. Remember, all students in the Kansas City Missouri School District are capable of achieving excellence in all their endeavors. Again, on behalf of the administration, faculty and staff, please do not hesitate to ask for assistance.

Sincerely,

H. MiUndrae Prince, Ph.D.,

Associate Superintendent for Instructional Support and Educational Accountability

Senior Capstone Project Student Guide

Table of Contents

Student Letter.....	Pages 5-6
Introduction and Overview.....	Pages 7-8
The Timeline.....	Page 9
The Proposal.....	Pages 10-11
The Research Paper.....	Pages 12-14
The Project.....	Pages 15-16
The Portfolio.....	Page 17
The Presentation.....	Pages 18-21
Appendix.....	Pages 22-37

June 1, 2011

Kansas City, Missouri
SCHOOL DISTRICT

Dear Students,

You are about to begin a major assignment that will provide a bridge between the fall and spring semesters of this academic year. This assignment is called the Senior Capstone Project. The purpose of the Senior Capstone Project is to afford you the opportunity to demonstrate the skills, talents, and maturity you have developed during your high school career and to discover ways in which you can contribute to your community. You will choose a topic that not only interests you, but one which will allow you to grow and mature in ways that are exciting and challenging.

The Senior Capstone Project has five phases. **PHASE I is the Introduction/Proposal.** You and your parent(s)/guardian(s) will be introduced to the Senior Capstone Project. Each student will receive a Student Guide identifying the requirements as well as timelines for completing assignments related to the Capstone Project. Consent forms will also be given. Additionally, each student will identify a topic as well as (4) four research questions before you leave for the summer.

PHASE II is the Paper. You will be researching and writing a research paper of approximately 8-10 pages, based on your identified area of need. You will use both primary and secondary sources to gather information for your paper.

PHASE III is the Project. To prepare you to be an independent thinker in a democratic society, you need to be aware of the various issues and needs present in your community. You will be developing a service learning project based on your identified area of need that allows you to apply your knowledge and mastery of your research area. Service learning means that you will not only help your community, but also learn about that community and that area of need. For example, community service is putting in hours in a soup kitchen. Service learning, however, is providing that service and learning about the causes of homelessness and why there is a need for the soup kitchen in the first place. Ideally this will lead to greater sensitivity and participation in each student's community. Your evidence at the conclusion of the service learning phase should accurately reflect the amount of time and effort you spent. A minimum of **20** hours of verified service is required in this phase of the Senior Capstone Project.

PHASE IV is the Presentation. You will be delivering an 8-10 minute oral presentation that describes your research and demonstrates your project in order to display your mastery of your chosen subject area. This presentation is done before a review panel, and it is the culminating element to your Senior Capstone Project. This presentation is your chance to demonstrate what you know and what you can do. Part of the presentation phase includes a comprehensive portfolio that will display the hard work you have done throughout the year.

Phase V is the Portfolio: You will be expected to provide evidence of this Capstone Project journey through the development of a portfolio. This portfolio will allow you to keep accurate records of the time that you have devoted and what you learned. As you work through the process for each component of the Capstone Project, papers, plans, notes, interview, or observations that pertain to that part should be added to the portfolio.

This is a significant project and will have a major influence on your semester grades. **Completion of the Senior Capstone Project is a requirement for graduation.** Although you may feel a bit overwhelmed at the moment with the size of the task before you, rest assured that by meeting deadlines and by making the most of the resources at your disposal, you will have a successful and exciting experience. "You can do it; we can help."

Sincerely,

The English/ Social Studies and Career and Technical Education Departments

Introduction and Overview

What is the Senior Capstone Project, and what is its purpose?

The Senior Capstone Project is designed to provide students with the opportunity to apply all that they have learned in their four years of high school into a project which will extend their learning, stretch their potential, and challenge their abilities. The Capstone Project begins in the junior year and is completed in the senior year. The work of the Capstone Project consists of 5 phases: The proposal, the research paper, the product and the presentation. Additionally, each student will be expected to provide a portfolio to document the process of their Senior Capstone Project. The goal is to choose a topic of interest to the student and explore that topic in depth. This might include investigating a topic they have always been curious about or choosing something they know a little about and taking their understanding to a new and challenging level.

This handbook will guide each student through this exciting journey every step of the way. It includes the information and forms they will need to complete the Senior Capstone Project.

What are the five major phases of the Senior Capstone Project?

The Proposal:

Students and their parent(s)/guardian(s) will be introduced to the Senior Capstone Project in the fourth quarter of their junior year. Each student will receive a Student Guide during that time identifying the requirements as well as timelines for completing assignments related to the Capstone Project. Consent forms will also be given. Additionally, each student will identify a topic as well as (4) four research questions before they leave for the summer. When they return in the fall as a senior, each student will be responsible for writing a letter of intent that solidifies their topic and includes why they selected their topic, what they will research on their topic and what their service learning project will involve along with the product that they plan to produce. A sample letter of intent is provided in the appendix of this guide.

The Paper:

All students will be researching and writing a paper of approximately 8-10 pages, based on their identified area of need. They will use both primary and secondary sources to gather information for their paper.

The Project:

To prepare students to be an independent thinker in a democratic society, students need to be aware of the various issues and needs present in their community. Every student will be developing a service learning project based on their identified area of need that allows them to apply their knowledge and mastery of their research area. Service learning means that they will not only help their community, but also learn about that community and that area of need. For example, community service is putting in hours in a soup kitchen. Service learning, however, is providing that service and learning about the causes of homelessness and why there is a need for the soup kitchen in the first place. Ideally this will lead to greater sensitivity and participation in

each student's community. Your evidence at the conclusion of the service learning phase should accurately reflect the amount of time and effort you spent. A minimum of **20** hours of verified service is required in this phase of the Senior Capstone Project.

