

PCSS CAPSTONE PROJECT

Project Information, Assessment, & Permission Form

What is a Capstone?

A capstone is a culminating project, presentation, or performance that allows students the opportunity to consolidate and showcase the learning from their school and life experience into a meaningful and relevant product. Students will use innovation, cross curricular knowledge, and critical thinking skills in an area of interest as the basis for the project, which is applicable to a real world concept.

Why a Capstone Project?

A capstone project is a celebration of learning and experience. It is designed to encourage students to think critically, solve challenging problems and develop skill sets. It is their venue to connect with the world outside of school and to demonstrate that they have the skills 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 now and what they hope to see in their future.
- Provide students with focused, structured, authentic, and experiential learning.
- Develop student capacity for meeting timelines, making decisions, conducting research, preparing and making presentations (all transferable skills needed for success in the workplace).
- Identify a new opportunity, either for an existing entity or for the creation of a new venture, and implement the necessary skills they have built to launch their own entrepreneurial venture, research project, service pursuit, event or product.
- Ensure students meet Yukon graduation competencies (Communication, Creative and Critical 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*

Timelines and Supervision

You will be working independently, and checking in with your supervisor (Ms. Sidaway-Wolf for first semester and Ms. George for second semester) regularly.

****Be sure to keep on top of this project as well as the other assignments for the course.****

August/September: First Seminar

- Schedule Info
- Post-Secondary Presentation & Assignment

September: Second Seminar (September 24)

- Capstone Brainstorming Assignment
- Work/Life Assignment

September/October: Individual Meetings

- Work/Life Assignment due (revisions to be completed and resubmitted)
- Capstone Plan (including mentor selection)

November: Career, Education, and Volunteer Expo Field Trip (November 6)

- Expo Scavenger Hunt Assignment

November: RCMP and Human Rights Commission (November 19)

- Digital Literacy/Your Rights Assignment

November/December: Individual Meetings

- Capstone Progress Check-In
- Capstone Completion Timeline

December/January: Additional Individual Meetings - as needed

February: Individual Meetings

- Capstone Progress Check-In
- Capstone Completion Timeline Confirmation
- Set Presentation Date

March-May: Individual Meetings & Capstone Presentations

****Assessment: Please see the rubric at the end of the booklet to see what your final presentation and journal should include. Reviewing and using the rubric as a guide will help you focus your project ideas, planning process, reflection and presentation preparation.****

PCSS CAPSTONE STYLES

What Can My Capstone Look Like?

Your Capstone Project can be presented in many different ways or styles. What form is your Capstone Project going to take? What will your final project look like? This is your chance to be creative!

It is important to remember that these Capstone Styles are suggestions. If you have a different idea, other than a Capstone Style outlined here, please speak to your Capstone Coordinator.

Capstone Styles

We have provided 5 different Capstone Styles to give you an idea of what form your Capstone Project can take.

The 5 Capstone Styles are:



The following pages outline each of the 5 Capstone Styles in greater detail. Please read through each of them carefully and think of which Capstone Style you'd like to explore.

For the Capstone Project, you **may** collaborate with other students. However, each person is responsible for providing their own individual documentation and reflection throughout the process to capture your own experience.

Be prepared to invest at least 25 hours towards completing your Capstone Project. This does not include your 30 Hours of Work/Volunteer Experience.

RESEARCH CAPSTONE

This Capstone Style is an academic research paper in a subject area you are interested in. Do you love reading and writing? This Style is ideal for students who are curious about a specific area of study and would like to have the opportunity to further explore, research, and gain knowledge. A research paper is NOT a report. Let's look at the differences:

Research	Report
Purpose is to convince	Purpose is to inform
Question-based (think of your own essential questions)	Topic-based
Has a clear, arguable thesis	General discussion
Utilizes data and ideas as evidence to support your position	Summarizes information gathered
You analyze and interpret information	Presents analysis/interpretation of others
Your unique perspective and conclusion	Does not result in new knowledge

In a research paper, you will start by using previously published literature as a foundation to help you develop your own understanding of your research topic and essential question. Research papers should be properly formatted (APA or MLA) and approximately 2500 words in length.

