Capstone Overview

What is a Capstone?

The capstone is a rigorous learning opportunity for students to reflect and share in personally meaningful ways, and is a requirement for Career-Life Connections 12 and for graduation. The purpose of the capstone is for students to demonstrate the knowledge, competencies, and passion(s) that they can offer the world, as they integrate personal interests and strengths with preferred future possibilities.

Rationale

A capstone project is a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skills. It is their venue to connect with the world outside of school and to demonstrate that they have the knowledge and ability to go on to further their education, enter the workforce, and/or operate their own business.

The Capstone will:

- Help students make connections between what they are learning and what they hope to see in their future.

- Provide students with focused, structured, authentic, and experimental learning; responsibility for meeting timelines, making decisions, conducting research, preparing and making presentations – all transferable skills needed for success in the workplace.

- Have a meaningful piece of learning in the form of a product/experience to showcase in competitive interviews or otherwise advance career aspirations.

- Ensure students meet BC Ministry core competencies (Communication and Collaboration, Creative and Critical and Reflective Thinking, Personal and Cultural Identity, Personal Awareness and Social Responsibility) through the development of the following skills:
  - Communication (oral and written)
  - Public Speaking
  - Research Skills
  - Media Literacy
  - Teamwork
  - Planning and Organization
  - Self Sufficiency
  - Goal Setting
  - Time Management

Capstone Stages and Components

STAGE 1-The Preparation Process

Proposal/Mentor
The student will select a project idea and develop a Capstone Proposal (see myBlueprint for Capstone Proposal assignment). Students should review the proposal with parent(s)/guardian(s) for ideas and assistance. The proposal will be reviewed and approved by the Capstone teacher (ideally before any work begins). A student may choose to identify a mentor as part of their proposal.

STAGE 2-The Capstone Product

Research and Execution (Strands)
The execution component of the Capstone. This is the making/doing portion of the project.

STAGE 3-The Presentation and Reflection

Presentation
In the final step of the Capstone process, the student will deliver a 5-10 minute presentation to the Capstone teachers and audience members of their choice. A video presentation is also appropriate in some instances (more info below).

Reflection
In addition to the above components, student will answer a series of reflection questions that describe and consolidate their experience. Please see guideline for the reflection questions below.

Selecting a Capstone

You may already know exactly what Capstone you wish to pursue or perhaps you've even started on one. If you have not, consider the following approach for brainstorming and selecting a topic. Remember, it should be something that you are passionate and excited about so that you 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 Capstone.

Step 1 – Generalize
In this step, determine a general area(s) of personal interest and future career opportunities.
● Subject area should be relatively broad and something you are interested in.

Step 2 – Narrow down the subject area
In this step, explore your general subject area to determine a specific area of interest
● Why does this subject area interest you?
● Does this subject area have long term/career interest?
● Do you have particular skills and/or knowledge already in this area that you are looking to expand?
● Are there people around you or that you have access to that may be interested in getting involved or assisting you?

Step 3 – Choose a topic within your subject area
In this step, consider your access to resources. Do you have access to what you will need to complete your Capstone project? The Capstone should stretch your abilities and create new learning opportunities, but it should not stress you out because you can't get access to the resources you need to complete it.
● Do you have some general skills and/or knowledge in the topic?
●Will the topic challenge you? Is this challenge surmountable?
●If you believe your topic may include community service activities or an internship, do you have organizations or companies within your area that you can approach to work with?
●Do you have access to other individuals that may have some expertise in the topic area?

