NEWTON NORTH HIGH SCHOOL CAPSTONE PROGRAM

CAPS RESEARCH and INTERNSHIP

"In the beginner's mind there are many possibilities, in the expert's mind there are few." –Shunyu Suzuki

The Capstone Research and Capstone Internship Projects are two extraordinary opportunities for students at Newton North High School to pursue an independent, academic, and/or professional experience in a subject of their own choosing critical to the contemporary world. Capstone extends learning, stretches potential, and challenges abilities through intellectual problem solving, experiential learning, independent inquiry, and personal growth. Capstone is a unique opportunity to create and experience primary research at its most fundamental level.

CAPS Research includes a major thesis paper, field-based research, a comprehensive web portfolio of the student's work and process, and a culminating formal presentation with a public audience consisting of teachers, administrators, peers, and community members. Throughout the process, students will be in constant communication both with a faculty advisor for his/her project, as well as with the CAPS program supervisors. At the beginning of term four, research students earn an opportunity to concentrate exclusively on their Capstone project in depth by being released from other courses.

Capstone projects require students to demonstrate competency in gathering, analyzing, and reporting data. The project is an opportunity to interweave student learning in all these areas in an unpredictable, complex, and real-world environment. Capstone meets NCAA certification for student athletes.*

CAPS Internship requires complete immersion in an occupational setting during the second semester of senior year. Capstone Interns maintain enrollment in an approved senior English course, though students may drop some courses in order to focus primarily on their internship for 25 hours per week.

Capstone interns are required to meet and communicate regularly with their school-based mentor, as well as the CAPS program supervisors.

*Certified in fall, 2015

Throughout the Internship program, students will be building and maintaining a web portfolio cataloguing and documenting the Intern's investigation into the industry of which he/she is a part. At the culmination of the internship in May, CAPS students will deliver a culminating formal presentation with a public audience consisting of teachers, administrators, peers, and community members.

Link to Newton North's Public Capstone Program Website:

http://newtoncaps.weebly.com/

Link to Capstone Consortium website:

capstoneconsortium.org

Newton CAPStone Projects

The Newton CAPStone project provides students with both a critical learning experience and an opportunity for "intellectual problem solving, social change, and community contributions." Part of the CAPS focus is to put students in the position of the "expert" — to evaluate and synthesize what they have already experienced. At the same time, we'll provide students with the proper resources and supports to stretch and challenge themselves both intellectually and personally.

CAPS projects require students to develop competency in gathering, analyzing, and reporting out on data. For students, it's an opportunity to interweave their learning in all these areas and to do so in real time, in an unpredictable, complex, real-world environment.

To help seniors think carefully about possible CAPS projects, Newton offers several resources. The CAPS team is led by Tim Finnegan. All NPS (hs) faculty/staff members and department chairs represent a deep pool of intellectual expertise and can help with the planning and execution of a CAPS project.

Capstone FAQs

1. How long have CAPS-Interns and CAPS-Research been around?

CAPS-I started in 1985 under the title SPARC. CAPS-R started in 2008 under the title SYP. Both have since been synthesized and retooled to reflect the program's current rigor and critical thinking skills.

2. Why does NPS offer these programs to seniors?

As an institution, we believe that you have an enormous untapped potential for "intellectual problem solving, social change, and community contributions." Part of our focus is to put you in the position of the "expert" — to evaluate and synthesize what you have already experienced. At the same time, we'll provide you with the proper resources and supports to stretch and challenge yourself both intellectually and personally. Besides, research shows that when given this kind of opportunity, high school seniors do amazing things.

3. What is the difference between CAPS-I and CAPS-R?

CAPS-I is defined by an internship experience, and CAPS-R is project-based. CAPS-I students' schedules are determined by the arrangement they make with their internship, with a minimum of 25 hours. CAPS-R students' schedules in 3rd term change only to fit in CAPS-R English 160. This seminar-style class meets daily throughout 3rd term. In the 4th term, CAPS-R students spend most or all of their time working on their projects.

4. What are the eligibility requirements?

Both CAPS-R and CAPS-I are eligible to any senior in good standing. Seniors must have at least 95 credits and distribution requirements by the end of the first semester. You may sign up in the spring of your junior year, or in the fall of your senior year. It's up to you to decide.

5. What are the requirements once I'm enrolled?

Senior English is a graduation requirement for all students. CAPS-R 160 fulfills the second half of this requirement (2.5 English credits toward graduation). CAPS-I students must be enrolled in an English class in the 2nd semester. CAPS – CAPS-I requires a minimum of 25 hours per week internship, monthly CAPS – CAPS-I seminars, a daily/weekly blog, and regular meetings with a school-based advisor. All CAPS students present their projects to the community during the end of May. CAPS – CAPS-R students meet regularly during the 3rd term, during either A block or F block. The goal of the CAPS – CAPS-R is for you to merge your various interests, curiosities, and passions with your academic and intellectual life. This takes shape through Field Research, an Inquiry Paper, a web-based Project Portfolio, and two Presentations that communicate all you have learned.

6. What are the Course Credits?

CAPS-CAPS-R is 7.5 credits. Students must be enrolled in both English CAPS-R 160 (2.5 credits) and CAPS – CAPS-R Senior Year Project 995 (5.0 credits). CAPS-I is 5.0 credits.