The Presentation:

Each student will be delivering an 8-10 minute oral presentation that describes their research and demonstrates their project in order to display mastery of their chosen subject area. This presentation is done before a review panel, and it is the culminating element to their Senior Capstone Project. This presentation is their chance to demonstrate what they know and what they can do. Part of the presentation phase includes a comprehensive portfolio that will display the hard work accomplished throughout the year.

The Portfolio:

A portfolio provides a visual demonstration of required lessons the student learned during the research phase of the project. The purpose of the portfolio is to document the process of the Senior Project in all its dimensions: The Proposal, The Research Paper, The Project and The Presentation. The Senior Capstone Portfolio should reflect each student's growth throughout their project. Each student will be responsible for developing a portfolio that is both attractive and informative.

FINAL ENGLISH IV GRADE

In order to pass English IV, every student must pass all four major phases of the Senior Capstone Project: the proposal, the research paper, the project and the Senior Capstone Review Panel presentation. Additionally all students must submit a portfolio which is representative of their Senior Capstone journey. The Senior Capstone Project will represent 20% of their final English IV grade. Each phase builds upon the previous one. While students will work simultaneously on several phases of the project, all phases must be completed in order and according to the set deadlines. No student will be permitted to proceed to another phase of the project without successfully completing the previous one. During English class each student will be given assignments and grades on all the required parts of the Senior Capstone Project. This guide identifies the standards that all students must reach in order to pass each part of the project.

Senior Capstone Project Timeline

School Years 2010-2011 & 2011-2012

Date	Phase I: The Proposal	Points
6/10/11	Parent Permission Letter	-----
6/10/11	Topic Approval Form	-----

Phase I must be completed by June 10, 2011

Date	Phase II: The Research Project	Points
9/2/11	Topic/Project/Product Change Form	-----
9/30/11	1 st Draft of Research Paper	-----
10/14/11	Final Research Paper	40

Phase II must be completed by October 14, 2011

Date	Phase III: The Service Learning Project	Points
10/28/11	Parent Approval Form	-----
10/28/11	Project Consent Form	-----
11/11/11	Capstone Mentor Information	-----
2/3/12	Capstone Product Work Log	-----
2/10/12	Final Product	-----
3/9/12	Product Evaluation Form (<i>mentor</i>)	12
3/30/12	Product Evaluation Form (<i>instructor</i>)	12

Phase III must be completed by March 30, 2012

Date	Phase IV: The Presentation	Points
4/6/12 thru 4/13/12	Oral Presentations	12
4/20/12	Capstone Reflective Essay	24

Phase IV must be completed by April 20, 2012

Total Points: 100

Date	Phase V: The Portfolio	Points
4/30/12	Portfolio Submission	100

Phase V must be completed by April 30, 2012

The Proposal

Selecting a Senior Capstone Project Topic

We have provided an approach for brainstorming and selecting a topic. This is a project that will require a significant amount of time and energy. It should be something that each student is passionate and excited about so that they will learn from the experience and have a great time doing it.

The following steps are guidelines for brainstorming and selecting an exciting and interesting Proposal.

Step I

- Review ACT Explorer/Plan data
- Complete the Career Clusters Interest Survey

Students may use the information from their ACT Explorer/Plan data or the Career Clusters Interest Survey to help them decide upon a topic to explore for their Senior Capstone Topic. If information from one of these two sources allows the student to generate their topic, move to Step III. If not, the student may go to Step II and use a different approach to developing their topic.

Step II

Students are now asked to think about all of the things they are interested in – things they would like to do, learn, understand, see, improve, create, or experience. Students will brainstorm and write down their ideas as they pop into their mind; students should not limit themselves at this point. Ideas should be narrowed down to three or four ideas which are “do-able,” and prioritize them. When deciding whether or not a particular project idea is “do-able,” consider whether or not research information and resources to complete the project are available. Their project should maintain their interest for an extended period of time and should also stretch their abilities and allow them to grow as a learner.

Step III

Students are now ready to develop four questions that they would like to answer through research on their topic. Students may use the questions below to begin this process.

Possible starting points for research questions might be...

- I would like to improve...
- I am perplexed by...
- I am very curious about...
- I want to learn more about...
- Something I think would really make a difference is...

- Something I would like to do to change _____ is _____
- Right now, some areas I'm particularly interested in are...

Additional Ideas to consider...

A Senior Capstone Project is about doing and learning something that each student wants to do and learn about. This is their chance to choose a topic that will be interesting and worthwhile and will extend their knowledge. As each student begins the Senior Capstone Project they should think about the following questions...

- Is the research topic one that is reflective of their own career interests?
- Is the research topic one in which they are interested, but not an expert?
- Is the research topic one that is broad enough to allow them to access enough information, yet narrow enough to make the research scope reasonable?
- Is the research topic one that is challenging to their academic and creative abilities?
- Have they avoided choosing a topic that might endanger them?
- Have they used good judgment to be certain that the topic they chose is appropriate for presentation to a review panel and the general public?

Refer to the following documents for additional help with topic selection:

- Career Paths & Career Clusters document
- Capstone Project Examples

Before leaving for summer vacation, all students (juniors) must have selected a topic and developed four questions that they want to research directly related to their topic. Each student must submit to their English teacher a signed and completed copy of the Topic Approval Form and the Parental Permission Form.

