Senior Capstone Career Project

Woodstock 2016 – 2017
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Overview of components

Career Project

The Senior Capstone Career Project is the concluding phase of the Cherokee County School District’s Career Pathway model initiated to better prepare you, the student, to meet the needs of employers, technical schools, colleges, or universities in your post-secondary endeavors. This initiative provides you with a capstone *Project* to showcase the skills you have acquired over the past eleven years of school. It combines both academic as well as career requirements intended to challenge your ability, stretch your limitations, and celebrate your individuality. In addition to completing the requirements for your senior English curriculum, you will also complete each of the following:

Four components of the Project:

- Research Paper – APA format, due November 14, 2016 (or as directed by teacher)
- Product – guided by a project facilitator, due March 15, 2017
- e-portfolio – due March 24, 2017
- Senior Boards – after school April 18 & 19, 2017

*Individual times to be determined.*

There are also three different forms which are mandatory for participation, signatures and hard copies are required.

Product Proposal, due by August 26, 2016 (Appendix E)

Master Agreement Form, due by September 27, 2016 (Appendix F)

Student Ethical Commitment Form, due by September 27, 2016 (Appendix D)

Product Verification Form, due by March 15, 2017 (Appendix H)

The goals of the Senior Capstone Career Project are as follows.

- To provide students with the opportunity to apply the knowledge and skills acquired in their courses towards research relating to a career interest area
- To allow students to extend their academic experience into areas of personal career interests, including working with new ideas, organizations, and individuals
- To encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills
- To provide students with the opportunity to refine research skills and demonstrate their proficiency in written and oral communication skills.
Research Paper

After you have decided upon a Product, you will need to know more about it. This is where the Research Paper comes in. This is a research paper, NOT a report. Rather than simply restating research, now you are using the research to argue for and support a point of view or idea. In previous years, you have researched a topic and written a paper. This paper will build on those skills as well as enhance your knowledge within your chosen field, which will come in handy when it comes time to give your speech. This paper will be written in APA format style and is the culminating SCCP grade for semester one. Final expectations for this paper will be provided by your English teacher. For example: If you plan to design an advertising campaign, you might want to write a paper titled – Trends in Advertising: Ineffective vs. Effective Advertising Campaigns.

The Product

The most successful Projects are the ones that tap into an area of personal interest for the student or one the student is passionate about pursuing. By tapping into this individual resource, the student innately receives the motivation necessary to meet the challenges. With this in mind, choose a Product that taps into your passion, extends your learning, stretches your potential, and challenges your abilities. Whatever you choose is up to you. The goal is to find something that you have never done before but always wanted to do or something that you have done before but want to take to a new level. Just remember the requirements. Your selection must provide you with a rigorous, measurable “learning stretch” – one that will take you at least 15 hours, outside of class, to complete as well as one that you can “link to a career” of interest to you. It must represent a significant body of work. For example: A possible Product for someone who might be interested in a career in Advertising would be to design an effective sustained advertising campaign for a local business – more than just a single poster or video.

The e-portfolio

The purpose of the e-portfolio is to document your entire Senior Capstone Career Project process, from inception to completion. The individual items are graded by your teacher, but the e-portfolio will be your first impression to the judges. Some portions of the e-portfolio might also be used during your speech. With this in mind, you will want to create a portfolio that celebrates your individuality and creativity as well as one that conveys the time and effort you put forth in completing your project. This is essentially a journal noting the creation of your product. If you do it well, it will prepare you for your presentation to the judges. There will be numerous technical resources and software applications made available to you throughout the year as you create this portfolio.
The Presentation

The culminating component of Senior Capstone Career Project is the presentation known as Senior Boards. Your formal presentation will be given before a panel of judges, a minimum of one teacher and two community members. You will tell them about your project, the thesis you supported in your research paper, how your product relates to your paper, and the process you followed in the completion of your product. You will end your presentation by explaining to the judges what you have learned about yourself and how you have grown as an individual, as well as how the experience of Senior Capstone Career Project has prepared you to accomplish your future goals. This is the time to celebrate the passion that should be going into your Senior Capstone Career Project as you proudly present your accomplishments.

Guidelines to choosing a product

Because Senior Capstone Career Project will be one of the most important assignments of your high school career, not to mention the fact that it will take up much of your time in the coming months, you need to consider your choice for the product very carefully. As stated earlier, the most successful products are the ones that result from your passion about your topic. It is this passion that gives you the motivation necessary to meet the challenges, overcome the obstacles, and bring your product to fruition.

