Wolcott Public Schools

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High School Curriculum
Capstone
Grades 12

Children are our Future…

Acknowledgements

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We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

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Mr. Frank Purcaro
Assistant Superintendent

<u>Date of Presentation to the Board of Education: November 5, 2018</u>

Capstone

Capstone

Mission Statement:
The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member of society.

Departmental Philosophy:
The Career Development Program is available to all students interested in exploring career possibilities, preparing for the workplace and exploring work-based opportunities such as job shadows and internships.

Course Description:
Grade 12, .50 Unit
Prerequisite: Teacher recommendation

The Capstone Course is designed to prepare high school students for lifelong learning and effective and productive citizenship. This class offers students the exciting opportunity to plan, complete, and present a Capstone Project that connects to something they are passionate about. Students will work closely with their Capstone teacher to plan, develop, and complete this Capstone Project. The Capstone course will allow students to challenge themselves academically and develop skills necessary for life beyond high school. There are three sections of the Capstone class to choose from; students in each section will develop projects associated with that discipline. Each section will be taught by a teacher in a related discipline to maximize student support.

Capstone Course: STEM (Science, Technology, Engineering, and Math)
Capstone Course: Humanities (History, English, Fine Arts, Language Arts)
Capstone Course: CALS (Career and Life Skills - Culinary, Automotive, Business, Graphics)

CAPSTONE UNIT ORGANIZER

Grade/Subject	12
Unit Title	Clarifying Your Focus
Overview of Unit	The "Clarifying Your Focus" unit encompasses the scope and sequence of skill development, as well as the written execution of inquiry-based learning. The unit involves finalizing the proposal, creating a timeline for the product development, conducting research, and writing the Capstone Paper. Understanding the norms of academic research and the mores of technical writing are invaluable life skills that will serve students in both their post-graduate academic pursuits and their professional careers.
Pacing	Throughout the Semester

Unit Assessment/Performance Task

Task Overview:

The Capstone Paper

The Capstone paper is an important component of the Capstone Project. It allows the student to explore what is currently known about a topic and critically examine an essential question. Information from a student's Capstone paper will lead to the development of the student's Capstone product.

The Capstone paper is more than a reporting of facts about a topic. It is a research-based paper that seeks to answer the essential question of a student's Capstone Project. It demonstrates a student's mastery of essential writing skills and will prepare the student for research-based papers that may be written during post-secondary education.

This task will be completed in the form of an I-search paper. Appropriate formatting decisions will be formalized after discussion between the teacher and student.

An **I-Search** paper is a personal research paper about a topic that is important to the writer. It requires one to spend time investigating and evaluating sources with the intent to offer interpretations of the research, and it tells the story of the writer's personal search for information, as well as what the writer learned about the topic. It reflects on the process of conducting the research rather than analyzing the content of the research, and engages the student in thinking about how that research informs and will be applied to their Capstone product.

   The skills demonstrated and assessed in this performance task require the students to:
   - produce clear and coherent writing appropriate to their purpose and audience
   - determine the meaning of words and phrases that are used in a text, and analyze the cumulative impact of specific word choices

- cite strong and thorough textual support
- Evaluate their research skills.

Student Directions: The Capstone Paper

The Capstone paper is an important component of the Capstone Project. It allows you to explore what is currently known about a topic and critically examine an essential question. Information from your Capstone paper will lead to the development of your Capstone product.

The Capstone paper is more than a reporting of facts about a topic. It is a research-based paper that seeks to answer the essential question of your Capstone Project. It demonstrates your mastery of essential writing skills and will prepare you for research-based papers that you may write during your post-secondary education.

Your Capstone Paper will be written in the format of an I-search paper. An I-Search paper is a personal research paper about a topic that is important to you. It tells the story of your personal search for information, as well as effectively summarizes the factual information you learned about the topic. What makes it different than a research paper is that it reflects on *the process* of conducting the research rather than analyzing the content of the research. It is a narrative of the history of your research journey. It engages you in thinking about how that research informs and will be applied to your Capstone product.

