Introduction
The mission of the Houston County School District is to produce high-achieving students. Career development is a vital part of a student’s educational career. Our goal is to graduate students that are college and career ready. Therefore, students will complete the Senior Capstone Project as a way to show their overall preparedness and talents related to their career area of interest. Reflecting on who they are while showing what they want to do, the Senior Capstone Project provides students with the opportunity to explore a career of personal or professional interest and to address the latest trends or issues through focused study and applied research. It allows students to demonstrate their ability to synthesize and apply the knowledge and skills acquired in their academic program to real-world issues and problems. It is the goal of the Senior Capstone Project to affirm students' ability to think critically and creatively, to solve practical problems, to make reasoned and ethical decisions, and to communicate effectively.

Goals
The goals of the Senior Capstone Project are as follows:

- To provide students with the opportunity to apply the knowledge and skills acquired in their courses to research relating to a career interest area
- To allow students to extend their academic experience into areas of personal career interests, to include working with new ideas, organizations, and individuals
- To encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical and ethical leadership skills
- To provide students with the opportunity to refine research skills and demonstrate their proficiency in written and/or oral communication skills

Timeline

<table>
<thead>
<tr>
<th>Project Component</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Consent, Deadlines, &amp; Plagiarism Letter</td>
<td>September 28, 2016</td>
</tr>
<tr>
<td>Senior Project Proposal &amp; Mentor Agreement</td>
<td>October 5, 2016</td>
</tr>
<tr>
<td>Presentation &amp; Portfolio</td>
<td>By March 31, 2017</td>
</tr>
</tbody>
</table>
Grading

The final grade of the Senior Capstone Project will be calculated as an average from the three components of the project. It will count as a test grade in each of the students’ core senior academic classes (English, Math, Science, Social Studies).

<table>
<thead>
<tr>
<th>Senior Capstone Project</th>
<th>Average of the three grades from each component</th>
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<tbody>
<tr>
<td>Research Paper Component</td>
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<tr>
<td>Portfolio Component</td>
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<tr>
<td>(includes Mentoring Component)</td>
<td></td>
</tr>
<tr>
<td>Presentation Component</td>
<td></td>
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</tbody>
</table>

Each student will be graded by the rubrics and standards set forth in this handbook.

Capstone Project Coordinator and the Executive Committee

Seniors are expected to follow directions and to meet deadlines in order to fulfill the requirements of the Senior Capstone Project. If special circumstances arise that your Rockin R teacher is not able to resolve, you may be referred to the Executive Committee. This panel of teachers and administrators resolves Senior Capstone Project issues. If you have a concern, you will need to type a formal letter describing your concern and give it to the Senior Capstone Project Coordinator.

Late Policy

The standard late penalty for the three major sections of the Senior Capstone project work (paper, portfolio, and presentation) will be ten (10) points per week. If you are absent or sign out, your assignments are still due on the assigned date. Failure to turn in work three weeks past the deadline will result in a counselor referral as this could impact student’s graduation.

Presentations

All WRHS seniors (except those in WBL) are required to attend and present at the scheduled time of their presentation. Any student failing to appear at the scheduled check in time will have ten (10) points deducted from the presentation grade. Any student who misses the presentation will be required to appeal for an opportunity to present. Special circumstances may be presented to the Executive Committee in writing. Any student who feels his or her scores are excessively disparaging may request an appeal. The request must be presented in writing to the Executive Committee. Family members and other guests are not allowed to attend the presentations.

Storage of Material

Seniors will place all portfolio items in their Rockin R folders that their Rockin R teachers will keep in their classroom. It is highly suggested that students save all work on their school One Drive account. It is the student’s responsibility to present the hard copy of the documents to the Rockin R teacher by the deadline dates.
PARENT CONSENT FOR SENIOR CAPSTONE PROJECT

As the parent or guardian of _____________________________________________________ who is a senior enrolled at Warner Robins High School, I am aware that the Senior Capstone Project will be completed as part of my son/daughter's senior classes and will comprise as a major test grade in all of his/her core classes (English, Math, Science & Social Studies).

I fully understand that the main goal of the project is for students to explore a career of personal or professional interest and to address the latest trends or issues through focused study and applied research. Students will demonstrate proficiency in thinking critically and creatively, making reasoned and ethical decisions, and communicating effectively. The selection of the career topic is a decision made independently of the staff and the administration of Warner Robins High School.