PRE-PLANNING

Senior Capstone Career Project is so much more enjoyable if you choose something you REALLY want to do. Think about all of the things about which you are passionate. Think about things that interest you — things you would like to fix, do, learn, understand, see, improve, create, experience, or own. Brainstorm your ideas as they occur to you; don’t edit yourself at this point. If you’re into sailing and want to sail solo to the Bahamas, write it down. You can always eliminate ideas later if they turn out to be impractical or too expensive. Narrow your ideas down to three or four which are “do-able” and prioritize them. In deciding whether or not a particular product idea will work, take into consideration whether or not research information will be available and whether the product is one which you can financially afford to undertake. Also, consider if it will maintain your interest for eight months, take you at least fifteen hours to complete, stretch your abilities, challenge your limitations, and provide you with a rigorous, significant learning stretch.
CONSIDERATIONS

Cost: Your grade is NOT based on how much you spend on your Product. Money is not a requirement. If you are struggling to get around this idea, please talk to your teacher. They should be equipped with ideas to help you get around spending money.

Time: Your Product must be completed by the due date.

Product: Tangible evidence of the skills you acquired in satisfying your learning stretch must be presented in class when the Product is due for Stand and Deliver, as well as for Senior Boards. Think carefully and creatively about how you will present your Product: a demonstration, performance, or portfolio displaying your skills; or physical evidence and explanation of skills required to complete Product.

Transportation: Accessibility to and from lessons or meetings with your Project Facilitator/Mentor must be taken into consideration.

Equipment: If the Product requires special equipment (sewing machine, saw, computer), consider whether or not it is available and working.

Special Permission: Remember that visiting or observing at many sites requires special permission. Call ahead to make arrangements.

TYPES OF PRODUCTS

Physical Product – Shape a surfboard, learn to oil paint, make stained glass windows, design a webpage, restore a boat, install a sound system in a car, design a house/building, write and direct a film, build a piece of furniture

Written Product – Write a family history; write a book of poetry/short stories, etc.; write a screenplay; write and illustrate a children’s book, etc.

Performance Product – Choreograph and perform a dance, organize an improvisational theatrical group, direct a short drama piece, learn to play an instrument

Leadership Experience Product – Organize an advocacy group, teach others in an area in which you have skills and expertise

Physical Experience Product – Go on a wilderness survival trip, learn to fly an airplane, learn to scuba dive, run a marathon/10k/5k, train for a special event

Experiential Project – Apprentice with an elementary teacher and teach a lesson to the class
**Community Service Project** – Raise money for a local non-profit organization, organize a community service event. Remember, you must be able to relate your efforts directly to a career that you are considering.

**Work-Based Project** – Students who would like to pursue a career-related project at their Work-Based Learning site may do so. If they do, the project they propose must go above and beyond the requirements of their job description. Students should discuss possible projects with their work-based learning supervisor, who may serve as their Project Facilitator. Projects must meet the requirements for the learning stretch and for the additional 15-hour minimum of effort beyond their assigned duties for their Work-Based Learning position.

Shadowing (watching someone else) is not a product; you must be ACTIVELY involved in the creation of a finished body of work in order to enter the hours into your Product Work Log.

**REQUIREMENTS FOR THE PRODUCT**

*It must* . . .

- Reflect tangible evidence of a **rigorous** learning stretch.
- Be a Product you have not done before, have had absolutely no experience with, or one that builds on the skills and knowledge you already possess – yet goes beyond that knowledge to create a higher level of learning.
- Be student-generated.
- Be related to your Research Paper.
- **Be linked to a Career which you are considering to pursue in your postsecondary endeavors.**
- Take a minimum of **15** hours to complete.
- Be documented by keeping a Product Work Log as well as a Pictorial Log to record steps taken, time spent, expenses incurred, and photographic evidence (at least 9) of your progress. Both logs will be turned-in at specified intervals for periodic checks.
Ineligible Products

No purchased or ready-made models or kits will be accepted; moreover, Products presented in Stand & Deliver that are not evident as being your creation through a pictorial log and that are not present in the final picture with your Project Facilitator/Mentor, will not be accepted.

- NOTE: A final picture with facilitator and product is required!

Sample Ideas: Research area with Product

Are Anesthesia’s Effects on the Human Body worth it? with A Replica of Body Organs to Help Show the Effects of Anesthesia

Benefit Concerts as the Most Successful Type of Fundraising with Planning and Hosting a Benefit Concert to Raise Money for Multiple Sclerosis.

Sample ideas: product only

Firefighting - Make a Scrapbook/Journal Recording “My Hands-on Experience” at the Fire Station with a “workout guide” to preparing for firefighter academy.

