**Faulkton High School**

**Senior Capstone Experience**

**Course Handbook**

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**Mrs. Nikki Melius, Project Coordinator**

**Faulkton High School**

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Nikki Melius

SCE Project Coordinator

Faulkton High School

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605-598-6266 Ext. 218

September 5, 2014

Dear Senior,

This manual for your Senior Capstone Experience (SCE) has been written to help you through the stages of your experience. The SCE is a great opportunity to choose and develop a project that you have great interest in and be rewarded by not only the completion and letter grade, but also by the personal satisfaction the experience will bring.

The SCE has four phases that you will complete. Many of these phases will be incorporated into the classes you are taking this year. You must successfully complete each of these phases; a paper, a product, a portfolio, and a presentation.

As the project coordinator at Faulkton High School I am very excited to be able to offer our students this course and educational opportunity. Schools across the state are looking at the SCE as a graduation requirement and we feel that you are a competent and driven group of students who will be ready to compete with graduates across the state for not only your college entrance positions but scholarship and academic performance as well. I wish you good luck with your SCE. Use this opportunity to dare to take risks, stretch your imagination and skills, and do the best job you can.

Sincerely,

*Mrs. Melius*

**Course Overview:**

The Senior Capstone Experience (SCE) allows students the opportunity to consolidate and showcase the learning from their high school years into a meaningful and relevant experience. It is a venue for all participants to connect with the world outside of school and to demonstrate the skills they have acquired. These demonstrated skills are those that will in turn make them successful in a post-secondary education program and/or the workforce.

**The Senior Capstone Experience consists of four phases:**

**RESEARCH PAPER**

The research paper contains a thesis that the writer proves (supports) or disapproves through research evidence. The topic of the paper should support the “product” portion of the SCE so careful consideration is advised. The paper will exhibit the acquisition of knowledge through researching, writing, interviewing, and synthesizing an application of the real-world skills of time management, organization, self-discipline, persistence, and problem-solving. The paper is completed in English IV as part of graduation requirements for all senior students.

**PRODUCT**

The product must demonstrate the application of acquired knowledge through a reflective, physical, and/or intellectual stretch. The product should be orientated around performance of a skill, the development of an object, or the study of a profession. The product or a representation of it will be used as a visual source during the presentation portion of the SCE.

**PORTFOLIO**

As students complete the SCE they will be required to keep an organized portfolio that represents their learning experiences. Examples of included work will be reflective and informative journals, correspondence letters, authorization forms, mentor contact documentation, resources, the research paper, and a final SCE reflection.

**PRESENTATION**

A panel of teachers, fellow students, and community members will serve as the evaluators of the SCE presentation. Students will prepare a ten to fifteen minute oral presentation that will showcase their research, self-growth, product, knowledge-depth, communication skills, fluency, application of real-world skills, and portfolio. A question and answer period will follow the presentation.

**All Senior Capstone Experiences will be completed during the course of the academic school year. Any exceptions must have prior approval from the SCE coordinator.**

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**SCE Student Expectations:**

**Specific guidelines will be provided throughout the course. The purpose of this checklist is to serve as a guide and organizational tool.**

* Career Matchmaker Update ([www.sdmylife.com](http://www.sdmylife.com))
* Career Cluster Results/Reflection
* SCE Teacher Advisor Selection: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* SCE Mentor Selection: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* SCE Paperwork

Student – Parent – Teacher Advisor – Mentor Agreement Form

SCE Overview Form

* SCE Research Paper Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* SCE Product: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* SCE Portfolio: (See specific checklist for guidelines)

Coversheet

Title Page

SCE Contracts and Forms

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Letter to Judges

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SCE Reflection

Research Paper – Outline, Paper, Works Cited

Product Proposal

Mentoring Log

Mentoring Verification

Multi-media Tool

* SCE Presentation Outline
* SCE Multi-media Resource

Whether you think you can or whether you think you can't, you're right. *Henry Ford*

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**SCE Timeline:**

**September -**

Select a topic for your research paper and brainstorm an idea for your product. Complete the necessary paperwork in identifying an advisor, outside mentor, and parental approval.

**October -**

Begin research paper as part of English IV requirements. Consider who will serve as your project mentor.