Steps to Starting :

- Develop your essential question.
- Read/review a number of academic literature related to your question.
- Create a thesis statement.
- Create an essay proposal to be reviewed by your mentor.
- Conduct research.
- Collect data.
- Write your first draft.
- Edit.
- Revise & type final paper.
- Include references or works cited list.

Examples

- Develop an inquiry question that you can test, then run an experiment and present the findings!
- Develop a point of view on an academic topic and collect 'evidence' to support your argument. Don't forget, this style of writing is most effective when you consider and refute the 'other' side.

EVENT CAPSTONE

An Event Capstone allows you to research, create and host your own event. Planned events should connect with your topic of interest and should provide opportunity for other students, teachers, parents, and community members to participate. This is an ideal Style for students who are interested in event planning, management, networking, raising awareness, and social activism.

It is essential that you choose an event style that works best for you and your area of interest: entertainment event, sports event, educational event, fundraising event, awareness event, online event, etc. You can host an event that has already been done before, but you must complete the following steps.

****If you choose to plan an event with others, that is fine, BUT you must each document your individual journey. You must have clear roles and responsibilities and each do a minimum of 25-30 hours of work in order for you to all use the event as your capstones.****

Steps to Planning an Event:

- Select an area of interest.
- Research and select an appropriate event style for your chosen topic.
- Create an overall timeline/outline for your event.
- Connect with your mentor for support.
- Research and organize / book event location.
- Research and acquire technology for event.
- Research, determine, and contact guest speakers, talent, helpers, etc.
- Research and determine material(s) list.
- Research and create a budget.
- Create and distribute event marketing.
- Host event.
- Keep a journal to reflect on the process: from planning and preparing to hosting.

Examples

- Special awareness day
- Fundraiser
- Sporting event

PROJECT CAPSTONE

The main focus of the Project Capstone is to create a tangible object. A Project Capstone can relate to a possible career choice, it can be an extension of prior knowledge, an opportunity to attempt new learning, or a way to help construct something that you feel will benefit your community. Students that choose this Capstone are recommended a minimum of 25 hours working to develop, design, and build a model of a physical product.

Steps of the Project Capstone:

- Select an area of interest.
- Start keeping a journal of your process.
- Brainstorm ideas of what this project could look like.
- Research your project - what has been done in the past? What has been done currently?
- Consider a timeline. What needs to be done and when it needs to be done by?
- Connect with your mentor to help support your learning.
- Design your product
 - Create a draft of what it could look like.
 - Construct an equipment or material list.
 - Develop a budget, if needed.
- Create your project/product (min 25 hours.)
- Keep a written and visual journal of your progress, struggles, and successes.
- Manage your time well.

Examples

- Build/rebuild/refurbish something: Car engine, greenhouse, beehive...
- Create something: Regalia for First Nations grad, a play, a choreographed performance, a piece of art...

ENTREPRENEURIAL CAPSTONE

This Capstone allows students to experience the start of a new business initiative, the building and execution of an idea from the ground up. Your approach to this Capstone Style can be cross-curricular, experiential, and community-based.

Students will :

- Focus on creating a business. It can be fictional or authentic.
- Identify local businesses, organizations or companies as a source of information.
- Look at possible mentors in the community who are business owners.
- Connect an idea with what is needed in the community.
- Conceptualize a business or a product that is original to them.
- Research other businesses that relate to your own business interest.
- Prepare a business plan.
- Keep a journal documenting your process.

Steps of the Entrepreneurial Capstone:

1. Conceptualize: authentic or fictional business, profit or non-profit.
 - a. Ask open-ended questions to yourself or a potential customer – ‘Why, What, Where, When, and How’ am I creating this? Who am I creating this for? What problem is this solving?
 - b. Brainstorm your ideas.
2. Market research: the process of gathering information will give you a sense of how successful your product or service will be.
 - a. Primary research: Information gathered through surveys, observation, or experimentation.
 - b. Design a business plan: From your Primary research, develop the following:

Product – improve your product or service based on findings about what your customers really want or need.

Price – set based on competitors’ prices, or what customers are willing to pay.

Placement – figure out where to set up and how to distribute a product.

Promotion – how to market to your target: branding, advertising, social media, advertising.

Budget – consider the cost of establishing your business or product.