Scuba Diving - Get Certification in Scuba Diving and Go Scuba Diving

Teaching - Create and Teach a 2nd Grade Lesson then create lesson plan portfolio to show Judges

Sports Medicine – Written and illustrated Prevention Plan for Sports Injury

Forensic Science - Build a Miniature (3D) Crime Scene

Fashion Design - Design and Create 5 Original Pieces for a Clothing Line

Clergyman or Religious leader - Plan, Conduct, and Video a Religious Retreat

Artist - Create a large-scale mural

Architecture - Sustainable Architecture 3-D Model, Printed Model, House Plans, Interior/Exterior Renderings OR Develop a Computer and Physical Model of a Roller Coaster

Hydrogen Technology - Design and Build a Hydrogen Booster Cell

Writer/poet - Create a Book for Personal Short Stories/Poems- Perform a Reading for Presentations

Auto Performance Technology - Engine Performance Upgrade
Montessori Preschool Curriculum
Create Weekly Montessori Lesson Plan for 3-4 year olds

Medical - Film a Documentary of Patient Undergoing Treatment for Hodgkin’s Lymphoma

Dance - Dancing Video Performance

Photographer - Photography

Sailing - Make a model of a sailboat; take sailing lessons; go on a sailing trip; participate in a regatta (from scratch, no kits)

*Senior Projects incorporating a fundraiser or the collection of money as part of the Product require additional approval. See your English teacher for additional information if you wish to pursue a fundraiser (whether a tournament, walk-a-thon, bike ride, raffle, or sell items to collect money to donate to an organization).

* All products must be an original creation and not any portion of a kit.

Rules for a few product options:

Coaching:

Product must be one of the two following options:

- a camp/clinic planned and conducted by the student specific to a particular age range (8th grade or below); camp must be 3-5 days in duration and/or last a total of 12-15 hours
- Coaching of a youth team (8th grade or below) through an established organization such as the YMCA, Rec Center, CYFA, CYLA, YBOA, CSA, or other approved organization
- Proof of Product must be an electronic portfolio compiled by student to show organization and procedures including all of the following that apply:
  - Entry/registration forms including Liability waiver
  - Permissions granted for use of facilities
  - Spreadsheet showing all costs and donations or other source of funds
  - Details of monies collected and distribution of funds (if applicable)
  - Complete list of sponsors
  - Complete list of attendees
  - Complete list of all drills taught during camp/clinic with detailed instructions
  - Agenda of activities for all times during camp/clinic including warm up and/or introductions
  - Examples of all publicity materials used with an explanation of publicity method
  - Video of camp/clinic/sustained coaching of a team—this is in addition to pictures included in the work blog

Personal Training/Physical Therapy/Chiropractor:

The student will create an electronic product containing a comprehensive Personal Training plan for two clients with different needs. The plans must include a minimum of six weeks of daily nutrition and exercise components for each client. Exercise plans must be accompanied by original pictures demonstrating each exercise. Each plan must be accompanied by research-based justification papers for inclusion of dietary and exercise components. All sources must be documented.
Bakery and Cake Decorating:

Product will be a challenging and unique bakery creation. It must be something which cannot possibly be purchased in a store, and all steps of the cake creation must be visually documented.

- No pre-made decorations may be used—everything must be created by the student.
- Student should understand this type of product will require a minimum of three complete products (one for product due date, one for boards, and one for Stand and Deliver).
- Pictures in work log must show each step in learning/perfecting techniques and production of product.

Cooking/Chef:

Product will be a 5-7 course meal of gourmet quality demonstrating a STRETCH of culinary skills.

- Product will be accompanied by a written piece describing the meal and reasoning behind selection of individual courses. Written description will include a complete recipe for each course, and details of culinary skills required for each course.
- In keeping with the true aspects of a culinary career, presentation is a critical element in the product. The manner in which each course is presented will be a significant portion of the grade.
- Students may use non-original recipes; however, each course must be made from scratch (no mixes or non-student prepared ingredients).
- All steps in preparation of product must be shown in product Work Log pictures.
- Student should understand this type of product will require a minimum of two complete products (one for product due date, one for boards, with a “sample” product for demonstration purposes during Stand and Deliver).

PRODUCT VERIFICATION FORM (Appendix H) due once product is complete

IMPORTANT: Before the Portfolio and Product will be graded and before you can present at Senior Boards, the Product Verification Form must be completed by your Project Facilitator/Mentor(s) and submitted to your English teacher.