**November –**

Complete research paper as part of English IV requirements. Make any necessary changes/editing so that a final grade can be posted.

**December –**

Determine your mentor. Make an initial contact. If you are not certain of a mentor, visit with Mrs. Melius for assistance.

**January – February – March**

Enroll in Senior Capstone Experience course to allow you one class period each day to work on your project. Complete product, portfolio and presentation requirements as assigned. Be in contact with mentor and journal weekly. Weekly “assignment” checklists will be provided.

**April**

Finalize portfolio and complete practice session for panel presentation. Panel presentation will be scheduled for Wednesday, May 6, 2015.

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**SCE FORMS**

**Faulkton High School**

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**Senior Capstone Experience Agreement Form**

**Student – Parent – Advisor – Mentor**

**A. Student Applicant**

I agree

* to adhere to the schedule and objectives which I have set for myself.
* to make progress reports at the times and in the form designated by the project coordinator.
* to follow all the guidelines (which I have read and understand) established for my SCE.

I understand

* that I must be financially responsible for my SCE product.
* that the quality of my completed SCE (letter grade) will be noted on my transcript.
* that the school may not be liable for any injuries that I may sustain as a result of this SCE.
* that I may not be paid or compensated for my SCE work.
* that my SCE (or pictures of it) may be used as a reference tool for future students.

**Signature of Student Applicant Date**

**B. Parent/Guardian (Please read carefully.)**

I have read the rationale, guidelines, and SCE proposal and have discussed them with my son/daughter. I realize that the school cannot directly supervise him/her and understand that the school may not be liable for any injuries that he/she may sustain as a result of this project. I understand that it is my son’s/daughter’s responsibility to inform me of any changes in the proposal made after my signature.

##### Signature of Parent/Guardian Date

##### AGREEMENT FORM PAGE 2

##### C. Faculty Advisor (Please read carefully.)

I accept the responsibility as Faculty Advisor for this student if his/her project is accepted as proposed. I will expect regular progress reports from him/her during project and I will be willing to assist this student as needed before the project begins and during the project. I agree to perform all duties outlined on the Role of Faculty Advisor form.

##### Signature of Faculty Advisor Date

**D. Senior Capstone Experience Mentor (Please read carefully.)**

I have seen a copy of the rationale and guidelines for the Senior Capstone Experience and the applicant has given me a copy of the Senior Project Mentor role. He/she has discussed with me the aims and objectives of the SCE. We have discussed both the goals and our mutual expectations. I have read his/her proposed project. I approve it and will fulfill my obligations as outlined in the Role of the SCE Mentor form.

**Following is additional information which we feel you will find useful:**

1. A student may not be paid for his/her Project work.

2. Students are to work with you **a minimum of fifteen hours.**

3. No relative may be in a direct line of supervision for the student. The student may not work at a relative’s place of business or in a position in which he/she has been previously employed.

4. The student is bound by a set of guidelines which he/she should share with you. Failure of the student to comply with these guidelines will jeopardize their grade.

5. The student will keep a journal and write a final evaluation of his/her SCE. These are not to be done during his/her meetings with you.

6. In a pre-project conference with the student, please establish a mutual understanding of what will be expected during project time.

**Signature of SCE Mentor Date**

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#### SENIOR CAPSTONE EXPERIENCE OVERIVEW

**Directions:** Using the format below, type the corresponding topic and answer by writing complete sentences (with the exception of section #1). This **must be word processed** for your portfolio.

***STUDENT INFORMATION:***

**Your Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Senior Project Coordinator:** Mrs. Nikki Melius **English Teacher:** Mrs. Nancy Heidenreich

**Mentor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

#### OVERIVEW:

Using this paragraph format under each bold question/heading, you will respond to each heading/question in complete sentences. This is an example of the proper format.

**Title of the Research Paper:**

**Research Paper Synopsis:**

**Plan For the Physical Product and Description:**

**Relationship between the Paper and the Physical Product**

**Background experience in this area:**

**Expected Outcome of the Senior Project:**

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**PARENT PERMISSION FORM**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have read through the Senior Capstone Experience Manual and understand the requirements of all phases of the SCE experience. I acknowledge that my son/daughter will be participating.