The Research Paper

What do I write about?

The research paper should complement the topic that each student has selected for their Senior Capstone Project. The research paper will allow them to explore what is currently known about their topic as well as allow them to answer their four research questions that were developed during the Proposal stage of this project.

A research paper is not just a report; it must include a thesis statement that declares the main idea of the paper, that makes a statement about the subject, and that engages the reader. This component of the Capstone Project will prepare them for research papers they may write in their post-secondary education.

Each student's English teacher will guide them through this research process using specific guidelines developed by the English Department of the Kansas City Missouri School District.

Research Paper Minimum Requirements

Use the following "minimum standards" as a checklist to insure your paper will be effective. Meeting these minimums will not ensure a high grade, but will be a guide to a passing grade. Highest grades go to papers that **EXCEED** the minimum standards. We encourage all students to aim for the best that they can do.

Minimum Standards

- ✓ Be word processed
- ✓ Be a minimum of 8 pages but no more than 10 pages, double spaced, excluding the title page and works cited page
- ✓ Have a cover page that identifies the title, student, English teacher, and date
- ✓ Be properly formatted with one-inch margins, and twelve-point Times New Roman font
- ✓ Use accurate MLA in-text citations and works cited page
- ✓ There are at least (8) eight sources (primary and secondary) cited in the paper and listed on the Works Cited page. All sources should be evaluated for credibility, accuracy, and currency.
- ✓ Works Cited (Alphabetical listing of books, magazines, and internet sources that will be used in proving the central point of the research
- ✓ Use charts and graphs when appropriate, but no decorative clipart or drawings.
- ✓ Research paper will be placed in a 3 ring binder

Sample Citations (MLA Format)

Book: Author, title, city, publisher, year

Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future
New York: Pocket, 1993.

Journal Article: author, article title, journal title, volume, year

Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star
Trek: The Next Generation." Studies in Popular Culture 13.2 (1991):
53-65.

Newspaper or Magazine Article

Di Rado, Alicia. "Trekking through College: Classes Explore Modern
Society Using the World of Star Trek." Los Angeles Times 15 Mar. 1995. A3.

Book Article or Chapter

James, Nancy E. "Two Sides of Paradise: The Eden Myth According to Kirk and
Spock." Spectrum of the Fantastic Ed. Donald Patumbo. Westport: Greenwood,
1988. 219-223.

Encyclopedia Article (well known reference books)

Sturgeon, Theodore. "Science Fiction." The Encyclopedia Americana Internal ed. 1995

Website

Lynch, Tim. "DSN Trials and Tribble-ationsReview." Psi Phi: Bradley's Science Fiction Club
1996. Bradley University. 8 Oct. 1997 www.bradley.edu/camputorg/psiphi.html.

E-mail to You

Kunka, Andrew. "Re: Modernist Literature." E-mail to the author. 15 Nov. 2000.

Note: MLA style capitalizes the "E" in E-mail; and separates E and mail with hyphen

Newspaper or Magazine Article on the Internet

Andreadis, Athena. "The Enterprise Finds Twin Earths Everywhere It Goes, But Future
Colonizers of Distant Planets Won't Be So Lucky." Astronomy Jan. 1999: 64-
Academic Universe Lexis-Nexis. B. Davis Schwartz Memorial Lib., Brookville, NY. 7 Feb.
1999 <<http://www.lexis-nexis.com>>.

A Page on a Web Site

"Inside the Games: Dolphin Kick Gives Swimmers Edge" www.npr.org/templates/story
15 August 2008.

PLAGIARISM:

Senior Capstone Project Plagiarism Policy: Plagiarism is literary theft. Copying someone else's word or words without giving them credit is a crime punishable by law. Plagiarism may result in automatic failure for the Capstone Project and a phone call to parents.

Common errors that are plagiarism:

1. A student uses a quote or another author's work without any citation.
2. A student paraphrases a quote or another author's work but does not cite the source.
3. A student incorrectly cites a source.
4. A student uses phrases and pieces of quotes without using quotation marks around them and/or does not cite them to their source.

PARENTHETICAL DOCUMENTATION:

Any fact that is used to back up the central point in the research paper must be documented, whether the fact is directly quoted or in the writer's own words. If a fact is not documented that supports the central point, the student is guilty of plagiarism. If a writer's exact words do not get given credit and/or do not place the exact words in quotation marks, plagiarism has been committed.

QUOTATIONS:

A quotation should never be used without introducing who gave the quote and/or the significance of the quote. A quotation by itself, even punctuated correctly, makes little sense if it is not worked smoothly into the context of the student's own sentence structure and into what the paper is trying to prove. For quotations that are three lines long or longer: Indent .5" on the left and right margins for the entire quote. The quotation should be single spaced. Double space before and after the quote. Do not use quotation marks. The single spacing indicates that the material is a direct quote.

The Project

The Project phase of the Senior Capstone Project is the aspect that sets the total endeavor apart from most other high school assignments. All students will now have the opportunity to do something hands-on, to actually get involved outside of school in an area that interests you. This phase requires each student to apply the knowledge they have gained in the research and reporting phase to a real-life experience around the same – or very similar topic. There must be a product at the end of the project experience. The product can be something that the student has built, or created, or it can be a visual representation of something that they have developed.

At least twenty documented hours are required to complete the physical product, community service preparation. These hours will be fulfilled outside of school hours and will be supervised under the direction of one or more adults from the school or community. All students must complete the Product Work Log Form whenever they spend time working on their product. Students should also keep a notebook to record journal notes that will be used for their reflection log.