Your Capstone Paper must:
- Include a well-written, clearly expressed thesis statement
- Clearly and effectively explain the story of your research journey
- Clearly and effectively summarize the search results with accurate and relevant information
- Thoughtfully reflect on the research process
- Organize ideas logically and effectively
- Use effective transitions throughout
- Utilize appropriate vocabulary and voice
- Apply the rules of grammar and mechanics
- Cite sources appropriately

Additionally, your Capstone Paper must:
- Be a **minimum** of 5 typed pages
- Be properly formatted: double-spaced, 1 inch margins, and 12 inch Times New Roman Font.
- Use a minimum of five sources representing a variety of media
- Use accurate MLA in text citations
- Include an accurate and properly formatted MLA Works Cited page
- Use charts and graphs in an appendix, when appropriate, but no decorative clip art or drawings. This is a serious, scholarly paper.

WHS "Guide to Successfully Completing your Capstone Paper" will be given to students to help and direct them.

Student Direction and Rubric in Capstone Student Handbook.

Background Information For The Teacher

Rationale

Understanding the norms of academic research and the mores of technical writing are invaluable life skills that will serve students in both their post-graduate academic pursuits and their professional careers. The "Clarifying Your Focus" unit encompasses the scope and sequence of skill development, as well as the written execution of inquiry-based learning. The unit involves finalizing the proposal, creating a timeline for the product development, conducting research, and writing the Capstone Paper. In the proposal, the student will select a topic and identify the essential question that will guide the entire project. The student will set project goals, identify the product that will be created, devise a plan of action, and examine his/her strengths and weaknesses. The Capstone Paper allows the student to explore what is currently known about the chosen topic and critically examines the student's essential question. Information from the Capstone Paper will lead to the development of the student's Capstone product.

This unit directly correlates to the Wolcott High School Academic Performance Expectations, as all students will demonstrate that they can Read Effectively, Write Effectively, and Use Technology Effectively before they graduate. This unit connects to the Vision of the Graduate as it emphasizes taking a proactive and self-directed approach to learning where students demonstrate the ability to learn and adapt to new challenges. Throughout this unit, students set personal goals and implement strategies to achieve them, persevere in the face of adversity and challenge, and use current technologies in ethical and effective ways. These skills are not merely academic: they support both independent learning and responsible living. In addition, students will demonstrate critical core knowledge and skills identified in the the Vision of the Graduate, which connect to a successful transition to postgraduate studies and to career readiness. These include reading, viewing, understanding, and communicating complex topics across multiple subject areas as well as developing skills that will support independent and responsible learning

Key Learning
The Common Core standards stress the need for students to be able to analyze and use increasingly sophisticated writing techniques. This unit will further students' research and analytical skills in reading both informational and synthesizing texts by looking at a great variety of texts relating to the same topics, and to refine their modes of articulation to best fit their respective purposes and audiences. There will be an emphasis on the research process, norms of academic integrity, formal writing skills, and the editing and revising process.

Essential Vocabulary for the Teacher (if any)
- Plagiarism and academic integrity
- MLA formatting (refer to Purdue OWL)

Course Essential Questions
• How do effective time management strategies add to the depth and breadth of exploratory learning? • What does it mean to persevere and what role does perseverance play in achieving success? • What is the relationship between self-directed learning, pride of ownership, and life-long learning? • How does the student-centered product connect to the student's essential question and demonstrate an effective application of their knowledge and skills?

Unit Essential Questions	Supporting Questions
• What role do essential questions play in focusing and guiding inquiry? • Why are there ethical norms about academic dishonesty? • What role does formal, academic research play in clarifying one's focus? • What is the relationship between audience, purpose, and voice?	• What are the elements of an effective I-search paper? • Why do we need to provide secondary support for our research? • Why is it important to properly cite your references and how do you do so? • What are the elements of academic integrity as it relates to the research process? ~~Reference and review academic integrity from the plagiarism activities.~~

Content Standards			
ELA	**Math**	**Social Studies**	**Science**
CT Standards: **RI.11-12.1** **RI.11-12.7** **W.11-12.1B,C,D,E** **W.11-12.2** **W.11-12.5** **W.11-12.7** **W.11-12.8** **W.11-12.4**			