7. Is CAPS pass / fail? Is CAPS-I?

Yes.

8. Will CAPS help get me into the college of my choice?

Colleges love it. If anything, it makes you stand out. Lots of students take AP exams. Everyone takes the SAT. This shows your unique side. College admissions love it when students pursue something they're passionate about and aren't shy about admitting it.

9. I'm not sure I can do this. Will I get any help?

Absolutely. You'll get unparalleled coaching and mentorship from faculty and our partners in industry and non-profits. We are with you every step of the way.

10. I want to do it, but I have no idea what I'd do it on, or where I'd go. What should I do?

That's ok. You don't have to know right away. The CAPS Team and other faculty around the school can help you define a project or placement based around researchable/investigative interests. Internships provide CAPS students an opportunity to explore a career/major of interest, obtain relevant work experience and learn about decision-making, problem-solving and relationship-building in the professional world.

CAPS '19 Calendar

Sept 27th Xblock, LLC, 1st info mtg	compare Skyward and mtg attendance lists
Oct 18th, Xblock, LLC, 2nd Info mtg	confirm Skyward and mtg attendance lists
Nov. 21, Proposals due	upon acceptance - CAPpers will get IRT topics, sign up dates, and instructions for presentation

Dates	Class Topics	Deliverables	?/!
Term - 3 Jan 21 - Feb 15 **All CAPS Class**	Interns and Researchers together. Split up at Feb break	Artifacts and Portfolio; Feedback Workshop; Worker Rights/Responsibilities ; Website Development Days	
Feb 25 - Mar 1 researchers stay in class interns start	Big 2+1 +working thesis?	Stasis Theory and Build the Best Question(BBQ & Badke)	Feb Break 18-22
March	Develop Research (Paper) Secondary Research	-Artifacts Annotated -Lit review -secure primary resources -Paper Outline	

Term 4 April 1nd	Conditional Release for Researchers (4 weeks)	Paper (2 drafts) Fieldwork (Primary Research)	**Interns Return 10&11** for check-in ==April Break 15-19==
May 6 - 10 **All CAPS Class internships end May 3?**	<u>All CAPS</u> return Presentation Zen	Papers and Portfolios due May 6	return for 4 blocks. AP Tests all week LLC conflict?
May 13-17 **All CAPS**	demo days	present and offer feedback	return for 2 blocks AP Tests all week LLC conflict?
May 23 - 24 **All CAPS**	Community Presentations	public presentations faculty/alumni-judged	==Ensure no conflict with LT==
May 27 - 30	time for Redos	closed-door, faculty-judged	Gala date 5/30?

CAPS I/R Curriculum

The CAPS curriculum is broken down into 3 distinct modules:

Module 1

Research and Interns join together to develop program goals, learn how to build their websites, engage in tutorials around survey design, interview and presentation skills, and presentation practice. This module is designed to build team identify/cohesion, as well as the tools necessary for our students to conduct their individual research projects and industry investigations during Module 2.

Module 2I (Internship)

Interns report to their individual site placements when not taking their academic classes and spend 20-25 hours each week at a job site doing the work and investigating the industry. As they do the work and conduct their investigations, they are simultaneously developing their individual websites where they are posting interviews they've conducted, important industry research they've found, and surveys they've made; they will also be blogging each week about their experience on site as well as answering one of our industry investigation prompts to delve more deeply into the nature of each unique industry. This goes on for approximately 7 weeks.

Module 2R (Research)

STEP ONE: Determine the PURPOSE of your research

*Analysis/Examination requires a look at an issue in detail, explaining how it evolved, who/what it affects, and what is at stake.

*Review of Scholarship requires summaries of what key scholars and researchers have written about the issue.

***Survey** requires you to gather opinion about particular issue. **Evaluation** requires you to make critical judgments **Argument** requires you to assemble evidence in support of claim you make.

STEP TWO: Identify AUDIENCE

*For whom you are writing?

*How familiar are your readers with subject?

*What do they know/not know?

*What aspects of your subject will interest them?

*What background info do you need to provide?

*What are the preconceived ideas/beliefs your readers might have on your subject?

*Do you want to inform, change, or persuade your readers?

STEP THREE: Project LENGTH and SCOPE

∗What kind of research – library, survey, fieldwork (CAPS-R = all of the above)?

∗How long?

∗How many sources?

*What are the steps?: outlines, rough drafts, final drafts, bibliography, presentations

STEP FOUR: Prepare BIG 3 (TOPIC, QUESTION, THESIS)

*Example #1

TOPIC: Economic impacts of casinos

RESEARCHABLE QUESTION: How does the presence of a casino affect the economy of the community where it is located?

WORKING THESIS: The economic impact of casino gambling on the communities in which it is located is mixed, with some businesses benefiting and others suffering.

*Example #2

TOPIC: Mary Kingsley's travels in West Africa

RESEARCHABLE QUESTION: What was Kingsley's attitude toward the people she encountered in West Africa, both native and European?

WORKING THESIS: Mary Kingsley presented a view of West Africa contrary to the one prevailing in her time, because she valued the great diversity of native people, customs, and beliefs, and attacked European missionaries for doing more harm than good.

STEP FIVE: ORGANIZE your thinking (i.e. OUTLINE PAPER)