My son/daughter will write a research paper on the following topic:

My son/daughter will do the following as his/her product portion of the SCE:

Parent/Guardian’s Name (please print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**SCE COST ANALYSIS FORM**

**Student Name**

**Product/Process Title**

**Product/Process Proposal**

Description:

Steps for Product/Process Completion:

Special Equipment/Facilities/Environment:

**Cost Analysis**

Materials List:

Budget:

**Approvals**

**SCE Mentor Date**

**Parent/Guardian Date**

**Student Date**

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**SENIOR PROJECT MENTOR AGREEMENT FORM**

**Student Name**

**Project**

In order for students to complete a Senior Project, the student must work with a Mentor who has expertise in the area being explored. The Mentor must be willing to verify the student’s efforts and time spent. A student should spend at least 15 hours with the Mentor. If you are willing to serve as this student’s Mentor, please complete the form below.

I agree to serve as a Mentor for the above named student for his/her Senior Project.

**Mentor Name**

**Complete Mailing Address**

**Phone**

**E-mail**

**Signature Date**

**Transportation & Insurance Verification**

A copy of current automobile insurance and a valid driver’s licence must be on file in the need that the student will leave the school premises any time during the SCE. This must be authorized by a parent with a signature and date of release.

Photocopy and attach to this form….

Driver’s License

Automobile Proof of Insurance

**REQUEST TO PARTICIPATE IN SCE AWAY FROM THE SCHOOL BUILDING AND STATEMENT TO HOLD SCHOOL DISTRICT HARMLESS**

The undersigned parent/legal guardian requests that their child participate in the Faulkton School Senior Capstone Experience. If/when the program requires off campus training the below identified student will use their personal vehicle for transportation. The parent/legal guardian states that:

The student driver has a valid driver’s licence.

The student will abide by school policy.

The vehicle is insured.

Furthermore, the undersigned hereby releases and agrees to hold harmless the Faulkton School District from any claim or injury that may be suffered as a result of participation in the program.

Name of student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/legal guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Based on the foregoing, the Faulkton School District hereby grants permission for the above named student to participate in the SCE program.

By: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faulkton High School

**MENTORING LOG – OPTION 1**

**(Can be duplicated as needed)**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty AdIVsor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form can be used as a tool to record your meetings/conversations. This will serve as documentation of the time spent in consultation on the SCE. The minimum contact requirement is 15 hours. If you have questions, please call or email Nikki Melius, SCE project coordinator, at [Nikki.Melius@k12.sd.us](mailto:Nikki.Melius@k12.sd.us) or 605-598-6266 ext 218.

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time Spent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Description of topic of conversation or what was done:

Mentor’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**MENTORING LOG – OPTION 2**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCE Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Session** | **Date** | **Comments/Time Spent** | **Mentor Initials** |
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**FACULTY ADIVSOR GUIDELINES & CONFIRMATION FORM**

Faculty Advisors are assigned/selected to represent each senior completing the Senior Capstone Experience. TAP assignments will be utilized to their fullest potential with some exceptions being made. Their primary role is to provide support and guidance throughtout the SCE. It is recommended that no Faculty Advisor have responsibility for more than four students. The students will have a mentor or outside consultant who has specific expertise in the research topic, the Faculty AdIVsor will provide an additional support system within the school building. The responsibilities of the Facutly Advisor should include, but are not limited to:

# Act as a consultant to the student, providing assistance with the selection of the SCE topic, product, and experience scope.

# Communicate openly with the student about the progress of their SCE.

# Provide the student with feedback.

# Review the completed project and evaluation tool before the deadline. Provide a recommendation for acceptance or rejection before the panel presentation.

# Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Faculty Advisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**SCE MENTOR EVALUATION FORM**

Student Name Project

As a Project Mentor, you have been chosen to verify this student's efforts on the Senior Capstone Experience. Since most of the time spent on the project phase of the assignment has been out of class, verification of the student's efforts is necessary. Please answer the following questions to help us evaluate/document the 15 hours in the mentoring process.