World Language	Art/Music	CTE	ISTE
			1. a,b,c **2. b** **3. a,b,c,d** **4. a,b,c,d** **6. a,b,c,d**

21st Century Competencies

- Accessing and Analyzing Information
- Communication and Collaboration
- Creativity and Innovation
- Initiative, Self-Direction and Accountability
- Citizenship and Responsibility

UNDERSTAND
Big ideas, generalizations, principles, concepts, ideas that transfer across situations

Students will understand that:
- Effective writers and speakers often adapt their voices in order to serve different purposes and audiences.
- Research plays an important role in creating a product.
- It is important to adhere to ethical norms about academic honesty.
- Proper mechanics help to create a clear and cohesive message.
- A proactive and self-directed approach to learning involves setting personal goals and implementing strategies to achieve them. (V.O.G.)

KNOW *Facts, formulas, information, vocabulary*	DO *Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)* *Hint: Use the standards!*
• An appropriate source for research is credible, verified, and accurate. • Multiple research databases or resources • The definition of plagiarism • What MLA formatting entails • What an essential question is • What constitutes appropriate norms of respectful discourse • Appropriate usage, mechanical conventions, and grammar	• Read, view, understand, and communicate complex topics across multiple subject areas (V.O.G.) • Demonstrate skills that support independent learning (V.O.G.) • Generate an essential question that guides the focus of the process and product • Cite strong and thorough evidence to support presentation of information • Utilize proper formatting and citation • Use the writing process to focus on addressing what is most significant for a specific purpose and audience • Conduct sustained research, finding information, answering a question or solving a problem, narrowing or broadening the inquiry, synthesizing multiple sources, and demonstrating understanding of the subject under investigation • Utilize a variety of appropriate resources for research, and integrate the information while avoiding plagiarism. • Initiate and participate effectively in a range of collaborative and inclusive discussions • Use various types of phrases, clauses, and punctuation (including semicolons and colons), as well as parallel structure to convey specific meanings and add interest to final products

Possible Student Misconceptions for this Unit

Students may believe that

- Search engines are sources.
- Google is the best search engine for their focus.
- Anything on the internet is true.
- Research is not necessary to produce a product.
- Rephrasing and paraphrasing without attribution is not plagiarism.
- All learning is teacher-directed.
- Time management and an organized approach are not important.
- Good papers can be written the day before they are due.

Mandatory Lesson Focuses/Suggested Learning Activities	
In order to learn: (learnings identified in KUD)	**Students might:** (one or more learning experiences)
• What an essential question is	• Complete essential question worksheet (CTH)
• Generate an essential question that guides the focus of the process and product	• Complete essential question worksheet • Create a mind map, and modify and develop over the course (CTH)
• Demonstrate skills that support independent learning (understanding an appropriate and acceptable topic)	• Refine their proposal through individual conferences with the instructor • Periodic check-ins to ensure that time is being managed effectively and the approach is organizes and properly scaffolded
▢ It is important to adhere to ethical norms about academic honesty	• Complete a series of five interactive activities to identify plagiarism and explain why what was presented is an original idea or why it is plagiarism (required and provided in teacher handbook) • Utilize "Turn it In" for Capstone Paper submission
• Research plays an important role in creating a product: characteristics of reliable resources for research, both scholarly (academic journal) and general (search engine)	• Participate in a guided lesson from the teacher/media specialist where students see research conducted, followed by practice researching on their own (using academic databases) • Participate in lessons on conducting research, and independent practice finding and evaluating sources (provided in teacher handbook)

	• Conduct sustained, guided research on their chosen topics, using "trial and error" and teacher support as needed after receiving the research lesson model,
	• Utilize online writing resources such as OWL Purdue https://owl.english.purdue.edu/
• Effective writers and speakers often adapt their voices in order to serve different purposes and audiences	• Utilize text-dependent questions (give them suggested prompts/kinds and focuses; some will be provided in the teacher handbook) and close read for rhetorical devices in a text
	• Watch and discuss Robin Williams' speech from *Dead Poet's Society,* focusing on the importance of diction (provide guided questions if necessary).
	• Work in pairs and give them a simply written (boring) paragraph and have them work together to improve it.