Guidelines for completing a product:

1. The product must be student generated.
2. Their project and research report topic must be related to the area of need they have already identified.
3. Each student must spend a minimum of twenty (20) hours outside of school on their project. This does not include ANY word or preparation on the research paper, the portfolio or the oral presentation.
4. Their project must represent a challenge to them, and an opportunity for growth. It is very important that each student show how they have stretched themselves in doing this project and served community service.
5. They must have an adult mentor to help them with the project phase. This person must either be an expert in the field, or someone who has significant experience in the area of their project. Each student may have more than one mentor.
6. Products cannot include any illegal, immoral, or unsafe activities.
7. Verification of the 20 hours must be done in the following ways:
 - **Required Work Log:** The work log is a form that all students will use to keep a record of the time and resources used in completing the product. It includes: the date and length of time spent, what was done, any resources used and the mentor/teacher's signature.
 - **Required Pictures or Videos:** Pictures or videos which show progress the student has made should be included as a form of verification.
 - **Certification:** If the student takes a class as part of the product, they should submit certificate or a letter for verification.

When the physical product is complete all students will need to place these forms in their portfolio.

- Capstone Project Consent Form
- Capstone Project Mentor Information Form
- Capstone Product Approval Form
- Documentation Log
- Capstone Mentor Product Rubric
- Capstone Product Evaluation Rubric

Senior Capstone Mentor Information

Mentor responsibilities will come in many and varied shapes and forms depending on each student's project. Their primary job is to prod the student's thinking. Additionally, they should lend their expertise when it is appropriate and necessary, keeping in mind that more is learned by doing than listening. However, regardless of the Capstone product, all adult mentors are asked to contribute in the following ways:

- Encourage, advise, direct, supervise and lead the student to become acquainted with the activity he or she has chosen.
- Help the student understand what the real world requirements are for the project, whether the student is building/making a product, preparing a performance, or studying a new skill.
- Help the student figure out how to present his or her progress on the project. Photographs of work in progress are always a good way, but there might be other ways, as well, to capture visually what the student did.
- Sign the "**Mentor Information**" and "**Product Approval**" forms.
- Assist the student with keeping track of their work hours on the **Product Work Log**, and when the product is finished, complete the **Mentor Scoring Rubric** and return to the student. The student will not get a grade for the product without these two forms filled out and signed by the adult mentor.

The Portfolio

What is it and what should be included?

The Senior Capstone Project Portfolio is a collection of all required forms, research documentation, and reflection neatly presented in a 1-inch binder. The Senior Capstone Project Portfolio documents the Capstone Project journey. All students should begin keeping a folder of all documents starting with the Parental Permission Form and Topic Approval Form. As each student works through the process for each phase of The Capstone Project, papers, plans, notes, interviews, or observations that pertain to that part should be added to the portfolio. The portfolio will be evaluated on the following criteria: submission of portfolio requirements and organization and professional appearance.

The portfolio must include:

- Table of Contents
- Signed Parental Permission Form
- Topic Approval Form
- Topic Change Form (*if applicable*)
- Capstone Letter of Intent
- First draft of research paper (typed with citations)
- Final Research Paper with rubric
- Copies of printouts and articles
- Project Consent Form
- Product Work Log
- Sample of product (*if applicable*)
- Capstone Mentor Information
- Product Approval Form
- Product Evaluation Form
- Documentation of progress – pictures, artifacts, etc...
- Reflection Essay with evaluation form
- Final presentation with rubric
- You may include visuals such as pictures, diagrams, charts, graphs, photographs, flow charts

The Presentation

The presentation represents the final step in the Senior Capstone Project process. It is a self-evaluation and reflection by the student of all that he/she has accomplished and serves as a synthesis of all learning. It involves a speech of 8-10 minutes before a panel of teachers and community members, some of whom are experts in the field represented by the topic. The presentation describes what has been learned from conducting research, writing the paper, and fulfilling the requirements of the project. The presentation should include whom the student contacted, what worked, what did not work, and how problems were solved. Of special importance is a description of what has been learned from the total experience.

All students should be rehearsed and professional in their manner, dress, and appearance. To build confidence, practice their presentation in front of family members, teachers and peers. Following this advice will allow them to be prepared when they are ready to present.

Presentation Minimum Requirements

Your presentation must:

- Be 8-10 minutes in length, allowing 2-3 minutes for a question and answer period.
- Include your product to provide physical evidence of your accomplishments.
- Address not only the project and the research, but challenge(s) along your project journey that led to your personal and academic growth.

Key points to remember before and during the presentation:

- Make eye contact with your Capstone Review Panel members. Rehearse enough that you do not have to read your notes.
- When facing the audience, be sure to avoid blocking your product/display.
- First impressions are lasting impressions! Dressing for success will extend their positive impressions about the content you are presenting. Impeccable grooming, including combed hair and clean clothes are very important. If the project lends itself to a specific uniform or costume and wearing it would aid in the presentation, feel free to be creative in dress.
- Be prepared. One of the most effective strategies for reducing stage fright is to know the subject thoroughly. Each student knows more about their senior project than anyone else does.
- Produce the visual aids.
- Plan. Prepare a sentence outline. Assign minutes for each phase of your presentation.

Introduction _____

Research/product/self-growth _____

Demonstration/performance/audiovisual _____

Conclusion _____

Question and answer _____

- Decide how to integrate your product and the visual representation of your product into your speech. Will it be part of the introduction, happen after the conclusion or be a part of the entire presentation?
- Rehearse repeatedly. When rehearsing, practice the entire presentation. Place the outline sentences on separate cards. Students may wish to include transitional sentences to help move to the next topic. Use the cards as the practice, and include the visual aids in the rehearsal. Time yourself to make sure the presentation is exactly 8-10 minutes long, leaving time for questions and answers at the end.
- Make sure that all technology is working.
- Show up on time.