The components of the Senior Capstone Project are:
1. Career Research Paper (3 pages minimum)
2. Presentation (3 to 5 minutes on Career Research Project)
3. Portfolio (Documentation of Capstone Project)

I also realize the research and product must present a "learning stretch" -- something that my son/daughter has NOT done before.

Finally, both my son/daughter and I understand that plagiarism is using another author's words or ideas without giving credit. I am aware that if my son/daughter plagiarizes ANY part of the research paper, he/she will receive a zero on the entire paper. This will result in a zero as a major test grade in all core classes (English, Math, Science and Social Studies).

I have read and agree to the attached documents:

*Senior Capstone Project Deadlines
*Plagiarism, Misrepresentation, and Professionalism
*Mentorship/Student Agreement Form

Parent/Guardian Signature: ___________________________ Date: ______________
Student Name: (Print) ___________________________ Date: ______________
Advisement Teacher: ___________________________ Date: ______________

*This form should be returned to the Rockin R Teacher by Wednesday, Sep. 28, 2016.
Senior Capstone Project Deadlines

One of the most important skills that the Senior Capstone Project teaches is time-management. By breaking up the components into required deadlines, students will learn how to take a semester project and tackle it in manageable segments. This is a vital skill both for college and for the workplace. Students must also learn to meet deadlines. If a deadline is not met, consequences will follow as outlined below. Students **MUST** do each of the following components in the order in which they are assigned. Since each component of the Senior Project must be completed before the next component is begun, it is vital that student complete assignments on time.

Deadlines for due dates have been set by the Senior Capstone Project Executive Committee. *Failure to meet a deadline will result in a penalty of 10 points for each week late up to 3 weeks.* If a student feels that he/she has a legitimate excuse for being late on a component and should not be penalized, the student will have to address the Senior Project Capstone Executive Committee to make a personal appeal.

**I. RESEARCH PAPER-**
**DUE NOVEMBER 30, 2016**
The research proposal will be turned in to your Advisor (Rockin R Teacher). Your English teacher will provide explanation on the components of the research paper.

**II. PRESENTATION -**
**STUDENT WILL BE ASSIGNED A DATE IN FEB/MAR 2017**
Students who have successfully completed the research paper by the deadlines established are eligible to give a presentation during the Spring Semester.

**III. PORTFOLIO -**
**DUE AT THE TIME OF THE PRESENTATION IN FEB/MAR 2017**
Students will keep a portfolio of their senior project, which includes a work philosophy, goals, personal budget, resume, cover letter, references, mentor log, and examples of career-related experiences and educational and/or extra-curricular activities/honors. This will be graded for completeness. The student will follow the outline provided. Students **MUST** have completed their research paper and the school must have received the Mentor Verification Form in order for the student to be eligible for a portfolio grade.

The final grade of the Senior Capstone Project will be calculated as an average from the three components of the project. It will count as a test grade in each of the students’ core senior academic classes (English, Math, Science, Social Studies).
WARNER ROBINS HIGH SCHOOL
PLAGIARISM, MISREPRESENTATION AND PROFESSIONALISM

The most important part of any educational experience is academic honesty. For the most part, you control what you learn; and your ethics, or lack thereof, can shape your academic decisions. You are responsible for ensuring that you do not plagiarize or misrepresent yourself in any way. Because the Capstone Project requires real-world career and professional opportunities, it is necessary that you exhibit professionalism throughout the project.

What constitutes plagiarism?
- Directly copying from another source without using quotation marks and/or without giving credit to the author by citing your sources
- Not paraphrasing the information completely or correctly
- Using another person's work, in part or as a whole, as your own
- Using work that you have completed for another teacher without approval
- Using research that you do not include in your research folder or that the teacher cannot verify with the material in your folder
- Passing on your work to another student

What constitutes misrepresentation?
- Falsifying documents and assignments
- Using a family member as a mentor or interview subject
- Allowing other people to complete portions of your assignments
- Committing any other breach of the project assignments

What constitutes professionalism?
- Dressing appropriately for the occasion, including job shadowing, volunteering, the presentation, etc.
- Constructing emails and correspondences using proper etiquette
- Proper respect given to mentors, faculty advisors, senior English teachers, etc.