Possible Lesson Focuses/Suggested Learning Activities	
In order to learn: (learnings identified in KUD)	**Students might:** (one or more learning experiences)
• What constitutes appropriate norms of respectful discourse	• Some activity centered around the creation of norms of behavior within your classroom; possibilities include having the group each submit one rule, and discussing as a whole, establishing your own rules as it is your domain, etc. This aspect is entirely within your hands as the teacher.
• A proactive and self-directed approach to learning involves setting personal goals and implementing strategies to achieve them	• Periodic check-ins to assess progress, update timelines, and identify temporal issues for completion
• Proper mechanics help to create a clear and cohesive message	• Write a rough draft and peer-edit, using very specific peer-editing observation and reflection sheets (CTH), so students know what they are looking for

Common Formative Assessment Practices/Processes
• Essential Question
• Finalized Written Proposal
• Capstone Paper Outline
• Capstone Paper Research Note taking
• Capstone Paper Introduction
• Capstone Paper Draft

Suggested Formative Assessment Practices/Processes

- Short narrative writing pieces throughout the unit keep students focused on using their voice in order to express themselves. This also keeps them writing even if it is not necessarily used for argument purposes.
- Exit or entrance slips can also be used as a way to monitor daily learning with students, particularly when a new concept or idea has been introduced.
- Quickwrites: 3-5 minute written response to an open-ended question or prompt
- Peer/Teacher conferencing during various stages of writing

Suggested Texts				
Title	**Author**	**Brief Synopsis**	**Genre**	**Lexile**
Guide for Writing the Capstone Paper	Capstone Committee	A manual that provides suggestions and instructions for the research process and writing an I-Search paper.	Instructional Manual	NA
Rationale:				
Rationale:				
Rationale:				
Rationale:				
Rationale:				
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Supplemental Materials and Resources
The Teacher's Handbook is a necessary and invaluable resource. It will be provided in hard copy and electronically.

Vocabulary
Academic Vocabulary analysis, research, rhetoric **Domain-Specific Vocabulary** **Unit-Specific Vocabulary** **Text-Specific Vocabulary** This will depend on the texts and students ability. Less is more.

Presenting and Reflecting on Process Unit Organizer

Grade/Subject	12th Grade Capstone
Unit Title	Presenting and Reflecting on Capstone Process
Overview of Unit	In the "Presenting and Reflecting on Process" unit, students will present their Capstone experience to an audience and self-reflect on their process, successes, and challenges faced. Speaking and self-reflection are invaluable life skills that will serve students in both their post-graduate academic pursuits and their professional careers.
Pacing	Throughout the Semester

Unit Assessment/Performance Task

Task Overview:

Capstone Project Presentation

Once the students have completed their Capstone papers and finished their products, they will be well prepared to share their presentations. The Capstone Project Presentations are the students' opportunities to display all that they have accomplished.

The Presentation
The culminating event of the Capstone Project will be the Capstone Project Presentation. A student's audience may consist of family members, community members, school staff, and/or peers. A panel of at least three assessors will score the presentation.

Each student's presentation must be 10-15 minutes in length with an additional **5** minutes for a question and answer period. Students must be rehearsed and professional in their manner, dress, and appearance. Prior to the final presentation, each student will be given the opportunity to practice their presentation and be scored by their teacher and peers using the Capstone Presentation Rubric and Feedback Form.

The skills demonstrated and assessed in this performance task require the students to:
- Effectively plan and execute a presentation
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English
- Accept constructive feedback
- Reflect on the quality and effectiveness of the learning project

- Reflect on inquiry-based research processes and challenges by which learning was achieved

Student Directions:

Capstone Presentation

The culminating event of the Capstone Project will be the Capstone Project Presentation. The presentation is your chance to display all that you have accomplished and to share your knowledge and experiences with classmates, teachers and community members. Your audience may consist of family members, community members, school staff, and/or peers. A panel of at least three assessors will score the presentation.