Step 4 – Choose a project

In this step, determine the best method to showcase the topic of your Capstone by reviewing the project types and examples below:

Connect and Collaborate	• Student deepens her knowledge and practical skills in her community's traditional cuisine • Student expands his awareness and experience of teaching profession through job shadowing
Create and Build	• Student collaborates with team and enhances technical skills • Student builds website to develop her profile as an artist and showcase her work
Create and Express	• Student enhances artistic design through the cultural traditions of his community • Student develops as a songwriter and performer
Innovation and Entrepreneurship	• Student develops transferable skills in support of preferred career pathway • Student builds on social, leadership, and athletic strengths to develop as a coach
Investigate and Report	• Student expands skills as a researcher and historian • Students refine collaboration and field study skills
Personal Story	• Student seeks to build relationships and improve English communication skills
Service Learning	• Student refines her social activism and leadership skills • Student further develops her confidence and shares her mindfulness knowledge with peers

Consider the following:

Example 1

Step 1: Healthcare

Step 2: Nursing

Step 3: Student has taken several science classes including Human Anatomy and Physiology 12 and enjoys helping and supporting others.

Step 4: Student spends time assisting an elderly family member with care (Service Learning).

Example 2

Step 1: Architecture

Step 2: Modern Design and Construction

Step 3: Student has always enjoyed or been drawn to this particular design of buildings. Perhaps the student is an artist, or may have even taken classes where they have been introduced to design and build software.

Step 4: Designing and building a model of a small private residence using modern architecture design techniques. (Create and Build)

Examples of Investigate and Report:
- ❖ Do post-secondary graduates make more money than people who do not attend post-secondary school?
- ❖ Do our grocery stores allow us to truly eat a local diet?
- ❖ Can technology in the classroom lead to higher grades for struggling learners?
- ❖ Do outdoor recreation opportunities lead to more environmentally focused citizens?
- ❖ Does the length or shape of your skateboard affect your ability to do tricks?
- ❖ Does social media affect how we feel shame?
- ❖ Do geese populations negatively impact the water quality of Nicola Lake?
- ❖ Do SAD (seasonal affective disorder) lights have a positive impact on a person's mood?
- ❖ Do pre-workout powders give one more energy when working out?
- ❖ Are there ghosts that haunt a local building?

Examples of Service Learning Capstone:
- ❖ Entertainment Event
- ❖ Special Awareness Day/Week
- ❖ Educational Event
- ❖ Sport Event
- ❖ Fundraising Event
- ❖ Online Event

Examples of Create and Build/Create and Express/Connect and Collaborate:
- ❖ Build a bike trail
- ❖ Write, act, direct, produce a play that you wrote
- ❖ Write a play to spread awareness of the LGBTQ+ challenges
- ❖ Produce a school magazine or newspaper
- ❖ Choreograph a routine
- ❖ Build a piece of furniture to donate
- ❖ Develop a computer program or video game
- ❖ Plan and create a five course meal
- ❖ Learn a new genre of music on your guitar
- ❖ Write a family history and present as an art piece
- ❖ Build a greenhouse for the use of your community food bank
- ❖ Apprentice with an elementary teacher and teach a lesson to the class

Examples of Entrepreneurial Capstone:
- ❖ Develop and execute a tutoring program
- ❖ Establish a teen coffeehouse as a way to share poetry
- ❖ Have an ice cream cart during sporting events
- ❖ Create a free coupon app for smart phones
- ❖ Day camp for pets
- ❖ Personal shopping services for seniors
- ❖ Use recycled materials for clothing/shoes
- ❖ Labels that allow parents to find lost toys and clothing via online tracking.

Presentation Requirements

The final phase of the Capstone Project is the presentation. Your presentation will serve to further explain your project. In select circumstances, your presentation can be done via recorded video or live via virtual conference (Safety, necessary equipment cannot be brought to the school, student is at home due to enhanced COVID-19 risks). Please consider inviting your parents, mentor, or community individual to be part of your presentation if it can be done safely.

Time
You should plan to explain your project to the attendees in 5 to 10 minutes in length. You should also be prepared to answer questions afterwards.

Professionalism
Appearance: you should be dressed appropriately for your presentation. Your dress and personal appearance are an important part of the presentation. It will show preparedness to enter the working world and is a part of the scoring rubric.