I have read the plagiarism and misrepresentation policy. I understand that if I am caught cheating/plagiarizing in any way during this process, I will be subject to disciplinary actions as specified by the Warner Robins High School Code of Conduct. Such actions include serving in-school suspension and rewriting the assignment for resubmission. I give my word that I will be honest during the entire process. I have also read the Professionalism policy. I understand that I must conduct myself in a professional manner as a representative of Warner Robins High School while engaging in all Senior Capstone Project related activities.
Components of the Capstone Senior Project-Directions for Students

Research Paper

The first component is a research paper documenting information on a career field of your choice—a subject demonstrating the career interest of your choice, but not necessarily one for which you are an expert. The research must be a worthwhile stretch beyond what you already know. The project proposal must be approved prior to beginning your research. The required length of your paper is three pages (700-1000 words); with the understanding that certain information must be evident. This information includes, but is not limited to the following:

1. Reasons for selecting the occupation in the specific career cluster/pathway
2. Career goals
3. Relevant career-related information that provides the reader some information about a specific occupation or current topics related to that occupation
4. Research on the job outlook and education and training needed
5. Current trends or changes in the future of the career field

The research paper should elaborate on specific information that will help you in preparing for your chosen career field. Please see the attached rubric for specific requirements.

Mentorship

As part of the Senior Capstone Project, you must complete eight hours of job mentoring to assist you in learning more about your career area. In order to complete the mentoring, you need to find a mentor—someone who is knowledgeable in your chosen area of interest or someone working in the field. You have the responsibility to obtain a mentor and submit a signed agreement between the school, your mentor, you, and your parent/guardian. Virtual job shadowing is an option including Skype, FaceTime, or any other electronic means of communication where you and your mentor could share questions to gain information related to the career field without face-to-face contact. You must maintain a log of hours spent with your mentor. You are required to spend a minimum of eight (8) hours with your mentor.

Portfolio

You are required to maintain a portfolio to provide physical documentation of your Senior Capstone Project journey. Please see the attached portfolio checklist for the items that should be included. The items listed are a minimum of what is required but may also contain other information or documentation relative to your career area of interest.

Student Presentation

The final component of the Senior Capstone Project will be your presentation to a panel of educators, community members and business and industry representatives. This formal
presentation must be in an electronic format, such as PowerPoint or Keynote. The purpose of the presentation is to share any tangible evidence/application of the skills and knowledge you have acquired from the project. Presentations should consist of the following:

1. Purpose and reasons for choosing your career area
2. New information gained about the career
3. Plans for pursuing additional information about the education and training needed for entering your chosen career area

The attached rubric is how the panel will assess your presentation. Each presentation should be three to five minutes in length.
**Topic Selection Guidelines**

The research topic should be one in which you are highly interested, but not yet an expert. If you have been a black belt in karate and have studied martial arts for many years, you probably already know a great deal about the subject of karate; *this would not qualify as a "learning stretch."*

The research topic should be broad enough to allow you access to enough information, but narrow enough to make the research scope reasonable. For example, a student choosing the topic *First Aid* would find it impossible to include everything about first aid (home remedies, history of emergency services, the treatment of burns, the evolution of first aid courses, etc.). On the other hand, a student choosing to research the Application of Band-Aids to Skin Abrasions would probably have difficulty finding enough information. A more reasonable topic might be *Lifesaving Techniques Used by Emergency Medical Technicians.*

The research topic should be one that is intellectually and creatively challenging. Take care not to choose a topic that is limited to relatively simple ideas or one that has little application or extension possibilities. Such a choice would make the resulting paper, product, and presentation uninteresting for both you and the review team. The topic should represent an intellectual stretch for you and one that is worthy of investigation.

Be mindful that your topic should lend itself to the creation of a product, learning of a skill, or performance of a community service. Choose your topic with the ultimate product in mind. Some students even begin by determining something they would love to do or make (product) and tailor their research topic around their product.

Avoid choosing topics that might involve expenses that you are not prepared to handle. There is no required expenditure for the research or the product. If you do not drive, do NOT plan research that requires you going to distant locales; if you do not have much money, do not plan research that will involve purchasing costly equipment or committing you to a series of expensive lessons. Keep in mind that your grade on the research/product is not affected by your expenditures.