Your presentation must:
- Be 10-15 minutes in length, with an additional 5 minute questioning and answering period
- Discuss the development of your essential question
- Explain highlights of your research and how they connected to the development of your Capstone experience
- Discuss the planning and execution of your previously completed product
- Display your actual product or some representation of your product
- Include a reflective component where both the challenges faced and the resulting personal/academic growth are discussed

Key points to remember:
- Make eye contact with the audience. Rehearse enough so that notes need not be read.
- When facing the audience, be sure to avoid blocking the product/display.
- Speak loudly and clearly enough you are understood.

Appropriate Dress:
- Neatly styled hair and clean, professional clothing are required.
- Dress as if preparing for a job interview.

Student Direction and Rubric in Capstone Student Handbook
Teacher Direction and Rubrics in Capstone Teacher Handbook

Background Information For The Teacher

Rationale

Speaking and self-reflection are invaluable life skills that will serve students in both their post-graduate academic pursuits and their professional careers. In the "Presenting and Reflecting on Process" unit, students will present their Capstone experience to an audience and self-reflect on the process, successes,

and challenges they faced. Over the course of the unit, students will use key components of effective presentations and self-reflection that should have been addressed in prior Discovery lessons and academic courses. Students will work on their presentation throughout the unit and receive teacher and peer feedback and complete self-evaluations that will be used to improve their presentation skills. As part of the performance task, students will complete a mid-semester and final self-assessment essay, both of which reflect on their personal experiences, the knowledge they have gained, and the challenges they faced as they completed their Capstone project. The Capstone presentation will occur towards the end of the semester because it summarizes the student's entire process/journey, product, challenges, and future goals based on their entire Capstone experience.

The Capstone product should be finished prior to the Capstone presentation.

This unit directly correlates to the Wolcott High School Academic Performance Expectations, as all students will demonstrate that they can Speak Effectively, Write Effectively, and Use Technology Effectively before they graduate. This unit connects to the Vision of the Graduate as it emphasizes taking a proactive and self-directed approach to learning where students demonstrate the ability to learn and adapt to new challenges. Throughout this unit, students develop speaking and listening skills and implement strategies to improve them, learn to give and accept constructive feedback, self reflect, persevere in the face of adversity and challenge, and use current technologies in ethical and effective ways. These skills are not merely academic: they support both independent learning and responsible living. In addition, students will demonstrate critical core knowledge and skills identified in the the Vision of the Graduate, which connect to a successful transition to postgraduate studies and to career readiness. These include speaking, reading, viewing, understanding, and communicating complex topics across multiple subject areas as well as developing skills that will support independent and responsible learning

Key Learning
This unit will further students' presentation and reflection skills. There will be an emphasis on communication, public speaking, audience decorum, giving and receiving constructive feedback, and self-reflection.

Essential Vocabulary for the Teacher (if any)

Course Essential Questions
- How do effective time management strategies add to the depth and breadth of exploratory learning?   - Why is perseverance an essential disposition and what skills can support the attainment of this disposition?   - What is the relationship between self-directed learning, pride of ownership, and lifelong learning?   - How does the student-created product connect to the student's essential question and demonstrate an effective application of their knowledge and skills?

Unit Essential Questions	Supporting Questions
- What is the importance of effectively presenting your learning? - What role does reflection have on a person's development? - What are the benefits of providing and accepting constructive feedback?	- What are the elements of an effective presentation? - What role does professionalism play in an effective presentation? - What are the elements of an effective self-reflection process? - What are the elements of giving and receiving constructive peer feedback.

Content Standards			
ELA	**Math**	**Social Studies**	**Science**
CCSS ELA **SL.11-12.1** **11-12.2** **SL.11-12.3** **SL.11-12.4** **SL.11-12.5** **SL.11-12.6** **W.11-12.2.D** **W.11-12.2.E** W.11-12.7			
World Language	**Art/Music**	**CTE**	**ISTE**
			1. **a,c,d** 2. **b,c** 3. **c,d** 4. **a,b,c,d**

21st Century Competencies
• Accessing and Analyzing Information • Communication and Collaboration • Creativity and Innovation • Initiative, Self-Direction and Accountability • Citizenship and Responsibility

UNDERSTAND *Big ideas, generalizations, principles, concepts, ideas that transfer across situations*
Students will understand that: • Presentation is an important means for demonstrating learning. • Effective writers and speakers often adapt their voices in order to serve different purposes and audiences. • Peer feedback, practice, and self-reflection are essential to improving presentation skills. • A proactive and self-directed approach to learning involves setting personal goals and implementing strategies to achieve them. (V.O.G) • Reflecting upon their Capstone experience enables students to revise strategies and learn more effectively in the future.