1. Can you verify that you spent at least 15 hours mentoring the student on this project?

Yes No

Comments:

2. What specific problems did this student encounter and overcome?

3. What successes have you seen this student achieve?

4. How would you rate the student’s professionalism during the mentoring experience? (including appropriate communication, dress, and demeanor)

Exceeds expectations Meets expectations Does not meet expectations

Comments:

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_

***We appreciate your support and contribution to our student and the senior capstone experience.***

**ROLE EXPECTATIONS**

# The Role of the Student

# Meet all guidelines and timelines for the Senior Capstone Experience.

# Select a SCE faculty advisor.

# Select a SCE mentor.

# Obtain necessary signatures to complete all of the SCE forms.

# Maintain copies (paper and electronic) of all work in progress as well as final drafts.

# Compile a journal that includes a project log.

# Prepare an outline and multi-media presentation for the panel judges.

# Complete the necessary portfolio expectations.

# Write and distribute coordinator-approved thank you letters to their mentor and the panel.

# Complete an evaluation form on the SCE and class structure.

# The Role of the Faculty Advisor

# Act as a consultant to the student, providing assistance with the selection of the SCE topic, product, and experience scope.

# Communicate openly with the student about the progress of their SCE.

# Review the rough draft of the research paper if asked by the student and advise them on needed revisions.

# Serve on the steering committee.

# The Role of the SCE Mentor

# Assist and advise the student with the selection of their research paper topic in regard to the student’s final product and panel presentation.

# Serve as a resource to the student in all stages of the SCE.

# Allocate time and make arrangement to work with the student on the SCE.

# Sign and return Mentor Agreement Form as well as the time documentation form.

# Provide accurate and honest verification of the student’s work.

# Additional assistance could be provided by…..\*reviewing student research materials, \*evaluating the project/product, \*advising the student in planning the oral presentation and/or \*attending the oral presentation.

# Complete an evaluation at the end of the SCE.

# The Role of the English Teacher

# Instruct the student in the proper form and process of the research paper.

# Provide resources and advise on research paper topic selection in correspondence with the student’s product ideas.

# Review the rough draft of the research paper and advise the student as to where revisions may be needed.

# Evaluate the final draft of the research paper.

# Provide guidance in appropriate methods of giving an oral presentation.

# Conduct a post presentation discussion or evaluation for the purpose of SCE improvement and implementation.

# The Role of the Senior Capstone Experience Coordinator

# Develop the scope and sequence of the Senior Capstone Experience.

# Prepare a manual and all forms for student use and project expectations.

# Prepare the yearly calendar with timelines and expectations.

# Coordinate the assignments of students with faculty advisors.

# Serve as the liaison with the student and their mentor. The mentor will be contacted the first week of the SCE and then other times as necessary.

# Oversee all student work in accordance with the SCE guidelines.

# Assist the students in preparation for the oral presentation.

# Monitor student progress and portfolio development.

# Organize the panel of judges for student presentations.

# Compile student grades for the areas of paper, product, portfolio and presentation.

# Administer end-of-project evaluation surveys for students, faculty advisors, mentors, and panel judges and report results back to the SCE Steering Committee.

# The Role of the Senior Capstone Experience Steering Committee

# Agree to meet as necessary during the school year.

# Create and evaluate the action plan for program implementation.

# Evaluate and provide recommendations for SCE timelines.

# Provide approval of all Senior Capstone Experience topics and projects.

**RESOURCES**

**And**

**EVALUATION PROCEDURES**

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**Topic Selection Guidelines**

A SCE is about doing and learning something that you are interested in. It clearly should be something that you want to do. It is your chance to choose a topic that will be interesting and worthwhile and will extend your knowledge. However, making the decision on your topic may not be easy. Choose carefully, consult with your Faculty Advisor and remember to keep your SCE manageable. Carefully choose a product or process that you can build or produce or a community-based service you can provide.

Answer these questions as you finalize your SCE topic.

1. Is there a clear connection between the research topic and the product/process you want to produce?
2. Does the product/process represent the appropriate complexity? Does it go beyond what you already know how to do?
3. Will the product involve tangible evidence of you work – either something physical that can be seen and touched, a community-based service that can be documented as beneficial or something that can be written, produced, taped, or presented?
4. Is the SCE in your Career Cluster area or a personal interest of yours?