Presentation
Whatever your method of presentation, you should begin by introducing yourself and your Capstone Project. Your goal is to provide the audience with a clear and concrete sense of what you did and what you gained from the experience.
- Have a recognizable introduction and conclusion
- Explain why you choose your particular Capston
- Describe the content of your research, project, or event
- How was your project a challenge for you, and how did it stretch or enhance your skills and knowledge?
- Include audio/visual aids (poster, pictures, Power Point, Prezi, video, musical performance, demonstration, etc.) that will help your audience better understand what you learned from your Capstone Project.
- If your project resulted in an actual product, this product or pictures of the product need to be part of your presentation.
- Connect your Capstone to future plans including Career aspirations.

Capstone Rubric

/50

	Extending – 4	Proficient – 3	Developing – 2	Emerging – 1
Professionalism, Organization and Presentation Skills /10 Think: The quality of my presentation.	Student introduces themselves, makes excellent eye contact, and appearance and dress is appropriate. Effectively uses a variety of delivery strategies that thoroughly engage the evaluators. Presents in an organized, clear, concise, and logical way that flows well. Adheres to an appropriate time for the given format. Powerful and concise.	Student introduces themselves, makes eye contact. Appearance is somewhat appropriate. Uses delivery strategies that keeps the attention and interest of the evaluators. Presents in an organized, clear, and logical way that flows. Closely adheres to time (usually means you've gone over with unrelated/distracting information)	Student attempts or rushes introduction. Attempts eye contact. Appearance is satisfactory. Limited use of strategies and has difficulty keeping the attention and interest of the evaluators. Attempts to present clearly but is somewhat disorganized and does not flow well. Somewhat adheres to time (usually this means it's not long enough).	Introduction is not evident. Appearance is inappropriate for the project. Ineffective use of strategies and does not keep the attention and interest of the evaluators. Ineffectively presents, is unclear, disorganized and does not flow. Significantly +or – on time (usually this means it's not long enough).
Purpose, Knowledge, and Content /30 Think: The quality of what I am presenting about (my topic).	Effectively communicates information. Evaluator gains clear understanding of Capstone purpose and final product. Connection to passions, interests, and future plans is clearly evident.	Clearly communicates information. Evaluator gains some understanding of Capstone purpose and final product. Connection to passions, interests, and future plans is evident.	Attempts to communicate information. Evaluator has difficulty understanding Capstone purpose and final product. Connection to passions, interests, and future plans is minimal.	Ineffectively communicates information. Evaluator does not gain understanding of Capstone purpose and final product. Connection to passions, interests, and future plans is not evident.
Proposal and Post Reflection /10 Think: My connection and thinking about the process before and after.	Proposal completed and approved ahead of time. Post-Reflection questions are answered in full sentence/paragraph form and add depth of learning to the overall Capstone.	Proposal completed and approved ahead of time. Post-Reflection questions are answered in full sentence/paragraph form.	Proposal completed but not in a timely manner. Post-Reflection questions are minimally answered.	No Proposal completed and approved ahead of time. Post-Reflection questions are not answered or very minimally answered.

Reflection Questions

The last requirement of the Capstone Project is to reflect on the process by answering 10 questions. These questions can be answered through the presentation itself, asked of you at the end of the presentation, or written and submitted to your myBlueprint Portfolio.

Required Questions:

1. How is your project relevant to you?

2. What skills do you feel you have mastered? Which do you need to still work on?

3. What impact did your capstone project have?

4. Thinking about the whole process and your finished product, what are you most proud of?

5. What was a difficulty you encountered and how did you solve the problem?

6. What is one thing about your finished project you wish you could change? Why?

7. What advice would you give to a student who will be completing their Capstone Project next year?

8. What source (research/mentor/prior learning, etc) helped you the most?

9. How effectively did the presentation method you chose work for presenting your project in a clear and engaging manner? Why was it effective? Would you change your presentation method now if you could? Why?

10. What is one thing about your approach to your project that you wish you could change? Why?

Key Takeaways

- It's not as overwhelming as it seems. Many times, the Capstone can be something that you are already doing and working on.

- For those interested, you can present your Capstone in junction with the District Dogwood Scholarship.

- Make sure you are connecting with Mr. Andersen frequently. I have lots of ideas to help you get started.

- Capstone is due by the end of May but don't wait until May to get this completed!