Topics that are illegal, immoral, dangerous to you or to someone else, or prohibited by Houston County Schools will not be approved. For example, avoid experiments that are potentially explosive; stay away from activities such as handling poisonous snakes; steer clear of investigations of pornography web sites or other unsavory areas.

Primary research shows originality and intellectual maturity. Choose a topic that will allow you to do a personal interview, survey, scientific experiment, etc. for research.

Before making your final choice, do some preliminary research. Investigate your main areas of interest to be sure that you can locate abundant research material to complete your paper. This exploration might open new possibilities for your final topic.

Use good judgment when selecting your topic. Not only must your topic be approved by your parents and a committee, but your ultimate presentation must be appropriate for a review board of community and faculty members. Select a topic that is complex enough to warrant your time and one that you will be proud to share with others. Do not waste time investigating topics that will be rejected. A committee will review any topics/products deemed questionable for final approval.
Research Paper Overview

Requirements:

1. Expository
2. Length – All students: 3 pages minimum (not including the Works Cited page)
3. Sources – You must accurately use at least three (3) sources. Your teacher will designate restrictions on types of sources permitted. Use proper APA citation format for documenting all sources.
4. Parenthetical Citations – You must include parenthetical (in-text) citations within your paper for both quoted and paraphrased material. Any paper without parenthetical citations will not be accepted.

General Formatting:

1. Double-space everything within your paper including the Works Cited page.
2. Use Times New Roman, 12pt font
3. Use 1” margins on all sides of the paper
4. Do not underline, italicize, or emphasize your title in any way. It should be in the same font and size as the rest of your paper.
5. Include a Works Cited page in APA format. Alphabetize each entry by the first item in the citation (do not include a, an, or the).
6. Do not use first or second person.
7. Do not use contractions.
8. Do not use questions.
WARNER ROBINS HIGH
SENIOR CAPSTONE PROJECT
RESEARCH PAPER PROPOSAL

Student Name: ___________________________ Date: ___________________________

Career Interest Area: ___________________________

Reason for choosing this career area (briefly explain why you chose this career and what you hope to learn from completing this project)

What prior knowledge (if any) do you already have which relates to this project? (Explain how this project will help you gain new knowledge or information)

How will completing this project help make the connection between your academic and career goals?

What type of mentor will you need to help you complete your job shadowing hours? (I.e. physician, police officer, teacher, etc.)

List any other related information that you feel should be included in the project proposal.

Student Signature: ___________________________ Date: ___________________________

Parent Signature: ___________________________ Date: ___________________________

*This form should be returned to Rockin R Teacher by Wednesday, October 5, 2016.
## RESEARCH PAPER RUBRIC

**Student Name ____________________________**

**Date ____________________________**

### Teaching Task Rubric (Informational or Explanatory)

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Emerging</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Controlling Idea / Organization</strong></td>
<td>Presents a general or unclear controlling idea. Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.</td>
<td>Presents a clear controlling idea with an uneven focus. Groups ideas and uses transitions to develop the controlling idea, with minor lapses in coherence or organization.</td>
<td>Presents and maintains a clear, specific controlling idea that takes into account the complexity of the topic. Groups and sequences ideas to develop a cohesive explanation. Uses transitions to clarify the relationships among complex ideas, concepts, and information.</td>
<td>Groups and sequences ideas in a logical progression in which ideas build to create a unified whole. Fully developed, unified paragraphs with effective transitions within/between paragraphs and sentences that provide a consistent focus throughout the paper.</td>
</tr>
<tr>
<td><strong>Content / Research</strong></td>
<td>Attempts to address topic, but lacks focus. Lacks supporting details, specifics, quotations that analyze or explain.</td>
<td>Addresses topic appropriately, but with a weak or uneven focus. Inconsistently includes supporting details, specifics, quotations that analyze or explain.</td>
<td>Addresses topic appropriately and maintain a clear, steady focus. Consistently includes supporting details, specifics, quotations that analyze or explain.</td>
<td>Addresses all aspects of topic appropriately and maintains a strongly-developed focus. Includes supporting details, specifics, quotations, and explanations that analyze or explain.</td>
</tr>
<tr>
<td><strong>Selection &amp; Citation of Evidence</strong></td>
<td>Includes minimal details from sources. Sources are used without citation. Explanation of source material is irrelevant, incomplete, or inaccurate.</td>
<td>Includes details, examples, and/or quotations from sources that are relevant to the controlling idea. Inconsistently cites sources. Explains source material to support the controlling idea, with some incomplete reasoning or explanations.</td>
<td>Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas. Consistently cites sources with minor formatting errors. Accurately explains source material and how it supports the controlling idea.</td>
<td>Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format.</td>
</tr>
<tr>
<td><strong>Grammar &amp; Mechanics</strong></td>
<td>Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors including fragments, fused sentences, comma splices, and agreement, punctuation, spelling, and tense that interfere with understanding.</td>
<td>Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors including fragments, fused sentences, comma splices, and agreement, punctuation, spelling, and tense that interfere with understanding.</td>
<td>Most sentences are well-constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.</td>
<td>All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.</td>
</tr>
</tbody>
</table>