Examples

- Tutoring or babysitting service
- Spring Break camp for kids
- A product that people can use

SERVICE CAPSTONE

The main focus of the Service Capstone is for students to research an issue of interest that is affecting their community and develop and implement a solution. Students will devote a minimum of 25 hours outside of school to a community or service project. This time is separate from your 30 hours of Work/Volunteer Experience required for graduation. Community service is work done by a person or group of people that benefits others. It is often done near the area where you live, so your local community can benefit from your service.

Steps of the Service Capstone:

- Research a current issue and its importance to the community.
- Ask specific questions about the issue you have chosen. Why is this service needed? Who benefits from this service? How could this service be provided?
- Research and answer questions about the issue and identify solutions to the problem.
- Implement your service to support the solution.
- Use a journal to document the process, from ideation to implementation to reflection.

Examples

- Community clean-up effort
- Reading buddy program at an elementary school
- Breakfast program, homework club, etc. at our school

Capstone Project Presentation Rubric = _____ / 40 Marks

	<i>Extends Expectations (5)</i>	<i>Fully Meets Expectations (4)</i>	<i>Meets Expectations (3)</i>	<i>Does Not Meet Expectations (1-2)</i>
<i>Summary of Inquiry Exploration</i>	Presentation provides excellent, specific, defined, carefully chosen details that fully explain creative exploration.	Presentation provides good details that explain the creative exploration but it is clear that more exploration was possible.	Presentation provides some details that help explain the creative exploration but it is clear that the exploration was only on a basic level.	Presentation does not provide adequate details. It is clear that the exploration was only at the most basic of levels.
<i>Arrangement of Content Information</i>	Presentation is thorough and arranged logically to add interest and clarity. Project purpose is fully understood.	Presentation is generally thorough and arranged in a logical sequence. Project purpose is fully understood.	Presentation of information is somewhat organized, and overall project purpose is fairly clear.	Presentation of information is unclear and it is hard to understand purpose of project.
<i>How will you contribute to making the world a better place, through one of your specific passions or areas of interest?</i>	Project clearly and insightfully shows a detailed and effective contribution to society through full immersion of student passion.	Project clearly shows contribution to society through a good immersion of student passion but may lack insightfulness or specific details.	Project shows some contribution to society through some immersion of student passion.	Project shows little to no contribution to society. Project details little to no concept of student passions.
<i>Visual Aids & Media (Slideshow, Pictures, Video, Examples, etc.)</i>	Creative use of Visual Aids thoughtfully chosen to enhance communication and understanding.	Visual Aids are appropriate for intended meaning and help understanding.	Visual Aids meet basic expectations but do not really help with understanding.	Visual Aids are lacking, missing, or even occasionally interfere with communication.

Oral Language Skills	Individual speaks clearly, loudly, purposefully, persuasively, and make excellent eye contact.	Individual generally speaks clearly, loudly, and with some eye contact, albeit with perhaps some minor hesitations or issues.	Individual meets most of the basic Oral Language requirements.	Individual does not meet the basic Oral Language requirements and makes basically zero eye contact with audience.
Overall Preparation of Presentation	Fully prepared presentation with clear excellent effort. Looks as if it has been thoroughly practiced.	Prepared presentation with a good obvious effort. Looks as if it has been practiced at least a few times.	Averagely prepared presentation. It is clear that it has only been minimally practiced, if at all.	Poorly prepared presentation where it is clear that little real effort or practice has been put in.
Journal as a Planning Tool	Journal includes detailed entries from each step of the process and shows significant evidence of planning for the next and future steps.	Journal includes entries from each step of the process and shows evidence of planning for the next and future steps.	Journal includes entries from some steps of the process and shows some evidence of planning for future steps.	Journal includes entries from just a few steps and shows little to no planning for future steps.
Journal as a Reflection Tool	Journal includes detailed anecdotes/ examples of learning experiences, including successes, failures, and evidence of growth.	Journal includes examples of learning experiences, including successes, failures and some evidence of growth.	Journal includes examples of a few learning experiences but does not provide details about successes, failures, and/or evidence of growth.	Journal includes few examples of learning experiences and does not provide examples of successes, failures, or evidence of growth.

