



MOUNTAIN RANGE HIGH SCHOOL

M U S T A N G S

Senior English Capstone Project

What is the Senior Capstone Project?

The Senior Capstone Project is a requirement that allows each senior the opportunity to demonstrate twelve years of educational experience. This process will allow you to showcase your ability to read, write, speak, think, plan, implement, be self-disciplined, problem solve, and organize your work. The components include a formal research paper (8 to 12 pages), a physical project related to some aspect of the research, a reflective paper, and a 10 to 15 minute oral presentation that synthesizes the first three components and is given before a review board of staff, community members, and peers. Students will maintain a portfolio containing their works cited page, mentor information, learning log, and reflective paper. To be successful, each student must complete and pass each component. This process cannot rely solely upon what the student already knows, but must demonstrate new learning and growth.

Capstone Project Timeline

Due Dates	Project Steps
Fall 2014 Quarter 1	<ul style="list-style-type: none">• Area of focus chosen• Mentor contract completed• Formal proposal submitted• Project Blog created• Field experience initiated
Fall 2014 Quarter 2	<ul style="list-style-type: none">• Project blog checks• Mentor check-in• Field experience continues
Spring 2015 Quarter 3	<ul style="list-style-type: none">• Project blog complete• Field experience complete• Reflective Essay complete• Research questions formulated• Research paper rough draft
On or before March 13 2015	<ul style="list-style-type: none">• Research paper due
April 3 2015	<ul style="list-style-type: none">• Product due
April 20 2015	<ul style="list-style-type: none">• Presentations begin

Project Focus Areas

Service-Oriented Projects

Students choosing this project focus will be devoting 25 hours to a community service project for which they will develop a multi-media presentation. The process will begin with the selection of a need in the community and the development of a plan to remedy it. The student will maintain a learning blog throughout the completion of 25 hours of community service toward their plan. One of the areas the blog should focus on is the student's increasing responsibility or level of independence through the project.

NOTE: Many service organizations and healthcare facilities require volunteers be at least eighteen years of age and/or require a long-term commitment from volunteers. It is especially important that you look into these potential restrictions before you decide upon pursuing a service-oriented project.

Area of Focus	Field Experience	Research Question	Product
Parks and Recreation	Restoration and improvement of a section of a neighborhood park	How can funds allocated to public parks and recreation be most judiciously used?	Photo journal of "before", "in-progress", and "after" pictures of the restored section of park
Animal Rescue	Spend time at the Greyhound Rescue in Thornton	How can nonprofits increase fundraising capabilities?	Pamphlet to hand out at Thornton Fest about Greyhound adoption. Also initiated Thornton Fest booth.

Career Projects

Students choosing this project focus will be completing a 25 hour internship in the field of study he/she intends to pursue after high school, a project within that field of study. The process will begin with research of possible careers within a field of interest. The student will then select a mentor and begin the job-shadow/internship process. The research paper will relate to an emerging issue within the field.

Area of Focus	Field Experience	Research Question	Product
Music Education	Job shadowing and assisting a middle school orchestra director	Which are the most effective methods and instructional materials for middle schoolers?	Video of yourself conducting a middle school orchestra
Motorsports	Job shadowing members of a race team	How can racing safety technology be adapted for use in passenger cars	A redesigned seat belt harness and fastener

Curricular-based Projects

Students choosing this project focus area will select a particular curricular area in which to do original, in-depth research. The learning blog will focus on insights the student is developing on the topic, time management skills, research problems and successes.

Area of Focus	Field Experience	Research Question	Product
English	Read Hemingway's primary works (<i>A Farewell to Arms</i> , <i>The Sun Also Rises</i> , <i>For Whom the Bell Tolls</i> , and assorted short stories)	How does Hemingway present historical events in his work, and how is the audiences' view of history influenced by Hemingway's work?	A collection of poems or a short story written in the author's style A hyperlinked piece of writing showing the author's influence
Health/Social Science	Research the impact of sleep deprivation on cognitive development	What is an ideal school start time to maximize academic performance?	A proposal (presented to the school board) or a new start time/schedule for schools with logistics accounted for.
Marine Biology	Weekly meetings with mentor for guidance in strategic reading and research in the field of marine biology	How is the practice of shark finning impacting the ecosystem in the Atlantic Ocean?	Student-made documentary that raises awareness of the practice and consequences of shark finning

FORMAL RESEARCH PAPER COMPONENTS: Teacher approved **SPECIFICATIONS:** 2000-3000 words, typed, MLA style (where appropriate), appropriate number of sources **TENTATIVE DUE DATE:** On or before March 13th, 2015

Since the Capstone Project, with its accompanying papers and presentation, takes almost the entire year, it is critical to choose a topic that will sustain interest for such a long period of time. Research papers detail the formal research students have pursued to complete their project. Students must select a project that requires documented research using various sources. These sources may include personal interviews, credible information from the Internet, books, magazines, manuals, and information from other visual and print media. Students are encouraged to include primary sources in their research.

PHYSICAL PROJECT (WITH AUDIO/VISUAL EVIDENCE): Teacher approved **TIME:** 25 hours minimum outside regular schedule, verifiable through product and presentation. Project must be substantively completed by: April 3rd, 2015.

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

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

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

PRESENTATION: Judges from staff and community, peers **TIME:** 10-15 minute formal speech followed by a 5-minute question and answer period **TENTATIVE DATES:** April 20th-May 1st 2015

Students will present their projects in a formal speech to a panel made up of community members, the student's mentor, fellow students, and members of the MRHS staff. The requirements of a formal speech must be present; this is not a panel discussion. Students will also sign a video release because all presentations will be recorded.

Preliminary Project Proposal

Student Name (please print) _____

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

For my project, I will spend at least 25 hours doing one of the following. My top three choices, in order of preference, are listed here:

- 1.
- 2.
- 3.

Final Project Proposal for Committee

Student Name (Print) _____

Incomplete proposals will be returned to the student without comment.

In several complete sentences, please explain your Capstone Area of Focus.

1. What resources are available for you to use to learn more about this topic? How is the project a “stretch”?

2. What previous experience have you had in this area?

3. How will this project impact you, your family, your school, and your community?

Approval REVISIONS SUGGESTIONS:

Mentor Guidelines

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

A mentor should be:

A person who is knowledgeable/experienced in your particular field

A person who is willing to assist you in the Senior Capstone Project process

A person you can have regular contact with for short periods of time

A person who will give you constructive feedback

An adult, no longer in high school, who will encourage you

A Mentor can be expected to complete 1-2 hours a week of work with the student

Mentors should expect the following:

The student is responsible for all due dates

Students should schedule appointments with you

A mentor should not work with more than three students

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

Verify project completion

Encourage students to meet deadlines and to do their best

Help students organize their work

Supervise the “stretch” of the Capstone Project by giving support for new experiences

MENTOR INFORMATION

Student Name

Mentor's Name

Phone

Mentor's Address

Email

Qualifications

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

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

Mentor Signature _____ Date _____