Did student meet 3 page (700-1000) word requirements? Yes (4 Points) ______ No (4 Point Deduction) ______

**Scoring Scale (Grade Equivalent)**

- 18-20 (90-100)
- 13-17 (80-89)
- 8-12 (70-79)
- 4-7 (60-69)
- 0-3 (60)

**Total Points ______**

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Warner Robins High School Capstone Project

*Adapted from Georgia Department of Education Career-Related Capstone Project, 2014*
WARNER ROBINS HIGH SCHOOL
SENIOR CAPSTONE
PORTFOLIO REQUIREMENTS

In order to organize assignments and to best showcase your work, you will be given a folder to serve as your portfolio. Once your “Senior Project” is complete, your portfolio may be used when applying for postsecondary schools and jobs; therefore, it should be kept in a professional manner with a cover page, sections, etc. All assignments must be neat and error-free.

PORTFOLIO OUTLINE

Organization and Appearance  (10 Points)

☐ Cover Sheet:
Title of Research Paper
Name
School
Date
Graphic or Unique Design
☐ Table of Contents

SECTION 1:  (18 Points)
Introduction
☐ Letter of Introduction & Work Philosophy
This is a self-reflection letter (minimum one (1) paragraph) that describes your qualities and goals. It should serve as an introduction to the various parts of the portfolio, including the significance of the work included. The Work Philosophy (minimum one (1) paragraph) should discuss the responsibilities, expectations, and work ethics you believe to be important for an outstanding employee. Include information about your personal characteristics.
☐ Goals
Include three (3) measurable short term and three (3) measurable long term goals.
☐ Personal Budget
Include your personal budget (fixed & flexible) based on the salary information you have gathered related to your selected career.

SECTION 2:  (18 Points)
Employability Skills
☐ Cover Letter
This is a short letter, to accompany your resume, introducing yourself to a potential employer.
☐ Resume with references
☐ Reference List – with address and telephone number
People {minimum of three (3)} you would get to speak/write a letter on your behalf).
SECTION 3: (18 Points)

Career-Related Education Experiences: Include a minimum of two (2) items from the list below and briefly describe.

☐ Reflective Essay on a job shadowing experience
☐ Completed job application
☐ Photo journal of a job/job shadowing (label photos with descriptions)
☐ Job description(s) of interest to you
☐ Employer evaluations
☐ Completed interest inventory (ies)
☐ Work samples
☐ Glossary of terminology used at work
☐ Letters of commendation/recommendation
☐ Completed Job Interview Questions
☐ Resignation Letter
☐ Follow-up Interview Letter

SECTION 4: (18 Points)

Educational Achievements/Activities/Honors: Include a minimum of two (2) items from the list below and briefly describe.

☐ Classroom projects related to your career
☐ Career Technical Student Organization projects/activities
☐ Scholastic records (report cards)
☐ Extra-curricular activities (student organizations, church groups, community groups, sports, etc.)
☐ Honors/awards/recognition (certificates, newspaper articles, etc.)
☐ Georgia BEST work ethics/soft skills certificate

SECTION 5: (18 Points)

Mentor

☐ Mentor/Mentee Agreement Form
☐ Mentoring Log
☐ Follow-up letter/thank-you note for your mentoring experience
# WARNER ROBINS HIGH SCHOOL
# SENIOR PROJECT CHECKLIST

