

The Academies at Montgomery Blair High School Capstone Project Intent Form

If you planning to complete and present a capstone project, please complete this form to get started. This form is also available on the academies web site and lead teachers are available in room 342.

Date:		
Name:	ID#	Grade:
Student contact e-mail:		-
Student contact phone number:		
Check your academy:		
Academy	Lead Teacher	
Entrepreneurship and Business Management	Mr. Kevin Murley	
Human Service Professions	Ms. Sandra Jacobs –	Ivey
International Studies and Law	Mr. Kevin Moose	·
Media, Music and The Arts	Mr. Mike Horne	
Science, Technology, Engineering and Math	Mr. John Haigh	
I have a Capstone Project in mind that I will be wor a body of work, outside of the classroom, that can to internship, research project, contest/ Competition, o your academy and your future academic and career	ake many forms such as a job, to ther appropriate experience a goals.	ravel, related to
I would like to complete a Capstone Project, but I now what type of project to pursue.		
If you have a Capstone Project activity already in minactivity your project will focus on:	nd at this time, please give a bri	ief description of what
At this point I am planning to present my capstone (construction 1st Semester – October 2014	check one):	
2 nd Semester – April 2015		

SEE BACK OF PAGE FOR MORE INFORMATION>>>>>>[]

Capstone Project Guidance

Although there are many options a student may pursue in completing a CAPSTONE project, students are asked to complete three products associated with the CAPSTONE. These are...

- 1. **Reflective Essay:** An informative brief essay in which the student discusses in general terms why this particular CAPSTONE was pursued, how it was related to academy work and future goals, and value gained from this experience.
- 2. Student Journal: Each student will keep a journal that reflects the primary activities and efforts put into the CAPSTONE project. These journal entries can include comments on individual work, work at an internship site, dates of travel, work with students and mentors, and any other significant activities the student may have engaged in. Depending on the actual type of CAPSTONE being completed journal entries may require authentication by outside sources such as mentors, employers, etc. The journal may be handwritten in a notebook or typed.

The journal simply reflects the time and effort you have put into your Capstone and may take a variety of forms. Journal entries may include

- time spent in a library or at home working on a research paper
- time spent in travel and on location in connection with a Capstone activity
- time spent at a job or internship
- dates and times of college class sessions
- any other suitable activity related to your Capstone activity

We have not dictated any exact format for a journal entry, but a typical entry should include...

- 1) **contact information** when applicable to include address, e-mail, phone numbers of instructors, mentors, internship / job / field experience supervisors, etc.
 - this only needs to be typed only once, probably at the beginning of the journal
- 2) dates of your Capstone related activity
 - research, class attendance, job or internship duties, travel and work experiences
- 3) a **brief summary** of what you did and some reflection on how it relates to your Capstone project
- 3. Presentation: At some point during the school year, in a group or classroom setting, you will have the opportunity to present your work and demonstrate what has been learned from the CAPSTONE experience. Presentations may be fancy or simple, high-tech or low-tech, but should be fun, informative, and demonstrate clearly the nature, content, and learning that occurred throughout the CAPSTONE experience. Normally students will present using a PowerPoint presentation or simply a poster display board with comments, pictures, and other material related to the Capstone Experience.