The following guidelines may assist in choosing the subject to be explored:

1. The research topic should be one in which the student is interested, but not one about which the student is already an expert.
2. The research topic may be one that requires cumulative knowledge across grade levels and content areas.
3. Some preliminary research may be helpful to the student.
4. The research topic should be one that is challenging to the student academically and creatively.
5. Students should avoid choosing topics that might involve expenses they are not prepared to handle.
6. Primary research is a valuable component of any inquiry.
7. Students should avoid choosing topics that might endanger themselves or others.
8. Students should use good judgment to be certain that the topics they choose are appropriate for presentation to a review panel and the general public.
9. The research topic should be one that is broad enough to allow the student access to enough information, yet narrow enough to make the research scope reasonable.

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**Letter of Intent**

Once you have selected your topic, formally declare your paper and process/product in a business letter to the SCE Steering Committee. We realize that you will have had many conversations about your SCE in school but this letter announces to parents, to teachers, to judges, and the steering committee exactly what your intentions are.

This activity will benefit you in other areas of your education and in life in general. Writing a professional business letter can be very important in establishing a favorable image of you to people who have never met. There are certain rules that must be followed for basic letter writing skills.

\*\* Use a block style for this letter of intent.

\*\* The letter must be typed with one inch margins.

\*\* Proofread for spelling and grammatical errors.

\*\* WILL NOT BE FINAL UNTIL ZERO ERRORS ARE PRESENT

Letter of Intent Content:

Paragraph One – What is the topic or area of study that will be the focus of your SCE? Why did you choose this? What previous knowledge or experience in this area do you have?

Paragraph Two – What will be the focus of your research paper? Describe your topic, discussing any preliminary areas of exploration or questions you have identified.

Paragraph Three – What will your SCE be? How will you make your research “come alive”? Who can/will serve as a mentor to you and what is their experience or expertise in your chosen field? What resources (including time and/or money) do you anticipate this will require?

Paragraph Four –

What is the connection between your research paper and your product/project? How are these components related and how do they together show a concentrated effort to explore your topic or area of study?

**DUE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**POSTMARK DATE TO MENTOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Faulkton High School**

**Topic Selection Rubric**

**-Scored By Judging Panel-**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Career Cluster Identification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **COMPONENT** | **Unacceptable**  **1** | **Marginal**  **2** | **Acceptable**  **3** | **Exemplary**  **4** |
| **Depth of Thought**  **x4** | Major gaps are evident. Little or no reasoning is demonstrated. | There are major gaps in reasoning. Reasoning is somewhat apparent, but is flawed. | Reasoning is apparent, but a few minor gaps or flaws exhibit. | Reasoning is clear, concise, and effectively demonstrated. |
| **Feasibility**  **X4** | The SCE solution is clearly not possible within the parameters set forth by the problem. | The feasibility was in question until an explanation was requested and given. The solution may not be possible within the parameters of the problem | While the solution is valid, it may not be easily replicated. | It is clear that the method of solution is valid and can be readily replicated. |
| **Attention to Detail**  **X4** | The SCE is generally characterized by superfluous or surface knowledge. | Only a few questions are answered in detail. The work generally does not attend to the underlying detail required by theproblem. | Most of the questions posed by the problem are directly answered in detail. | Questions are anticipated and addressed. |
| **Creativity**  **X4** | This approach to the SCE is a detail replication of a previous design. No new ideas are demonstrated. | The approach is obviously related to a previous design, but some novelty is shown. | While the design presented may be similar in approach others, unique characteristics exist that make this design stand out. | The approach to the design is fresh, novel and unique. |

**Final Score \_\_\_\_\_\_\_ / \_\_\_\_64\_\_\_\_\_\_**

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**SCE TOPIC CHANGE FORM**

As sometimes happens, a student may need to modify the original SCE. If that happens, a student should address the following questions as he/she modifies the original proposal and secures the required signatures. Answer the following questions in paragraph form. Your topic change form must be typed.

1. How do you wish to change the proposed SCE?
2. What is the purpose of the changes?
3. How will these changes help to further explore an area of interest?
4. How will these changes allow better demonstration or representation of learning?
5. Have the proposed changes been discussed with others; including parents, Faculty Advisor, mentor, and project coordinator? What were their responses about the proposed change?
6. How will these changes affect your SCE time line?

