Capstone Requirement

The Capstone is a culminating self-designed project which challenges each student to explore their curiosities and interests while utilizing their strengths and talents.

All students graduating in 2020 and beyond will be required to complete a Capstone project. See below for more details.

What is a Capstone?

You will have the opportunity to design a personally challenging project in one or more of these areas:

- Adventure
- Career exploration
- Creativity
- Global awareness
- Logical inquiry
- Practical skills
- Community service
- Social justice
- Other areas of interest

You will complete this project in your graduating year, but may begin the year before you graduate. Your Capstone project may earn between .5 credit and 2.0 credits in any combination of academic or elective subject areas.

The Capstone Project should challenge the learner beyond previously met goals and expectations.

Why are you doing a Capstone?

The purpose of completing a Capstone project is to:

- Undertake a new challenge
- Develop the necessary skills needed to help prepare you for college, your chosen career path, and/or adult life

In the process, you will develop some of the following skills:

- Critical thinking skills
- Oral communication skills
- Public speaking skills
- Research skills
- Problem-solving skills
- Planning and goal setting strategies
- Self-sufficiency
- Increased awareness of your own unique strengths and areas of potential growth

Possible learning outcomes will include some or all of the following:

1. An increased awareness of your own strengths and where you want to develop new skills
2. Undertaking a new challenge: this may be an unfamiliar activity, or an extension of an existing one
3. Planning and initiating various activities including working in collaboration with others; initiating and completing large or smaller projects; sharing what you have learned with others
4. Establishing relationships and working collaboratively with your mentor and other people or organizations
5. Showing perseverance and a commitment to completing the Capstone project
6. Developing new skills: as with new challenges, new skills can be learned through new activities or by increasing expertise in an already established area
7. Developing greater self-confidence

You will experience personal growth from meeting a challenge. You will have the opportunity to develop, apply, and demonstrate lifelong learning skills such as time management, building a relationship with a mentor, bringing a project to completion, etc.

How to do a Capstone project:

Follow the Full Circle Learning model to plan, propose, and carry out your Capstone project. You can read more about Full Circle Learning in the Secondary Guide, or your Advisor/teacher/mentor can guide you through this process.

Responsibilities of the student:

1. Plan, do and reflect
2. Keep records of your activities, achievements, and reflections. This will be part of your portfolio (see below)
3. Create a portfolio and share it with your Advisor/teacher/mentor. You may include your Capstone portfolio in your graduation portfolio or submit it to your Advisor separately.
4. Reflection may include:
   - How you felt about the Capstone process
   - What you perceived to be issues or obstacles
   - What you thought about various activities that made up the Capstone
   - What the value of each activity or the Capstone was to you
   - What you learned as a result of each activity or the Capstone as a whole
5. Recording and reporting includes:
   - Completing a proposal and discussing this with your Advisor/teacher and mentor
   - A portfolio of activities and outcomes
   - A presentation
   - Your reflections on your experiences (see point 4)
   - Completing the appropriate paperwork to request credit on your transcript

What are some examples of Capstone projects other Clonlara students have completed?

STEM

A did an Electronics Engineering internship at a local computer repair store; he learned how to take apart and repair computers and cell phones, and learned the science behind each (e.g. how does water damage circuitry, and how do you repair that?). His big project was repairing his own cell phone, which had landed in the ocean.

B did a study of the movement of celestial bodies and a comparison of how your location on earth affects what you see in the sky as things move (her family moves a lot, so this is something she has always wondered about). She wrote a paper, with supporting graphs, charts, and images, explaining what she learned.

GLOBAL STUDIES

C's project explored, "on a broader scale, language documentation and revitalization. More specifically, an idea I had is to look at how Hebrew went from a liturgical language to a revitalized one and examine ways this can be applied to languages I encountered at CILLDI. Which includes Cree, Kainai Blackfoot, Tlicho Yatii (Dogrib), Southern Tutchone, Tlingit, and Sahtuotine Slavey."

COMBINED ARTS/GLOBAL STUDIES

D investigated "Songs Inspiring Change: Human Rights Activism and Awareness Through Music. She joined Amnesty International and studied the Universal Declaration of Human Rights. Then she researched songs from around the world highlighting various issues of human rights and rights abuses (as stated in the UDHR), selected a number of these which she learned to perform, then wrote and performed her own original "protest" song.