

Capstone: Applied Learning Standards

Below is the information on the Applied Learning Standards that you will need to select for your CIM Capstone Project. You must build your project around one of the three standards listed in section A1 (Problem Solving). You will also need to demonstrate skills and knowledge listed in sections A2 (Communication Tools and Techniques), A3 (Information tools and techniques) and A4 (Applying Self-Management).

Applied Learning Standard A1: Problem Solving

<p>A1 Problem Solving</p> <p>Refer to page 14 and identify the problem or issue you are trying to address. After writing the description of the problem review the three Problem Solving standards on the right and select the standard (A1a, A1b, or A1c) most appropriate to guide the work you do for your capstone project. You must address each bullet under the main standard you select.</p> <p>Each project must involve subject matter related to the standards from English Language Arts, and/or mathematics and/or science, and/or other subject areas.</p>	<p>A1a Design a Product*, Service or System</p> <p><i>* A product can take one of two forms</i></p> <p>1) A physical product designed to provide a preliminary solution to a problem. 2) An intellectual product which includes critical analysis of primary and secondary sources that investigates an issue and proposes alternative solutions</p> <p>The student identifies needs that could be met by new products, services, or systems and creates solutions for meeting them, that is the student: Develops a design proposal that:</p> <ul style="list-style-type: none"> • shows how the ideas for the design were developed; • reflects awareness of similar work done by others and of relevant design standards and regulations; • justifies the choices made in finalizing the design with reference, for example, to functional, aesthetic, social, economic, and environmental considerations; • establishes criteria for evaluating the product, service, or system; • uses appropriate conventions to represent the design; <p>plans and implements the steps needed to create the product, service, or system; makes adjustments as needed to conform with specified standards or regulations regarding quality or safety; evaluates the product, service, or system in terms of the criteria established in the design proposal, and with reference to:</p> <ul style="list-style-type: none"> • information gathered from sources such as impact studies, product testing, or market research; • comparisons with similar work done by others. <p>A1b Improve a System</p> <p>The student develops and understanding of the way systems of people, machines, or processes work; troubleshoots problems in the operation of a system in need of repair or devises and tests ways of improving the effectiveness of a system in operation, that is the student: explains the structure of the system in terms of its:</p> <ul style="list-style-type: none"> • logic, sequences, and control; • operating principles, that is, the mathematical, scientific, and/or organizational principles underlying the system; <p>analyzes the way the system works, taking account of its functional, aesthetic, social, environmental and commercial requirements, as appropriate, and using a relevant kind of modeling or systems analysis; evaluates the operation of the system, using qualitative methods and/or quantitative measurements of performance; develops tests strategies to put the system back in operation and/or optimize its performance;</p>
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evaluates the effectiveness of the strategies for improving the system and supports the evaluation with evidence.

A1c Plan and Organize an Event or an Activity

The student takes responsibility for or all aspects of planning and organizing an event or an activity from concept to completion making good use of the resources of people, time, money, materials and facilities, that is the student:

develops a planning schedule that:

- is sensible in terms of the goals of the event or activity;
- is logical and achievable;
- reflects research into relevant precedents and regulations;
- takes account of all relevant factors;
- communicates clearly so that a peer or colleague could use it;

implements and adjusts the planning schedule in ways that:

- make efficient use of time, money, people, resources, facilities;
- reflect established priorities;
- respond effectively to unforeseen circumstances;

evaluates the success of the event or activity using qualitative and/or quantitative methods;

makes recommendations for planning and organizing subsequent similar events or activities.

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Supporting Applied Learning Standard A2: Communication Tools and Techniques

Below is the information on the Applied Learning Standards that you will need to incorporate into your Capstone Project.