What should I say?

Introduction

- The target in a solid opening is to catch the audience's interest and curiosity by skillfully introducing the speech topic. A good beginning is essential.
- Begin with a pause. When first approaching the audience, take a moment to adjust notes and make sure that you are comfortable. Establish control of the situation.
- Present the first sentence from memory. By memorizing the opening, rapport is established with the audience through eye contact.
- There are several ways to begin the presentation such as: with a surprising fact, humor, video clip, story, rhetorical question, dramatic reading, quotation, overhead, projecting into the future, looking into the past.
- Explain the motivation for choosing the topic.
- Use transitional words such as: therefore, such as, however, because of, similarly, firstly, secondly, after all, despite, on the other hand, yet, regarding.

Body

The body of the speech is the center of the presentation. Information from the research, personal growth and the product and the project are all intermixed as a whole. As the speech is planned, ask yourself what things do you want the audience to know. Here are a few suggestions:

- Project description including details about the product
- Reference to interactions with mentor
- Reference to research, interview, etc.
- Demonstration of performance (visual aids)
- How did the research and the product connect?
- Reflection on personal growth

Conclusion

The conclusion has many attributes as the introduction. Leave everyone thinking about what you said. Select how you plan to end it all: surprising fact, humor, video clip, story, rhetorical question, dramatic reading, quotation, overhead, projecting into the future, looking into the past.

How should I say it?

Body Language

- Eye contact – Practice often enough so that you will only glance occasionally at the cards. Your peers and the judges are supporting your work. Looking at them provides reinforcement and encouragement.
- Posture – Stand proud. This is your time to shine. This is a great accomplishment and you have a right to be proud. Do not chew gum or have food in your mouth. Keep the hands quiet or move to make a point. Gestures should be natural and spontaneous, not choreographed and mechanical. Avoid wiggling, shaking and fidgeting.

Voice

Quality – vary pitch and tone.

Rate – many novice speakers talk too rapidly; slow down and listen to what is being said.

Volume – speak moderately, but loudly enough to be heard.

Articulation – use appropriate language that is clear; enunciate, breathe, eliminate verbal static such as ah, er, um, you know.

Enthusiasm – enthusiasm will produce interest.

Humor – use when appropriate.

At the End of the Presentation

- Thank everyone for his/her attention.
- Ask for questions.
- Anticipate questions and answer questions like a pro.
- Give the person who ask the question direct eye contact.
- Do not answer with short, “I dunno,” or “yeah,” responses. Instead, restate the question into the context of the answer.
- Extend and expand on the information already shared in the speech.
- Look around and smile occasionally.
- If the answer is not known, do not try to fake it. Instead you could say, “That’s a good question. I did not cover that in my research, but would like to find out about it. Thank You.”
- At the end of the question and answer period, look at the judges and thank them for their time and interest.

Tips for Audiovisuals

- Visual aids
- Audio/visual aids make the presenter appear more professional and better prepared.
- The audiovisual component will enhance the presentation, but should not overshadow it.
- Make sure that everyone in the audience can see the visual aids.
- Give the audience a minute to study a visual before explaining it.
- Practice using the visuals before the actual presentation. Rehearse the presentation, perfecting the handling of the visuals. Be sure to talk to the audience and not to the visual. Also, practice making the transitions from speaking to using charts, graphs, videos, CD's, overheads or slides smooth and polished.
- Make sure all visuals are neat, clear, professional and grammatically correct.
- Make sure all equipment needed is available.

Reflection Essay/Project Analysis for Portfolio

Reflect on the Capstone experience by writing a reflective essay on all of the topics from the listed below. The essay should be at least one to three pages long, double spaced, one inch margins and 12 point plain text font. All students may use related clip art and be as creative as they like.

1. How and why did you choose your topic, your idea for a physical product, and your mentor?
2. What were the total hours spent working on your physical project? Discuss your experiences as you worked on it.
3. What were some of your experiences when conducting research and writing the paper?
4. What were some of the biggest problems that you encountered as you worked on the project from beginning to end?
5. What did you do to manage your time? How did you balance work, school, sports, or volunteer time?
6. What did you learn about working with other people, especially your mentor?
7. Were your original goals for your project carried out by the time you finished? How were they different?
8. What was the "stretch" for you? How did you challenge yourself through the project you picked? Was there a risk? How did you face any fears and overcome obstacles?
9. What would you like the judges to know about your project that might help them understand more about what you have accomplished?
10. What grade would you give yourself for what you have accomplished through your Capstone Project? Explain this grade.

Appendix – Forms and Samples

In this section of the Student Guide you will find samples and forms that you will need at various points in the Senior Capstone Project.