**PLEASE SIGN AND DATE……**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**FACULTY ADIVSOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PARENT/GUARDIAN: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**STEERING COMMITTEE/COORDINATOR APPROVAL Yes NO**

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**Senior Capstone Experience Mentor Selection**

A SCE mentor is someone who has experience and an understanding of your research paper topic. They are a person who will take a sincere interest in guiding you to the successful completion of your project.

What does a mentor do?

* Provides expertise in the product area
* Gives suggestions and advice
* Supports your efforts
* Gives you feedback and constructive criticism

What do you need to do before choosing a mentor?

* Clearly define your topic and product
* Be specific about what you expect from your mentor, including time and commitments
* Be able to show how the mentorship will benefit the mentor

How do you choose a mentor?

* Brainstorm possible experts within your chosen topic range
* Talk to parents, faculty advisor, friends and project coordinator about possibilities
* Look for someone who is interested in mentoring you from start to completion of your project

Once you have a mentor – what should happen?

* Meet with your mentor
* Determine the best way to keep lines of communication open throughout the project
* Decide what areas of your SCE the mentor will assist you with
* Ask the mentor to provide feedback and evaluation before final grades are given

What will the mentor expect from you?

* Good work habits
* Punctuality
* Appropriate dress
* Professionalism

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**JOURNAL ENTRY GUIDELINES**

1. Journal entries will be used to document student’s progress through the SCE.
2. Each entry will be submitted via email. – Date Submitted Is Required
3. Journal entry requirements are identified as twice during the months of October and November and weekly during the months of December, January, February, March and April.
4. Journal entries are due on Thursday of each week at midnight, central daylight time.
5. Copies of all journal entries will be required in the final portfolio for grading purposes.

**JOURNAL EXPECTATIONS:**

Each journal entry should cover the following:

Describe what you did/accomplished on your SCE during the week.

Write your personal reaction/evaluation including:

Did you like what you were doing? Why or why not?

Did things happen as you expected? Why or why not?

How will you benefit from what you are learning?

What frustrations did you experience?

What successes did you achieve?

What are your short term goals before your next journal writing?

NOTE: Journal entries will be read by faculty advisors, mentors, the SCE steering committee and the judging panel.

**Journal Entries = 10 Points Each Entry**

|  |  |
| --- | --- |
| **10** | On balance, journal responses are full and complete. Entry is insightful and perceptive, connecting personal experience to the text and making inferences and judgments. There is a thoughtful interpretation of what was read, heard, or Viewed. Writing is well organized with no errors in grammar, mechanics or spelling. |
| **8** | Journal response is complete. Writing shows some personal involvement with and understanding of the text, and makes reasonable conclusions and judgments. Judgments are supported with reference to the text. Writing is adequately organized with some errors in grammar, mechanics, and spelling. |
| **6** | Journal response meets basic expectations but is missing necessary detail or includes unnecessary information. The writer relates to or identifies with content material but does not take thoughts beyond the text. Entries show the reader connecting the text to life experiences or other texts, but not critically assessing the author’s ideas, craft, style, or use of language. |
| **4** | Journal responses are general and not expanded upon or may ramble repetitively without clear connections. The writer may empathize with or judge characters in the text, but not consider the context or significance of the character’s experiences. Entries show an attempt to interpret or explain the text, but make inferences and judgments with only vague reference to the text itself.  Consideration is not given to the author’s ideas, craft, style, or use of language. |
| **2** | Journal responses are incomplete, unclear, or show little effort or insight. The writer occasionally makes observations or predictions about characters or events but these are vague and unsupported. Entries are often simply summaries or retellings of the events in the text. The writer may rate the text, but give little or no support for assertions, and any judgments are on the basis of personal opinion or pre-conceptions. |
| **0** | Journal Entry Not Submitted |