KNOW *Facts, formulas, information, vocabulary*	DO *Skills of the discipline, social skills, production skills, processes (usually verbs/verb phrases)* *Hint: Use the standards!*
• Key components of an effective presentation • Key components of the self-reflection process • Definition of active listening • Protocols for productive peer-collaboration • Characteristics of constructive feedback	• Provide and accept constructive feedback • Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate • Develop a well-organized presentation that demonstrates mastery level of subject matter • Reflect on inquiry-based research processes and challenges by which learning was achieved • Reflect on the quality and effectiveness of the learning project • Take a proactive and self-directed approach to learning (V.O.G)

	• Have students complete guided peer editing in their reflection essays (directions and editing sheets in CTH)

Possible Student Misconceptions for this Unit

Students may believe that:

- The presentation is actually the product.
- They do not need to practice their presentation alone/in front of others.
- They have ample time to complete their project and reflect on it.
- They don't have to complete Capstone presentation and reflection in order to graduate.
- Peer editing/conferencing are a waste of time because they are all "bad writers."

Mandatory Lesson Focuses/Suggested Learning Activities	
In order to learn: (learnings identified in KUD)	**Students might:** (one or more learning experiences)
• Characteristics of constructive feedback	• Apply the feedback rubric to selected TED talks and/or previous filmed Capstone presentations • Present Capstone Pitch Speech and evaluate other students' speeches (CTH) • Complete One Slide 30-Second Impromptu and evaluate other students' speeches (CTH)
• Key components of an effective presentation	• Complete Informative Speech Process Organizer (CTH) • Complete an Informative Speech Based on Research Paper (CTH) and evaluate Informative speeches of other students. • Complete at least two practice runs of the Capstone Presentation and evaluate practice runs of other students

• Key components of the self-reflection process	• Student Comfortability Survey • Complete Self-Assessment Final Reflection

Possible Lesson Focuses/Suggested Learning Activities	
In order to learn: (learnings identified in KUD)	**Students might:** (one or more learning experiences)
• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	• Participate in Tongue Twisters (CTH) • Participate in Opposite Topics Exercise (CTH) • Participate in Fio Frippies Improv Activity (CTH) • Participate in Impromptu Public Speaking Exercises (CTH) • Complete Impromptu Talk Cards (CTH) • Participate in Public Speaking for Dummies (CTH) • Complete Current Issue Article Summary and Reaction Discussions (CTH) • Participate in Mystery Box Impromptu Exercise (CTH)
• Develop a well-organized presentation that demonstrates mastery level of subject matter	• Complete Reading of Chapter 11 of Public Speaking, An Audience Center Approach" Beebe and Beebe to practice and prepare (CTH)

Common Formative Assessment Practices/Processes
Pitch Proposal Speech (2-3 minutes)
Informative Speech of Research/i-Search
1 Slide 30-Second Impromptu (sample provided in Teacher Handbook
Practice Rounds of the Full Capstone Presentation

Suggested Formative Assessment Practices/Processes
• Establishing the comfort level of the students speakers on a survey basis to start • Exit or entrance slips can also be used as a way to monitor daily learning with students, particularly when a new concept or idea has been introduced. • Pecha Kucha Speeches or other short public speaking activities can be used as an opportunity to provide peer and teacher feedback

Suggested Texts				
Title	Author	Brief Synopsis	Genre	Lexile
Capstone Teacher Handbook	Various	This teacher handbook		
Rationale: The Teacher's Handbook is a necessary and invaluable resource. It will be provided in hard copy and electronically.				
Public Speaking: An Audience Centered Approach (or equivalent)	Beebe & Beebe	Chapter 11 - This chapter focuses on The Power of Speech Delivery and describes in detail how to present in front of an audience.	Textbook	10-12
Rationale: This chapter gives the students the background to an effectively delivery for a Capstone project.				
Rationale:				
Rationale:				
Rationale:				
Rationale:				

Supplemental Materials and Resources
The Teacher's Handbook is a necessary and invaluable resource. It will be provided in hard copy and electronically.