Student Name________________________________________________________

Teacher Name_______________________________________________________

<table>
<thead>
<tr>
<th>Step</th>
<th>Due Date</th>
<th>Teacher Signature</th>
<th>Date of Submission</th>
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<tbody>
<tr>
<td></td>
<td>(Humanities – Log due Mar. 31, 2017)</td>
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<tr>
<td>6. Portfolio</td>
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<td></td>
<td>Due with Presentation</td>
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<tr>
<td>7. Presentation</td>
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<td></td>
<td>Due by Mar. 31, 2017</td>
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</table>

Date of Project Completion___________________________________________

Student Signature___________________________________________________

Rockin R Teacher Signature__________________________________________
WARNER ROBINS HIGH SCHOOL
MENTOR/STUDENT AGREEMENT FORM

Student Name _______________________________________________

Mentor’s Name and Title ______________________________________

Business Name ______________________________________________

Mentor’s Contact Number ______________________________________

Mentor’s E-Mail Address _______________________________________

Agreement

As a **student** of Warner Robins High School, I am responsible for arranging all meeting dates and providing the mentor with all information and paperwork needed. I agree to behave in a professional manner during all interactions with the mentor. I agree to being prepared and on time for all appointments. I agree to provide my own transportation and communicate with the mentor as needed. I agree to spend at least 8 hours with the mentor.

As a **mentor**, I agree to serve as a volunteer for this project. I will provide information and experiences that would assist the student in completion of the project requirements. I am committed to helping this student have a meaningful learning experience and will spend at least 8 hours with this student and sign his/her mentor log. I am at least 21 years of age and am not a member of this student’s immediate family or a staff member of Warner Robins High School.

As a **parent**, I will allow my student to spend at least 8 hours outside the school day with the mentor. I will make sure my student has transportation to and from the mentor’s location. I assume the responsibility to review the qualifications and/or background of the Capstone Project mentor and supervise my student’s work with his/her mentor. I approve and understand the role the mentor is to play in aiding and guiding my student.

Student Signature ___________________________________  Date ______________________

Mentor Signature ___________________________________   Date ______________________

Parent Signature ___________________________________   Date ______________________

**This form should be returned to Rockin R Teacher by Wednesday, October 5, 2016.**
The student is responsible for:

- Finding an appropriate mentor
- Completing and submitting all required mentor forms
- Being prepared and on time for all appointments with the mentor
- Transportation to and from mentor location
- Communicating with mentor, as needed
- Spending a minimum of 8 hours with the mentor

Mentor qualifications:

- Cannot be a member of the student’s immediate family
- Must be at least 21 years of age
- Must be an expert or professional in the field you are researching
- Cannot be on the staff at Warner Robins High School

Suggested resources to ask in order to find a mentor:

- Family members and friends
- WRHS faculty and staff
- Chamber of Commerce
- Other educational facilities
- Employers and co-workers
- Religious organizations
- Community organizations
- Robins AFB
- Athletic organizations
- Community businesses
- Newspapers
- Internet
- Professional organizations

How to make the first contact with a mentor:

- Through a mutual friend
- Telephone
- Letter
- E-mail
Warner Robins High School Capstone Project

Student ______________________________________________________

Dear Mentor:

Thank you for your time and effort in helping this student. Please help us evaluate the student’s efforts on this phase of the project by verifying contact time with the student.

We appreciate your willingness to be an important member of Warner Robins High School’s team for the Capstone Project.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Spent</th>
<th>Activity</th>
<th>Mentor’s initials</th>
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*This form should be returned to Rockin R Teacher by Wednesday, November 30, 2016.*