Guidelines for Approval & documenting progress

SENIOR CAPSTONE CAREER PROJECT APPROVAL

Once you have decided on the Product for your Senior Capstone Career Project, you are to submit the following forms to your teacher for approval:
Proposal: Senior Capstone Career Project Approval Form (Appendix E)

Master agreement form (Appendix F)

Student ethical commitment form (Appendix D)

Important: Before you can begin work on your Product, these forms must be turned in for approval of your Product. Once your approval form is signed, however, feel free to congratulate yourself; you’ve just taken the first step toward completing your Senior Capstone Career Project requirement.

PRODUCT WORK LOG and PICTORIAL LOG (SWAY)

Since much of the work on your Senior Capstone Career Project will be done outside of class, you will need to keep accurate records of the time you devoted to completing your Product, the expenses you incurred, where you went, whom you talked to, what you learned, what obstacles you overcame, and how you overcame those obstacles. You will incorporate these details in your speech before the Judges during your Presentation. In addition to keeping a written log of your Product from the inception to the completion, you will need to keep a Pictorial Log. This will be done through Sway. Video tutorials on the use of this software will be in your OneNote Class notebook. Both your Product Work Log and your Pictorial Log will become an essential component of your Portfolio. The pictures will become a part of your Presentation before the Judges. Begin documenting your effort and hours for Product Work Log and your Pictorial Log the moment you begin work on your Product.

Product Work Log: Make a note each time you work on your Product and/or meet with your Project Facilitator, and use following format below for each entry. We will be creating the digital format for this in semester two.

Title: Day, Date; time

Ex: Monday, September 12, 2016; 4pm – 8pm

Activity: Here you will state the actual activities you participated in. Give exact details, and be sure to write professionally.

Commentary: Here you will explain what you were thinking, what questions arose, what unexpected situations you had to react to.

Hours: Only time for this work blog Ex: 4 hrs.

Total Hours: time total for all work blogs

Pictorial Log: (minimum 9 pictures) Begin taking pictures and creating captions for those pictures as soon as you begin work on your Product. For now, save and submit these pictures in
a power point for each pictorial and work blog due date. The first installment of your pictorial log must include a photo of you and your project facilitator, along with a brief biography of the Project Facilitator/Mentor’s qualifications. State the following:

- Name/Age/Career/Schooling or training they have received
- How long your PF has been working in or would be considered professionally knowledgeable in this field
- What they like most about the industry/skill
- What they like least about the industry/skill
- Why they chose this industry/skill to learn
- What they feel would be the downfalls of a career in this industry

Once you have completed your product and all pictures have been submitted a Sway will be created from the PPT you have created.

Work Blog 1 & Pictorial Log (at least 3 - 1 with project facilitator & bio) Due December 5, 2016

Work Blog Two & Pictorial Log Two (at least 2 pics) - Due January 10, 2017

Work Blog Three & Pictorial Log Three (at least 2 pics) - Due February 16, 2017

Final work blog and Pictorial log created in sway (9 pic minimum) – Due March 15, 2017

**The Role of the project Facilitator**

The role of the Project Facilitator/Mentor(s) will vary depending on each student’s *Product*. The expertise of the Project Facilitator/Mentor makes it possible for students to complete the second component of their *Project* - the *Product*.

**Sustained Instruction:** The Project Facilitator/Mentor’s role may be to give *sustained* instruction in the form of a progression of *lessons* during which the student might learn how to scuba dive or how to communicate through the use of Sign Language. The instructor becomes the Project Facilitator/Mentor. In this case, you, the student will meet with your Project Facilitator/Mentor on a *regular basis* in completing most of the 15 required hours. To satisfy the remaining hours required for the “learning stretch,” you will then decide how to reveal your new skill(s) as a *tangible Product*. You might create a demonstration, digital scrapbook, a professionally-bound cookbook, a video, or a digital portfolio, separate from your Senior Capstone Career Project *Portfolio*.

**Periodic Instruction:** In other instances, the Project Facilitator/Mentor’s role may be to provide you with periodic instruction. If this is the case, you will meet with your Project Facilitator/Mentor for step-by-step instruction. However, you complete each task on your own without the Project Facilitator/Mentor present. Most of the required 15 hours is completed away from the Project Facilitator/Mentor, yet the Project Facilitator/Mentor still provides you
with the expertise necessary to create a challenging yet achievable *Product*. Once again, to satisfy the remaining hours required for a rigorous learning stretch, you will then decide how to reveal your new skill(s) as a tangible *Product*. You might create a demonstration, a digital scrapbook, a professionally-bound cookbook, a video, or a digital portfolio (separate from your Senior Capstone Career Project *Portfolio*).

The role of the *PF* is to . . .

- enable the student to create a challenging yet achievable tangible *Product*.
- guide, encourage, and oversee the student’s progress.
- verify the time student spends on his/her fieldwork (minimum of 15 hrs.).