Vocabulary
Domain-Specific Vocabulary Reflection, audience, purpose, collaboration, constructive feedback, active listening

Capstone Product Performance Task

Grade/Subject	12th Grade Capstone
Unit Title	The Product
Overview of Performance Task	Both the Clarifying Your Focus Unit and the Presenting and Reflecting Unit connect to and prepare the students to successfully complete the Capstone Product Performance Task.
Pacing	Throughout the Semester

Performance Task

Task Overview:

Capstone Product

Once the students have finalized their proposals, developed and researched their essential question, they will be ready to work on their Capstone product. Since choice, self-directed learning, pride of ownership, and life-long learning are essential components of the Capstone experience, students have the ability to choose their own Capstone product with advice and guidance from their teacher. The product must connect to the student's essential question, be meaningful, and demonstrate an effective application of their knowledge and skills. While students are given great freedom in choosing their product, the product should represent an academic stretch and should meet the basic minimum parameters explained in the student directions. Several suggested categories of products are provided, however students are not limited to those suggested categories and can work with their teacher to develop minimum parameters for their idea. Students should be encouraged to go beyond the minimum parameters when reasonable and feasible.

The skills demonstrated and assessed in this performance task require the students to:

- Create and effectively execute a plan of action
- Be creative and innovative
- Be self-directed
- Anticipate, identify, and overcome obstacles
- Communicate and collaborate with others
- Apply knowledge and skills to the creation of a tangible product

Student Directions:

The Capstone Product:

After you have finalized your proposal, developed and researched your essential question, you will demonstrate what you have learned by creating a product or performance that will be an extension of your research topic and essential question. The product must be related to skills and knowledge gained in one of Wolcott High School's three (3) Career Pathways (Humanities, STEM, and Career and Life Skills). One of the key components of the Capstone Experience is choice. Therefore, you will have the ability to choose your own Capstone product with advice and guidance from your teacher. However, minimum requirements must be met.

Here is a list of examples of Capstone Products:
· Formal scientific experiment
· Solving a problem in your town/state
· Creating an innovation
· Creating a documentary
· A performance such as a play
· Developing a program or club
· Writing a piece of fiction
· Creating a website
· Completing an apprenticeship**/**job-shadowing experience
· Completing a community service-related experience

Product/Performance Minimum Requirements

Your product must meet specific minimum requirements including:
· Be a physical, tangible product or performance
· Demonstrate problem-solving skills
· Be creative, analytical and practical
· Be an extension of the student's research
· Be of high quality and reflect substantial time and effort

For documentaries:
o Documentary must be a minimum of 10 minutes long
o Documentary must look professional
o Documentary must be in a format that can be easily viewed (youtube, DVD, video file)
o Documentary must include credits listing sources used

For internships and community service experiences
o A minimum of 15 hours must be served
o A portfolio that contains items such as a log of your hours, pictures or video segments of the student on the job, as well as a minimum two page reflective essay of the student's overall experiences during the internship.

For teaching projects

o   A minimum of 15 hours observing teaching practices

o   Design and teach a minimum of 1 full lesson

o   A portfolio that contains items such as lesson plans, a log of your hours, pictures or video of the student teaching, samples of student work, as well as a minimum two page reflective essay of the student's overall experiences observing and teaching

For performances

o   Performance must be a minimum of ten minutes long

o   A portfolio that documents the performance and contains programs, advertisements, a budget if applicable), photos or videos as well as a minimum two page reflective essay of the student's overall experiences planning and performing

For events

o   A portfolio that documents your event and contains items such as a budget, programs, advertisements, photos or videos as well as a minimum two page reflective essay of the student's overall experiences planning and holding the event.