<p>A2 Communication tools and techniques</p> <p>You must make an oral presentation A2a and select one of the other two standards (A2b or A2c)</p> <p>If your product in A1 is a multimedia presentation then you must choose to write a report (A2b) If your product in A1 is a report then you must choose make a multimedia presentation, (A2c)</p>	<p>A2aThe student makes an oral presentation of project plans or findings to an audience with expertise in the relevant subject matter, that is the student:</p> <ul style="list-style-type: none">organizes the presentation in a logical way appropriate to its purpose;adjusts the style of presentation to suit its purpose and audience;speaks clearly and presents confidently;responds appropriately to questions from the audience;evaluates the effectiveness of the presentation and identifies appropriate revisions for a future presentation. <p>A2bThe student prepares a formal written proposal or report to an organization beyond the school, that is the student:</p> <ul style="list-style-type: none">organizes the information in the proposal or report in a logical way appropriate to its purpose;produces the proposal or report in a format similar to that used in professionally produced documents for a similar purpose and audience. <p>A2cThe student develops a multi-media presentation combining text, images, and/or sound, that is the student:</p> <ul style="list-style-type: none">selects an appropriate medium for each element of the presentation;uses the selected media skillfully, including editing and monitoring for quality;achieves coherence in the presentation as a whole; communicates the information effectively, testing audience response and revising the presentation accordingly
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Supporting Applied Learning Standard A3: Information Tools and Techniques

<p>A3 Information Tools and Techniques</p> <p>You must to complete A3a and in addition select one of the other two standards. (A3b, A3c, A3d, or A3e)</p>	<p>A3aThe student gathers information to assist in completing project work, that is the student:</p> <ul style="list-style-type: none">identifies potential sources of information to assist in completing the project;uses appropriate techniques to collect the information, e.g., considers sampling issues in conducting a survey;interprets and analyzes the information;evaluates the information in terms of completeness, relevance, and validity;shows evidence of research in the completed project. <p>A3bThe student uses on-line sources to exchange information for specific purposes, that is the student:</p> <ul style="list-style-type: none">uses E-mail to correspond with peers and specialists in the subject matter of their projects;incorporates into E-mail correspondence data of different file types and applications. <p>A3cThe student uses word-processing software to produce a multi-page document, that is the student:</p> <ul style="list-style-type: none">uses features of the software to create and edit the document;uses features of the software to format the document, including a table of contents, index, tabular columns, charts, and graphics;uses features of the software to create templates and style sheets for the document. <p>A3dThe student writes, adds content to, and analyzes a database program that uses a relational database, that is the student:</p> <ul style="list-style-type: none">writes a program capable of handling data with at least two files;creates macros to facilitate data entry, analysis, and manipulation;creates multiple report formats that include summary information;merges data from the data base with other files. <p>A3eThe student creates, edits, and analyzes a spreadsheet of information that displays <u>data</u> tabular, numeric format and includes multiple graphs, that is the student:</p> <ul style="list-style-type: none">creates a spreadsheet that displays the use of formulas and functions;uses features of the software to sort, arrange, display, and extract data for specific purposes;uses features of the software to create multiple spreadsheets and to synthesize the spreadsheets into a single presentation
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Supporting Applied Learning Standard A4: Learning and Self-Management Tools and Techniques

<p>A4 Learning and Self-Management Tools and Techniques</p> <p>You must select two standards from the list on the right and incorporate them into your Capstone Project.</p>	<p>A4aThe student learns from models, that is the student:</p> <ul style="list-style-type: none">consults with and observes other students and adults at work and analyzes their roles to determine the critical demands, such as demands for knowledge and skills, judgment and decision making;identifies models for the results of project work, such as professionally produced publications, and analyzes their qualities;uses what he or she learns from models in planning and conducting project activities. <p>A4bThe student reviews his or her own progress in completing work activities and adjusts priorities as needed to meet deadlines, that is the student:</p> <ul style="list-style-type: none">develops and maintains work schedules that reflect consideration of priorities;manages time;monitors progress towards meeting deadlines and adjusts priorities as necessary. <p>A4cThe student evaluates his or her performance, that is the student:</p> <ul style="list-style-type: none">establishes expectations for his or her own achievement;critiques his or her work in light of the established expectations;seeks and responds to advice and criticism from others.
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