**Students may now use a WHS teacher or someone at their place of employment as their project facilitator, as long as their product goes beyond their normal work day to demonstrate a learning stretch.**

**IS IT POSSIBLE TO HAVE MORE THAN ONE PROJECT FACILITATOR/MENTOR?**

Yes, in fact, you may *need* more than one. For example, if you want to learn how to use a manual camera and acquire the skills for taking pictures with different subjects and backgrounds, you will have one Project Facilitator/Mentor. When you decide to mat and frame your photos, you may need to seek help from another Project Facilitator/Mentor.

**HOW DO I FIND A PROJECT FACILITATOR/MENTOR?**

*It is your responsibility to find a Project Facilitator/Mentor.* However, your English teachers as well as our work-based learning teacher, Ms. Steele, are here to support and help this process. You aren’t alone!

**There are a few rules in finding a PF.**

Your Project Facilitator must be at least 25 yrs. old.

Your Project Facilitator must be an expert in the field you seek guidance.

Your Project Facilitator cannot be a family member.

Your Project Facilitator must be someone with whom you can meet face-to-face.

Go over the Master Agreement Form (Appendix F) with your Project Facilitator so that you are both clear about what is expected, and then follow up often with the Project Facilitator/Mentor so that you do not lose contact with him/her. *It happens – so listen to wisdom.*

Your PF will need to sign the Master Agreement Form at the beginning of this project and the verification form at the end of the project, so keeping up with communications is vitally important.
Once you finish the Product, you will write an email to your PF thanking them (Appendix C). Your teacher will be CC’d on this email conversation for further verification purposes, and this will be for a grade.

The Portfolio and Presentation

Capstone projects are supposed to be highly professional and organized. They are presentations of work which have been completed at a career/professional level. This professional-grade, organized e-portfolio will capture your passion, your challenges, and your journey as you complete your Senior Capstone Career Project. This e-portfolio will allow your judges to preview the work you have done and observe the evidence of your progress through this rigorous learning stretch.

REQUIRED CONTENT in PORTFOLIO:

1. Letter to the Judges
2. Resume and Digital Cover Letter
3. Research Paper
4. Bio of your Project Facilitator
5. Product Work Log
6. Sway Pictorial Log presentation including the final picture of product with PF

PRESENTATION REQUIREMENTS

You are responsible for giving an 8 – 10-minute speech that engages the judges and discusses various points as found on the scoring rubric (Appendix J). Beyond discussing these points, you will want to bring in a tangible item and pictures, videos, or physical products to further demonstrate the work you have completed. It is always a good idea to engage the judges from the very beginning with something they can actually touch and connect to your career and/or product.

This is a professional-grade presentation. No posters or project boards. Anything that can be put on a poster or project board can be made to look more professional with media designs.
**Dress**

Your attire for Senior Boards should *complement* your Presentation rather than become a distraction. Business attired is expected. Use the following guidelines in making your decision about what to wear.

**Girls: None of the following are allowed.** When in doubt, choose something else!
- jeans
- metal-studded clothing
- denim
- shorts
- t-shirts
- skirts that are too short or too tight
- tops that are too short, too low, or too tight - No cleavage or bellies should be in sight.

Girls should either wear an appropriate dress or skirt with a conservative top. Dress pants and a conservative top or jacket (a suit, if you prefer) may be worn in lieu of a dress.

**Guys: None of the following are allowed.**
- jeans
- denim
- shorts
- t-shirts
- flip-flops/sandals without socks

Wear a tucked-in collared shirts, dress pants, or khakis (a sport coat or suit, if you prefer). Wear dress socks (not white) and dress shoes.

**ALL students: Keep your hair out of your face!** Wear your hair in a manner that will allow you to keep eye contact with your Judges and allow them to keep eye contact with you. Any fiddling with your hair during the *Presentation* will distract the Judges and may result in a lower score. If you have a tendency to fidget with your hair, pull it back neatly.
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<td>Digital Cover Letter &amp; Resume</td>
<td>February 28, 2017</td>
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<td>Final work blog &amp; Sway with</td>
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<td>Facilitator Biography</td>
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Letter to the Judges

Dear Judges:

Paragraph 1:
Briefly introduce yourself, describe your goals, and explain your choice for the Senior Capstone Career Project.

(Minimum 5 sentences)

Paragraph 2:
Introduce your paper topic, explain the issue you researched, and briefly detail what you learned by researching this issue.

(Minimum 5 sentences)

Paragraph 3:
Describe your Product and how it relates to your Research Paper. Also, explain the obstacles you overcame and success you achieved in process of completing your Product.