**Faulkton High School**

**Guidelines for the Product**

1. The product must be student-generated. It must be a showcase of the student’s skills – not a parent’s, friend’s, or mentors.
2. The product should show evidence of application and synthesis of the research paper.
3. The product should be tangible evidence that reflects the academic stretch/risk, which the student has experienced during completion of the SCE.
4. Students are NOT expected to spend a lot of money in order to complete the SCE. Expenditures WILL NOT enhance the evaluation of the SCE.
5. Research for the product should reflect one or more of four primary areas; personal experience, experiment, survey and/or interview.
6. The product can be community service oriented.
7. A group/community could benefit from the product.
8. There will be no pairing/sharing of products.
9. The SCE steering committee must approve the product.
10. The product may include one or more of the following media:

* Audio/Visual aid – playing original music, sounds, etc.
* Charts or graphs – Visual graph of survey, experimental results, etc.
* Video of process – Video timeline of steps to final product
* How-to demonstration – step-by-step Video of project or process
* Visual product – showing the final creation of an item/product
* Multi-media – physical record of an experiment or experience
* Work of fiction – collection of poetry, short stories, novel, bibliography, etc.
* Non-fiction work – individual, family, community, historic writings, etc.
* Other – as approved by the Faculty Advisor or SCE steering committee

**RUBRIC**

|  |  |  |
| --- | --- | --- |
| 1 | 15 Hours Minimum – Determined by portfolio…..  2 Points Given for Each Hour | / 30 |
| 2 | Experience Presents an Extension of the Research | / 15 |
| 3 | Documentation Provided in Portfolio (5 Points Each)   * Journal/log entries * Photographs * Letter of recommendation * Papers/notes/flyers/charts * Research paper * Copies of all required forms * Reflection & self-evaluation | / 35 |
| 4 | Signed Mentor Sheet | / 10 |
| 5 | Care and attention to detail – a quality product | / 10 |
|  | **TOTAL POINTS POSSIBLE** | **/ 100** |

**Faulkton High School**

**SCE Portfolio Guidelines**

A portfolio is required as part of your SCE and must be submitted as part of your presentation. Your portfolio shows all of the work you have done throughout the SCE. This is the first impression the panel will get of you and your SCE – make sure that you create a positive one. Your portfolio must meet the following guidelines and must include all of the sections and components listed (in this specific order). It must be neat and professional.

**REQUIRED COMPONENTS IN THIS ORDER – EACH PAGE IS WORTH 5 POINTS**

1 ½ Inch White Binder with Clear View Slot

Portfolio Cover:

SCE Title, Your Name, Faculty Advisor, Mentor, Picture/Graphic, School Name, Presentation Date

Title Page – (Similar To Cover/No Graphic)

Table of Contents Page – With Numbers

**Section 1: Proposal**

Letter to Judges

Addendum (if necessary)

**Section 2: Forms**

(Order to be determined)

EVERY FORM MUST BE INCLUDED

**Section 3: Correspondence**

All Journal Entries

Mentor Contact Verification

Mentor Evaluation Form

Thank You Letters

**Section 4: Research Paper**

Outline

Final Copy of Research Paper

Works Cited

Evaluation Rubric

**Section 5: Product**

Photos – Citing Progress of SCE

Experience Documentation/Timeline

Final Budget Outline

**Section 6: Presentation**

Outline

Slide/Print of Multi-media

**GRADING RUBRIC – PAPER**

**The research paper will be written and graded as part of the English IV course at Faulkton High School. Rubrics and expectations will be outlined during the course by Mrs. Nancy Heidenreich.**

**Faulkton High School**

**SCE Oral Presentation Guidelines**

THE SCE presentation is the culminating event, which must include the entire learning experience. It should reflect elements of the product, paper and the portfolio.

1. Plan the presentation using the presentation rubric.
2. Prepare the Visual/multi-media materials you will need. Practice using the technology making sure everything is in working order.
3. Practice and time the presentation.
4. Answer questions with confidence.
5. Professional dress or appropriate to SCE is required.
6. Be aware of your body image.
7. Proof of product is required at the presentation.

Outline Requirements:

Introduction – capture audience’s attention

Body

Interest in topic

Topic relation to career cluster or personal interests

Summary of research

Reflection on research findings

SCE teachings – about the topic, product, and yourself

Timeline / evidence on product

Stretch for your learning….most valuable/most gained

Self Evaluation