Grade: 11th and 12th Grade
Course: Seminar
Year: 2023
Credits: 1 - 3 credits based on project
Prerequisite: Completion of Career Exploration sequence and approval from Counselor and Administrator

Suggested Pacing	Learning and Performance Expectations What must students know and be able to do?	Connection to 	Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
	Project development ● With the help of advisor, the student will explore and research a potential capstone anchor experience and community or career mentor.	Critical and Creative Thinking Global Awareness/ Citizenship Empathy Growth Mindset Communication Collaboration	A2. 1.d Practice using personal strengths in pursuit of post-secondary goals A2. 2.d Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges A3. 1.d Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths A4. 1.d Demonstrate internalization of personal responsibility and being	Capstone Timeline Journal - reflections Communication records (meetings, emails, etc.) Employment documentation Community service log Photographs Portfolio Presentations	Ohio Means Jobs Ohio Capstone Toolkit Ohio Capstone Rubric Junior Achievement
	Capstone proposal ● Submit capstone proposal and discuss with advisor.				
	Mentor Experience ● Identify a community or career mentor and schedule meetings with them.				

Grade: 11th and 12th Grade
Course: Seminar
Year: 2023
Credits: 1 - 3 credits based on project
Prerequisite: Completion of Career Exploration sequence and approval from Counselor and Administrator

	Anchor Experience ● Finalize details for anchor experience. (EX: Volunteer project, internship, employment, entrepreneurship, etc)		accountable as one prepares for postsecondary life A4. 2.d Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges A4. 3.d Demonstrate self-advocacy in context specific situations B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors B2. 1.d Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success B2. 2.d Utilize school, family and community or varied resources that may assist in achieving a goal B2. 3.d Set a post-secondary life goal with action steps, timeframes and		
	Project Approval ● Meet with mentor and advisor for project approval				
	Work on anchor experience, research, portfolio and presentation ● During this time, the student will communicate with his or her advisor and mentor a minimum of twice per semester (could be more frequently depending on need) to review draft documents and receive assistance and guidance. (Gather evidence, journaling, photographs, site visits, zooms, etc for portfolio.)				

Grade: 11th and 12th Grade
Course: Seminar
Year: 2023
Credits: 1 - 3 credits based on project
Prerequisite: Completion of Career Exploration sequence and approval from Counselor and Administrator

	Finalize and submit culminating portfolio of work ● Student will submit final research and portfolio		criteria for evaluating achievement B2. 4.d Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed B3. 1.d Demonstrate the ability to persevere through challenges for long-term rewards or success E2. 2.d Independently seek reliable adult mentors in various settings E2. 3.d Integrate prior experience and knowledge of outcomes to inform future decisions E4. 3.d Anticipate and plan for transitions in post-secondary life		
	Portfolio evaluation ● Evaluation team selected by district evaluates student's portfolio				
	Presentation ● Student will present capstone project, research findings and portfolio to district team and/or peers				