(Minimum 5 sentences)

Paragraph 4:
Explain how your topic and research relate to a career and what you learned about yourself. Address the Career Link and your desire on whether to pursue this career in your postsecondary endeavors.

(Minimum 5 sentences)

Paragraph 5:
In this paragraph, sum up your thoughts about Senior Capstone Career Project and thank the judges for their time.

(Minimum 2/3 sentences)

Sincerely,
Thank you email - Template

MAKE SURE TO USE STANDARD ENGLISH – NO TEXT-SPEAK! USE PROPER SPELLING AND GRAMMAR RULES! THIS IS A BUSINESS CORRESPONDENCE.

Your Project Facilitator/Mentor has spent many hours helping you through your product, so it is important that you express your thanks. Take the time to email a personal thank-you letter.

You will CC your teacher in this email to your Project Facilitator/Mentor, and a copy of the email and Project Facilitator/Mentor’s response should be included in your portfolio.

Follow this format in your email to your PF. One strong paragraph that covers all the given points should be fine.

Dear _____________________,

Be sure to mention why you are thanking your Project Facilitator/Mentor. I want to thank you for the time you spent helping me (build my doghouse). Express your thanks simply and directly. Say something here about what it is you appreciate about your Project Facilitator/Mentor. You were always so patient with me, even when I made mistakes.

This part addresses specific qualities you found in your facilitator/Mentor.

End your letter with a general comment. You have made a difference in my life, or My Senior Capstone Career Project would not have been possible without your help, or I hope that you will continue to mentor young people because you have much to offer.

Close the letter with “Sincerely,” or “With gratitude,”

Use your FULL name (first and last)
SCCP Ethical Commitment

As a student completing my Senior Capstone Career Project, I pledge to adhere to the following as a demonstration of my honor and integrity.

1. I understand that I am responsible for meeting all deadlines and completing all requirements as stated in the assignment due dates in the handbook.

2. I alone will complete the research necessary to write the research paper component of my project.

3. I will document my paper according to the APA format as shown in the APA stylebook.

4. I will maintain the highest standards of honesty and integrity while writing my research paper.

5. I promise not to plagiarize my paper in whole or in any part, which includes submitting the work of another, either published or unpublished.

6. I will include in my portfolio only work that I have created and completed myself.

7. I will collect accurate verifications of the fieldwork I do. I will not forge any verification documents.

8. I alone will do the work necessary for the completion of the product.

9. Throughout the work on my Senior Capstone Career Project, I will maintain the highest standards of moral and ethical conduct.

10. I understand that if I am suspected of committing plagiarism or misrepresenting any portion of my project, I will be referred to the Advisory Board for appropriate disciplinary action.

As an honorable student of integrity with full realization of the responsibility and commitment involved, I agree to adhere to the above criteria in completing my Senior Capstone Career Project.

Student Name (print): ________________________________
Appendix E

Senior Capstone Career Project Proposal Form (2016 – 2017)

Student Name ________________________________ Date __________________________

English Teacher________________________________________

Senior Capstone Career Project Career Connection ______________________________

Directions: Describe your Product and respond to the following questions in as much detail as possible. All questions must be completed thoroughly to receive approval for your Product. This form must be typed and submitted to your English teacher no later than Friday, August 26, 2016.

1) Describe what you propose to do for your Product in detail.

2) What is your previous experience in this area?

3) How is this Product a “learning stretch” and challenge for you?
4) What is the total estimated number of hours you expect it to take you to complete your Product?

5) When and where will you work on your Product?

6) What are your estimated costs for completing the Product, and how will you pay for these costs? Be very specific.

7) Who have you chosen as your Project Facilitator? What is your connection to this person?

8) What is this person’s expertise in this field? Include a short biography detailing education and/or training and experience in the chosen field.

9) How does this Senior Capstone Career Project topic relate to your chosen career field?
10) How will you demonstrate your evidence of your Senior Capstone Career Project experience at your Senior Board Presentation?

Appendix F

Master Agreement Form

Project Facilitator Agreement

I understand that, as the Project Facilitator, it is my responsibility to provide either sustained or periodic instruction that will enable the student to complete a challenging yet achievable tangible product as proof of completion of his/her Senior Capstone Career Project. I acknowledge that I have seen this student’s proposal and agree that I will guide, encourage, and oversee the student’s progress as they create this product. I will verify the time student spends on his/her fieldwork (minimum of 15 hrs.) upon completion of the product.

Student Agreement: Project Facilitator’s Role

I understand that it is my responsibility to present my Project Facilitator with my Senior Capstone Career Project Proposal Form, which outlines the projected steps, costs, and timeframe projected for completion of my Product.