Humanity students will return form by March 31, 2017

Mentor’s Name ________________________________________________

Total Number of Hours _________________________________________

Signature ___________________________________ Date _______________
## WARNER ROBINS HIGH SCHOOL PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Needs Development (2)</th>
<th>Ineffective (1)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language/Grammar</strong></td>
<td>Student uses a rich variety of words appropriate for context, has no grammatical errors, and uses excellent sentence structure</td>
<td>Student selects words appropriate for context, uses correct grammar and sentence structure</td>
<td>Student uses some words appropriate for the context, uses some correct grammar and sentence structure</td>
<td>Student uses words inappropriate for the context; uses little correct grammar and sentence structure</td>
<td></td>
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<tr>
<td><strong>Organization/Time</strong></td>
<td>Student presents information clearly and creatively; connects all key points; completes presentation within allotted time</td>
<td>Student presents information clearly; connects some key points; completes presentation within 1-2 minutes of allotted time</td>
<td>Student introduces the topic; little evidence of connecting key points; completes presentation within 3-4 minutes of allotted time</td>
<td>Student has no introduction to the topic; no connecting of key points; completes presentation more than 5 minutes of allotted time</td>
<td></td>
</tr>
<tr>
<td><strong>Content/Career Knowledge Gained</strong></td>
<td>Student presentation clearly defines the topic and the relation to the selected career; supports the topic with exceptional research and multiple resources; provides exceptional evidence of personal, academic, and career growth</td>
<td>Student presentation defines the topic and the relation to the selected career; supports the topic with research and some resources; provides some evidence of personal, academic, and career growth</td>
<td>Student presentation defines the topic but lacks a relation to the selected career; supports the topic with limited research and resources; provides little evidence of personal, academic, and career growth</td>
<td>Student presentation does not define the topic and lacks a relation to the selected career; supports the topic with no research and resources; provides no evidence of personal, academic, and career growth</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery/Communication</strong></td>
<td>Student gains attention through enthusiastic use of voice, tone, and enunciation; maintains constant eye contact and stands straight; innovative use of technology to illustrate focus of topic</td>
<td>Student gains attention through use of voice, tone, and enunciation; maintains eye contact and stands straight most of the time; use of technology to illustrate focus of topic</td>
<td>Student gains attention through some use of voice, tone, and enunciation; limited eye contact and good posture; limited use of technology to illustrate focus of topic</td>
<td>Student does not gain attention through use of voice, tone, and enunciation; little or no eye contact and good posture; no use of technology to illustrate focus of topic</td>
<td></td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Student dresses in appropriate and professional attire that is representative of the career area and articulates clearly why appropriate dress is important</td>
<td>Student dresses in appropriate and professional attire that is representative of the career area</td>
<td>Student dresses in somewhat appropriate and professional attire that is representative of the career area</td>
<td>Student does not dress in appropriate and professional attire that is representative of the career area</td>
<td></td>
</tr>
</tbody>
</table>

Total Points __________

Scoring Scale (Grade Equivalent): 18-20 (90-100)  13-17 (80-89)  8-12 (70-79)  4-7 (60-69)  0-3 (Below 60)
RESOURCES


Career Interests            www.gafutures.org

Georgia Career Information Center (colleges and careers)   www.gcis.org

APA Format                   https://www.youtube.com/watch?v=9pBu0Na5tyY
                                https://owl.english.purdue.edu/owl/resource/560/01/

Virtual Mentors             www.virtual-mentor.net

References for citing resources:

Purdue Online Writing Lab  https://owl.english.purdue.edu/owl/resource/560/01/

APA Citation Guide           http://www.bibme.org/citation-guide/apa/

Son of Citation- automatically generates citations in various forms  http://www.citationmachine.net/

Georgia Standards of Excellence
Reading Literary/Informational Standards
ELAGSE11-12RL1/ELAGSE11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
ELAGSE11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
ELAGSE11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
ELAGSE11-12RI7: Integrate and evaluate multiple sources of information presented indifferent media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELAGSE11-12RI10: Read and comprehend literary non-fiction in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards
ELAGSE11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
ELAGSE11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELAGSE11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ELAGSE11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELAGSE11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ELAGSE11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
ELAGSE11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LAGSE11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
ELAGSE11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards
ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELAGSE11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
ELAGSE11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
ELAGSE11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards
ELACC11-12.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
ELACC11-12.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
ELACC11-12.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
ELACC11-12.L.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SPECIAL THANKS

Georgia Department of Education Career-Related Capstone Project 2014
Houston County System Capstone Guidance 2015
Burke County Capstone Project 2015
Polk County Capstone Project 2015

WRHS Capstone Executive Committee
Shelley Holmes, Assistant Principal of Instruction
Laura Poythress, English Language Arts Teacher
Libbett Turner, Foreign Language Teacher
Julie Mathis, Counselor
Julie Teague, Counselor
Janet Wade, Counselor
Marsha Myles, Graduation Intervention Specialist
Katie Hankinson, WBL Instructor
Shandia Valle, Parent Involvement Coordinator