Below is a list of forms and samples that are included in this Appendix:

- Topic Approval Form
- Topic/Project/Product Change Form
- Capstone Letter of Intent Sample
- Capstone Product Work Log
- Capstone Project Consent Form
- Capstone Mentor Information
- Product Evaluation Form (mentor)
- Product Approval Form
- Product Evaluation Form (instructor)
- Reflection Essay Evaluation Form
- Capstone Research Paper Rubric
- Capstone Presentation Rubric
- Portfolio Evaluation Form

Topic Approval Form

Student's Name _____

English Teacher _____ Hour _____

For the **topic** I have chosen:

My **4 research questions** are:

After reviewing your topic, the following action has been taken:

<p>Your topic has been</p> <p>_____ Approved</p> <p>Good luck! You may proceed on to the next Phase of the Capstone Project. Remember, if you decide to change your topic you will have to submit a Topic Change Form.</p>	<p>Your topic has been</p> <p>_____ Disapproved</p> <p>Recommendations:</p>
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English Teacher's Signature _____

Date _____

Topic/Project/Product Change Form

Student Name _____

English Teacher _____

I request permission to change my Capstone Project topic for the following reasons:

I would like to change my topic to: *(brief description)* You must also include a revised Letter of intent with this form. If you are changing your product only, you must rewrite the portion of the Project Approval Form explaining your new product.

- In addition, I understand that I must submit this form to my English teacher and get his/her signature and a copy of this form. I must also have my parent/guardian complete the permission form below.
- My English teacher will approve or not approve my topic change
- I agree to abide by the decision

Student's Signature: _____

English teacher's Signature: _____

Date of submission: _____

As the parent/guardian of _____ a graduating senior, I am aware that my child is requesting a topic change for his/her Senior Capstone Project. I understand my child must complete all parts of the Capstone Project. The product associated with the project is _____. I also realize that the Kansas City Missouri School District will not be held financially responsible for any costs, damages, injury or accident which may occur while completing the Senior Capstone Project.

Parent/Guardian Signature _____ Date _____

No more than one approved revised topic change will be accepted per student.

Capstone Letter of Intent Sample

(Format your paper with 1 inch margins)

Date September __, 2011

(Leave 2 spaces between date and inside address)

Inside Address Ms. Monica Nance *(Your English teacher's title, first and last name)*
City High School
1211 McGee
Kansas City, MO 64106

(Leave 2 spaces between inside address and salutation)

Salutation Dear Ms. Nance

(Leave 2 spaces between salutation and body of letter)

Paragraph 1 ***Describe what project topic you selected, why you selected it, and what you hope to learn or accomplish.***

When I was in fourth grade, I moved to Kansas City with my family from my home in Haiti. It was a frightening experience when I came to City Elementary School and was not able to understand my teachers and not able to read any of the books in my classroom. I was immediately enrolled in English Language Learner classes so I could learn to speak English. The dedication and encouragement of my ELL teachers led to my successful acquisition of English as a second language. I chose to do my Capstone Project on English Language Learners so that I can give back to other students who are experiencing the same situation that I experienced.

(Leave 2 spaces between each paragraph)

Paragraph 2 ***Describe what you will research, what your service learning project will be and what your product will be.***

While exploring the topic of English Language Learners, I began to see how a person's culture can impact his/her acquisition of a new language. My research paper will focus on the role of culture in the acquisition of a second language. For my product, I will write a bilingual (French and English) children's book that reflects a Hispanic cultural event. I will illustrate and bind the book so it can be placed in the City Elementary School library. I will get the opportunity to volunteer at the Boys and Girls Club where I will have the opportunity to work with students tutoring them in reading who are in elementary school and come to the center for after school activities.

Paragraph 3 ***Describe how this project is a stretch for you.***

This project will stretch my learning in two ways. Because I have never written a formal research paper, I will develop new skills that will help me when I enroll in college next fall. The creation of the bilingual book will challenge me in several areas including developing a story with illustrations

that are appealing to young children and binding the book so that it can be donated to a local school library. I look forward to gaining many new skills and growing as a person as I embark on this Capstone journey.

Paragraph 4

Describe plagiarism. State your awareness of plagiarism and falsification. Conclude with a clear statement affirming you will not plagiarize or falsify any of your Capstone Project work.

I understand that plagiarism is stealing someone else's work or ideas without giving them proper credit by using appropriate citations. I further Understand that plagiarism and any other falsification of forms or documents will result in serious consequences as outlined by the Kansas City School District Student Code of Conduct. I pledge to do my own best Work in completing my Capstone Project and affirm that I will not plagiarize nor falsify any documents during the Capstone process.

(Leave 2 spaces between body of letter and closing)

Sincerely,

(Leave 4 lines for your signature. Sign in blue or black ink with your first and last name.)

Junie Denise Pierre

Senior Capstone Project Consent Form

I, _____, am aware that I must pass all four parts of the Senior Capstone Project to receive a passing grade in any English IV class. I know that each phase builds upon the previous one and while I will work simultaneously on all phases of the project, all phases must be completed in order and according to set deadlines. I will not be permitted to proceed to another phase of the project without successfully completing the previous one. This means that if the assigned work is not done within the time frame given, my Capstone Project completion and graduation is jeopardized. It is my responsibility to complete the work, seek help as needed, and utilize the resources available.

I understand the four major phases to the Senior Capstone Project consist of:

1. A research paper (minimum 8-10 pages of text)
2. A physical product, community service project, that must be completed after school and requires a minimum of twenty documented hours of work
3. An eight to ten (8-10) minute oral presentation of the project and the paper to a panel of adults
4. A professional portfolio documenting the entire Senior Capstone experience/process.

I understand that this is a requirement and is in addition to all other English IV assignments.

Capstone Component	Student Specifics
Research Paper Topic	
Product to be produced OR Community Service to be performed OR Performance Type	
Presentation Format: Powerpoint required and any other visuals (video or tri-fold) to supplement the oral presentation	

English IV Student's Name (print)

English IV Student's Signature

Parent(s)/Guardian(s): I have read my child's Capstone Project Proposal as outlined in the Project Approval Form. I realize that the twenty hours necessary to complete the physical product, community service, or performance preparation will be fulfilled outside of school hours and will be supervised under the direction of one or more adults from the school or community. I hereby indemnify and hold harmless Kansas City Missouri School District and its employees for any accident, injury, or expenses that may result from participation in the Capstone Project Process.