I understand that my Project Facilitator’s role is to enable me to create a challenging yet achievable Product. Depending on the nature of my Product, I may meet with him/her on a sustained basis or a periodic basis. If it is a sustained period of time in the form of a series of lessons, I will complete the majority of my fifteen hours in the presence of my PF. If it is on a periodic basis, I will meet with my PF at specified intervals to acquire the knowledge necessary to complete the Product on my own. I understand that my PF must submit the Product Verification Form to my teacher upon completion of my Product confirming it is my work. I understand that I cannot ask a Woodstock High School teacher to be my Project Facilitator. I also understand that my parent/guardian or relative cannot serve as my Project Facilitator and that my PF must be someone over the age of 25 who resides locally.

Parent/Guardian Consent

As the parent/guardian of a 2016-17 senior at Woodstock High School in Cherokee County School District, I am aware that my son/daughter is required to successfully complete the Senior Capstone Career Project as an integral part of their senior year English curriculum. I acknowledge that I have read over and agree with my child’s proposal for SCCP.
I am aware that all written components must be submitted to turnitin.com and that failure to submit results in a grade of 0 for that portion of the project. I know that if my son/daughter plagiarizes any of the three components - prior to Senior Boards - that he/she will have to complete an entirely new Senior Capstone Career Project and submit a Portfolio of the new Project by March 15, 2017. In doing so, he/she will become eligible for completion of the fourth component, the Presentation.

I assume all responsibility for costs and risks inherent in his/her chosen Senior Capstone Career Project. I also understand that spending money is not a requirement for Senior Project. I understand that it is my responsibility as the parent/guardian to review the qualification and/or licensing of the Project Facilitator prior to giving my consent/endorsement as well as to provide all supervision of my child while working with this individual on his/her Product.

I understand that the Cherokee County School District has not undertaken any background checks on the Project Facilitator. It is my responsibility to ensure the suitability of the Project Facilitator that my student and I select.

Parent/Guardian Name (please print): _______________________________________
Address: _______________________________________________________________
Email Address: ___________________________ Phone: ________________
Parent Signature: ___________________________ Date: ________________

Project Facilitator’s Name: _________________________________________________
Address: _______________________________________________________________
Email Address: ___________________________ Phone: ________________
Project Facilitator Signature: ___________________________ Date: ________________

Student Name: ___________________________________________________________
Address: _______________________________________________________________
Email Address: ___________________________ Phone: ________________
Student Signature: ___________________________ Date: ___________________
Scoring Rubric for Portfolio

Letter to the Judge uploaded to portfolio - 15 pts.
Digital Resume and Cover Letter uploaded to portfolio - 15 pts.
Research Paper uploaded to portfolio - 15 pts.
Product Work Blog complete and uploaded to portfolio - 15 pts.
Pictorial Log complete and uploaded to portfolio - 15 pts.

Uploaded work must be complete when graded for points.

Personalized and creative components have been added to e-portfolio 25 pts.

_____________________________ __________

Total: 100 pts
Appendix H

Product Verification Form:

Completion of Student Product

**Student’s Name:** ____________________________________________

**Project Facilitator’s Name:** ____________________________________________

*To the Project Facilitator:* Since most of the time spent on the Product phase of Senior Capstone Career Project has been out of class, verification of the student’s effort in the creation of his/her Product is necessary. This verification will enable the student to complete the final component of the Senior Capstone Career Project, Senior Boards and assist the teacher in evaluation of the Product. Thank you for your time.

1. Can you verify that he/she spent at least fifteen hours creating this Product?

Yes _____  No_____ Comments: ______________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

2. Have you seen this Product at different stages of completion, not just the final phase?

Yes _____  No_____ Comments: ______________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
3. What specific problems did this student encounter and overcome?

________________________________________________________________

________________________________________________________________

________________________________________________________________

4. What successes have you seen this student achieve?

________________________________________________________________

________________________________________________________________

________________________________________________________________

Project Facilitator’s signature

______________________________________________________________________________

Date ________
Senior Capstone Career Project Product Rubric

________Student

______Excellent (95-100)

- Creates a unique product/performance that relates to the research paper
- Reflects excellent skills in synthesizing, evaluating, and analyzing knowledge of topic to create and develop Product
- **Product**
  - Product reflects unique creativity/precision & planning/design
  - Product reflects outstanding quality: polished & visually appealing
  - Product reflects effort and time commitment far beyond minimum project requirements.
- **Performance**
  - Provides a unique performance in content, style, and medium appropriate to audience’s interests and level of maturity