***Please note- these are all suggestions and minimums. They sky is the limit. You are encouraged to pursue any product you are interested in. If your product is not listed above, you will work with your Capstone teacher to establish product minimums. The "Capstone Product Plan of Action" form will aid in this process.

Student Direction and Rubric in Capstone Student Handbook
Teacher Direction and Rubrics in Capstone Teacher Handbook

Background Information For The Teacher

Rationale:

The Capstone experience culminates in the creation and execution of a Capstone product. This product demonstrates the mastery of skills and proficiencies by the student, and is developed throughout the course of the class. The formative assessments and guiding activities that are embedded in the concurrently-running Clarifying Your Focus and Presenting and Reflecting units help to refine the product-development process.

This unit directly correlates to the Wolcott High School Academic Performance Expectations, as all students will demonstrate that they can Speak Effectively, Write Effectively, and Use Technology Effectively before they graduate. This unit connects to the Vision of the Graduate as it emphasizes taking a proactive and self-directed approach to learning where students demonstrate the ability to learn and adapt to new challenges. In this performance task, students work independently, but they must also work with their instructors to set personal goals and implement strategies to achieve them. This process will enable them to learn the importance of persevering in the face of adversity and challenge, and ultimately help them to engender the

skills that support independent and responsible living. (VOG) In addition, students will demonstrate critical core knowledge and skills identified in the Vision of the Graduate, which connect to a successful transition to postgraduate studies and to career readiness. These include speaking, reading, viewing, understanding, and communicating complex topics across multiple subject areas as well as developing skills that will support academic and vocational pursuits. The product is developed throughout the execution of these tasks, and represents each student's individual work process and creative vision.

Course Essential Questions

- **How do effective time management strategies add to the depth and breadth of exploratory learning?**
- **Why is perseverance an essential disposition and what skills can support the attainment of this disposition?**
- **What is the relationship between self-directed learning, pride of ownership, and lifelong learning?**
- **How does the student-created product connect to the student's essential question and demonstrate an effective application of their knowledge and skills?**

Content Standards

ELA	Math	Social Studies	Science
CCSS ELA **SL.11-12.1** **11-12.2** **SL.11-12.3** **SL.11-12.4** **SL.11-12.5** **SL.11-12.6** **W.11-12.2.D** **W.11-12.2.E** **W.11-12.7**			
World Language	**Art/Music**	**CTE**	**ISTE**
			1. **a,c,d** 2. **b,c** 3. **c,d** 4. **a,b,c,d**

21st Century Competencies
• Accessing and Analyzing Information • Communication and Collaboration • Creativity and Innovation • Initiative, Self-Direction and Accountability • Citizenship and Responsibility

Possible Student Misconceptions for this Unit
Students may believe that: • The presentation is actually the product. • They do not have to devote any time outside of class to complete the product. • They have ample time to complete their product. • They don't have to complete Capstone product in order to graduate.

Common Formative Assessment Practices/Processes
All students will complete the Capstone Product Plan of Action worksheet located in the Student Handbook. Students will conference with their Capstone teacher/advisor regarding the completed Plan of Action. Additional periodic individual check-ins on progress are required. These will be individualized, but it is imperative to ensure that students are progressing at an acceptable rate throughout the entirety of the semester. Any significant lapses must be addressed as soon as they are noted.

Suggested Formative Assessment Practices/Processes
Embedded in Capstone units.

Suggested Texts				
Title	**Author**	**Brief Synopsis**	**Genre**	**Lexile**
Capstone Teacher Handbook	Various	This teacher handbook contains guided lessons, along with pacing recommendations. It has resources and reproducible worksheets that will help both teacher and student throughout the Capstone process.	Instructional Manual	N/A
Rationale: The Teacher's Handbook is a necessary and invaluable resource. It will be provided in hard copy and electronically.				
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Supplemental Materials and Resources
The Teacher's Handbook is a necessary and invaluable resource; it will be provided in hard copy and electronically.

Vocabulary
Domain-Specific Vocabulary Product (as it pertains to Capstone)