Parent/Guardian Name (print)

Parent/Guardian Signature

Date

Capstone Mentor Information

Title _____ Name _____

Occupation: _____

Length of Time in Field: _____

Place of Employment: _____

Business Address: _____

Phone: _____ (work) _____ (cell) _____

E-mail: _____

I hearby agree to be a mentor for _____
(Student's Name)

I understand that my responsibilities include meeting periodically with the student and completing an evaluation of the student. I realize that my position as a mentor is primarily one of advising and giving technical assistance when appropriate and not to "do" the project for the student.

Please Note: The Kansas City Missouri School District is in no way responsible for any expenses the student might incur in connection with the completion of this Capstone Project.

Mentor's Signature: _____

Date: _____

**Senior Capstone Project
Product Evaluation Form**
(To be completed by the mentor)

Student Name: _____ Total Work Hours: _____

Research Topic: _____ Physical product: _____

Name of Mentor : _____ Phone Number: _____

- 4 Outstanding demonstration of the descriptors
- 3 Substantial demonstration of the descriptors
- 2 Some evidence of the descriptors, but flaws exist
- 1 Little or no evidence of the descriptors

Descriptors	4	3	2	1
Product Achieves Purpose: The purpose of the product is clear, high level of quality and provides an excellent model for others.				
Use Of Resources: Product reflects a creative use of available resources and effective use of available technology.				
<i>(For performance-oriented product only)</i> Performance Is Appropriate For Intended Audience: The performance is highly appropriate in content, audience's interests, level of maturity, background, and knowledge.				
<i>(For physical oriented product only)</i> Products Reflect Craftsmanship: Product reflects a high degree of plan designing, creativity (or precision), and a clear sense of the proper sequence of construction steps.				
TOTAL:				

English Teacher: _____

Note: In order for your English teacher to grade your physical product, you must turn in this form with your completed Product Work Log.

Product Approval Form

Student's Name: _____ Date: _____

Research Topic: _____

Description of Physical Product: _____

Form of Product (check all that apply):

_____ Website/CD _____ Video/audio tape _____ Original work

_____ Art work/photography _____ Model _____ Documentation of Service

_____ Other (please explain)

Product Summary/Plan:

1. Describe the connection between the product and the paper.
2. List the materials necessary to complete the product.
3. Estimate and explain the number of hours necessary to create the product.
4. Explain the process for documentation of work (pictures, video, journal).
5. Identify any issues/concerns you may encounter in completing the physical product, and then explain how you will address them.

Student Signature: _____ Date: _____

Capstone Product Mentor Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

PLEASE NOTE: The Kansas City Missouri School District is in no way responsible for any expenses the student might incur in connection with the completion or implementation of this Capstone Project.

**Senior Capstone Project
Product Evaluation Form**
(To be completed by the instructor)

Student _____ Research Topic _____

Instructor _____ Date _____

- 4 Outstanding demonstration of the descriptors
- 3 Substantial demonstration of the descriptors
- 2 Some evidence of the descriptors, but flaws exist
- 1 Little or no evidence of the descriptors

Descriptors	4	3	2	1
<p style="text-align: center;">Preliminary Requirements</p> <p>The following forms are available for review and the product is completed as stated.</p> <p>Capstone Project Consent Form</p> <p>Capstone Project Mentor Information Form</p> <p>Capstone Product Approval Form</p> <p>The product is directly related to the research topic. The purpose of the product is clear.</p>				
<p style="text-align: center;">Documentation</p> <p>Documented work log: at least 20 hours</p> <p>Proof of involvement: pictures, video</p> <p>Mentor Scoring Guide</p> <p>Scoring Guide completed by mentor</p>				
<p style="text-align: center;">Quality</p> <p>The product shows a high level of quality. The product demonstrates application of knowledge and skills acquired over 12 years of schooling. The product reflects a high degree of planning, designing and creativity.</p>				
TOTAL:				

Comments:

Senior Capstone Research Paper Rubric

Name _____ Date _____

English Teacher _____ Hour _____ Points _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Pts
Format	Evidence of all six: Times New Roman 12 pt font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	Evidence of four/five of six: Times New Roman, 12 pt. font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	Evidence of three of six: Times New Roman, 12 pt. font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	Evidence of two or less: Times New Roman, 12 pt. font 1" margins all around Double-spaced Written in third person Title Page Works Cited Page	
Thesis Statement	Clearly and concisely states the paper's purpose in a single sentence, which is engaging and/or thought provoking.	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	No apparent thesis statement.	
Introduction	Introduction is engaging, states the main topic and previews the structure of the paper.	Introduction states the main topic and previews the structure of the paper.	Introduction states the main topic, but does not adequately preview the structure of the paper.	There is no clear introduction.	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea.	Each paragraph has sufficient supporting detail sentences that develop the main idea.	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	
Organizational Structure/Idea Development	Writer demonstrates logical sequencing of ideas through well-developed paragraphs; transitional phrases are used to enhance organization.	Writer demonstrates logical sequencing of ideas through sufficiently-developed paragraphs; transitional words are used to enhance organization.	Logical organization of ideas not fully developed; transitions not present.	No evidence of structure or organization.	
Conclusion	The conclusion is engaging and restates the thesis.	The conclusion restates the thesis	The conclusion does not adequately restate the thesis.	The conclusion is not apparent.	
Mechanics	No errors in punctuation, capitalization and spelling.	Few errors in punctuation, capitalization, and spelling.	Many errors in punctuation, capitalization and spelling.	Numerous errors distract the reader or interfere with meaning.	
Usage	No errors in sentence structure and word usage.	Few errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous errors in sentence structure and word usage distract the reader.	
Citation	All cited works, both text and visual, are	Most cited works, both text and visual,	Few cited works, both text and visual, are	No cited works are evident.	