______Very Good (80-94)

- Creates a high level product/performance that relates to the research paper
- Reflects high level skills in synthesizing, evaluating, and analyzing knowledge of topic to create and develop Product
- **Product**
  - Product reflects high level creativity/precision & planning/design
  - Product reflects high level quality: polished & visually appealing
  - Product reflects effort and time commitment beyond minimum project requirements.
- **Performance**
  - Provides a high level performance in content, style, and medium appropriate to audience’s interests and level of maturity

______Satisfactory (70-79)

- Creates a satisfactory product/performance that relates to the research paper
- Reflects basic level skills in synthesizing, evaluating, and analyzing knowledge of topic to create and develop Product
- **Product**
  - Product reflects satisfactory creativity/precision & planning/design
  - Product reflects satisfactory quality: polished & visually appealing
  - Product reflects effort and time commitment that meets or falls just short of minimum project requirements.
- **Performance**
  - Provides a satisfactory performance in content, style, and medium appropriate to audience’s interests and level of maturity
Unsatisfactory (0-69)

- Creates a product/performance that is less than basic and does not relate to the research paper
- Reflects no sign of synthesizing, evaluating, and analyzing knowledge of topic to create and develop Product
- **Product**
  - Product reflects very little, if any, evidence of creativity/precision & planning/design
  - Product reflects very little, if any, quality: it is not polished nor is it visually appealing
  - Product reflects effort and time commitment that falls short of minimum project requirements.
- **Performance**
  - Provides an unsatisfactory performance in content, style, and medium inappropriate to audience’s interests and level of maturity
Stand and Deliver/Board Presentation Rubric

Directions: Score each component of the content of the presentation according to the following scale.

10 = Excellent   9 = Above Average   8 = Average   6 = Failing   3 = Lacks Effort

Area I: Content

❖ Establishes Presentation basics
  • Senior Capstone Career Project topic
  • Product Linked to Career
  • Product introduced
  • Research thesis discussed and linked to career field

❖ Explains process for creating Product
  • Project Facilitator contribution
  • Problems encountered
  • Revisions to correct these problems

❖ Explains how the Product was a learning stretch

❖ Concludes with an explanation of knowledge gained
  • What student learned by completing SCCP
  • How journey will be reflected in postsecondary endeavors
  • Thanks the judges, asks if there are questions
  • Responds to questions from judges thoughtfully and maturely while reflecting knowledge/skills acquired as a result of Senior Capstone Career Project

• Effectively uses visual/audio props into Presentation
• Presents information in a logical and organized manner using transitions to move from one point to the next

Content Total ______________ 70 pts
Directions: Score each component of the delivery of the presentation according to the following scale.

10 = Excellent    9 = Above Average    8 = Average    6 = Failing    3 = Lacks Effort

Area II: Delivery

- Makes Eye Contact with judges (does not read from notes)  
  Scoring: 10 9 8 6 3

- Maintains Body Composure (poise, gestures, posture)  
  Scoring: 10 9 8 6 3

- Moderates Voice/Vocal Expression  
  (rate/volume, pacing, inflection, enthusiasm)  
  Scoring: 10 9 8 6 3

- Uses appropriate Language (avoids slang)  
  Scoring: 10 9 8 6 3

- Dress/Appearance (appropriate)  
  Scoring: 10 9 8 6 3

Presentation Time __________

Time in Minutes: 2 3 4 5 6 7 8 9 10 11 12 13

Points: 4 6 8 10 12 15 20 20 20 20 17

Delivery total __________70 pts

Grand total (Content + Delivery) ________140 pts
Completing all components of the Senior Capstone Career Project is a requirement for passing British Literature & Composition in Cherokee County Schools. Please complete the following form and turn it in to your Apex teacher.

I am completing (check all that apply) in Apex
☐ British Lit/Comp A
☐ British Lit/Comp B

**Apex Student Contract for Senior Career Capstone Project:**

1. I understand that I am responsible for completing all requirements of the Senior Capstone Career Project, including the paper, product, portfolio, presentation.

2. I have contacted the Senior Capstone Career Project Facilitator/Mentor or my English teacher to determine what sections need to be done:

   You will be checking in with Ms. Majors for all Senior Project assignments and questions. If you are completing British Lit/Comp B, you will also be responsible for completing a Stand & Deliver as well as a formal Speech for a panel of judges. This might require time during your lunch period or before or after school so that you might be given the proper coaching and assistance.

3. I alone will do the work necessary for completion of any outstanding portions of the Project.

Student Signature: _________________________________________________________________

English Teacher Signature: __________________________________________________________

Apex Teacher Signature: ____________________________________________________________