	documented in the correct format.	are documented in the correct format.	documented in the correct format.		
Works Cited Bibliography	Completed in the correct MLA format with no errors. Includes more than 8 major references.	Completed in the correct MLA format with few errors. Includes 8 major references.	Completed in the correct format with some errors. Includes 6 major references.	Completed in the correct format with many errors. Includes 5 or fewer major references.	
Total Points					

Please file one copy of this rubric in the student's portfolio with their completed research paper.

Senior Capstone Presentation Rubric

Name _____ Date _____
 English Teacher _____ Hour _____ Points _____

Category	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Does Not Meet Standard 1	Points
Language Use and Delivery The student communicates ideas effectively	Effectively uses eye contact Speaks clearly and confidently using suitable volume and pace Selects rich and varied words for context and uses correct grammar Dresses appropriately and is neatly groomed	Adequately uses eye contact Speaks clearly using suitable volume and pace Selects words appropriate for context and uses correct grammar Dresses appropriately and is neatly groomed	Uses some eye contact, but not sustained Speaks clearly in some portions, but not sustained, using suitable pace Selects words inappropriate for context and uses some correct grammar Dresses appropriately, but is not neatly groomed	Uses no eye contact Fails to speak clearly and audibly and uses unsuitable pace Selects words inappropriate for context and uses little correct grammar Dresses inappropriately and is not neatly groomed	
Organization and Preparedness The student exhibits logical organization	Introduces the topic clearly and creatively Maintains exceptional focus on the topic Includes smooth transitions to connect key points Ends with a logical, effective and relevant conclusion	Introduces the topic clearly Maintains adequate focus on the topic Includes transitions to connect key points Ends with a logical and relevant conclusion	Introduces the topic Maintains some focus on the topic Includes some transitions to connect key points Ends with a conclusion	Does not have an introduction to the topic Maintains no focus Uses no transitions to connect key points Ends with a conclusion	
Content The student explains the process and findings of the project and the resulting learning	Clearly defines the topic or thesis and its significance Supports the thesis with key points that are exceptionally developed Provides evidence of exceptional research from multiple and varied sources	Clearly defines the topic or thesis Supports the thesis with key points that are adequately developed Provides evidence of adequate research from multiple sources	Defines the topic or thesis Supports the thesis with key points that are somewhat developed Provides evidence of some research from a few sources	Does not define the topic or thesis Does not support the thesis with key points No evidence of research	
Question and Answers	Demonstrates extensive knowledge of the topic by responding to all questions confidently	Demonstrates adequate knowledge of the topic by responding to all questions	Demonstrates some knowledge of the topic by responding to some questions	Demonstrates no knowledge of the topic by not being able to respond to questions	
Total Points					

Please file one copy of this rubric in the student's portfolio with their presentation.

Reflection Essay/Project Analysis Evaluation Form

Student Name _____ Research Topic _____

Instructor _____ Hour _____ Date _____

- 4 Outstanding demonstration of the descriptors
- 3 Substantial demonstration of the descriptors
- 2 Some evidence of the descriptors, but flaws exist
- 1 Little or no evidence of the descriptors

Descriptors	4	3	2	1
Reflective essay reveals insight and introspection. Includes all of the topics from the list provided in Student Guide.				
Length and format of essay include 1-3 pages in length, double spaced, one inch margin and 12 point plain text font.				
Reflective essay uses consistently strong and varied sentence structure and effective use of transitions.				
Reflective essay shows planning with a clear beginning, middle and end. Logical or chronological order is reflected in the writing.				
Reflective essay is written in standard English, less formal and more personal writing is demonstrated.				
Errors in punctuation, spelling and grammar are minimal.				
TOTAL:				

Comments:

Portfolio Evaluation Form

Student _____ Instructor _____

	Possible Points	Points Earned
<p>All Portfolio Requirements are fulfilled</p> <ul style="list-style-type: none"> • Table of Contents • Signed Parental Permission Form • Topic Approval Form • Topic Change Form (<i>if applicable</i>) • Capstone Letter of Intent • First draft of research paper (typed with citations) • Final Research Paper with rubric • Copies of printouts and articles • Project Consent Form • Product Work Log • Sample of product (<i>if applicable</i>) • Capstone Mentor Information • Product Approval Form • Product Evaluation Form • Documentation of progress – pictures, artifacts, etc... • Reflection Essay with evaluation form • Final presentation with rubric • You may include visuals such as pictures, diagrams, charts, graphs, photographs, flow charts 	50 points	
<p>Organization and Professional Appearance</p> <ul style="list-style-type: none"> • The portfolio is in the requested order and exhibits evidence that content and documentation is complete and extremely thorough. • The portfolio is in the requested binding. • Contents are chronologically ordered where necessary. • Portfolio is neat and professional. • Creativity and originality are used to enhance the portfolio. • The portfolio shows mastery of the learning process involved in the senior project. • The portfolio conveys the growth of the senior's knowledge, interest and skills. 	50 points	
TOTAL:	100 points	

