



JUNIOR & SENIOR YEAR JAGS REQUIREMENTS

JACKSON ACADEMY FOR GLOBAL STUDIES PHILOSOPHY

We believe that preparing globally competent students begins with a rigorous curriculum including:

*Interdisciplinary problem-based learning, Cultural awareness,
World language immersion, Community collaboration, Service learning,
Leadership opportunities, Business partnerships, Educationally based travel*

Upon completion of the program, JAGS students will possess the skills necessary to lead, cultivate and communicate their own ideas, excel in their chosen career paths, and work collaboratively to successfully navigate our global society.

Congratulations JAGgerS for completing three years in the Jackson Academy for Global Studies! As you know, the final step in earning a full JAGS/ISSN (International Studies Schools Network a.k.a. "The Asia Society") endorsement on your diploma is the completion of the GPS (Graduate Performance System - a portfolio with artifacts and reflections throughout your 4 years at JHS) and Capstone (the Senior Year JAGS 'Take Action' piece) project. All JAGS graduates MUST complete a GPS, ALL Traditional JAGS Students (Non-IB students) must complete the GPS and a Capstone Project during their Senior Year.

Overview:

This handbook outlines the expectations and guidelines required to complete the JAGS Senior Capstone course. This course is an important part of your final year as a JAGS student in our high school. The purpose of the JAGS Capstone Project is to integrate the knowledge, skills and concepts you've learned throughout life into one culminating project, that is experience and researched based, solves or addresses a problem (locally or globally) and focuses on your growth as a global citizen. Projects can include service to others, self discovery through personal in-depth exploration of a research topic, the building of a system or product design OR improving upon it, (EX: Making the JAGS MUN program better:) planning, organizing and completing an event, activity, service learning project, volunteering or internship, etc. Really, WHAT your Capstone project will become is **completely** up to you - okay, with a little guidance from your teachers, but this is YOUR creation! Enjoy your freedom to choose! PLEASE, PLEASE, PLEASE choose something that you LOVE or are at least deeply interested in learning more about - you will be working on this Capstone for a year!

Objectives & Skills:

As a student completes this course, they will demonstrate the following competencies and skills: reading, writing, presenting (speaking), accessing and processing information, critical thinking, problem solving, organization and implementing your project. **Creativity and innovation should also be considered.** Demonstrating these skills will show student mastery and development of College and Career Readiness, Habits of Mind, and 21st Century Skills. Students will need to show their proficiency in the GPS domains - Investigate the World, Recognize Perspectives, Communicate Ideas and Take Action.

Critical Thinking, in which the student detects incompleteness, inconsistency, an opportunity for expansion of ideas, products, procedures, etc. and formulates core questions and assertions about topics or areas of interest.

Problem Solving, in which the student organizes and conducts a process to create intellectual or physical products, hold an event, improves a system, or otherwise moves towards the solution of an identified core question.

Research, in which the student uses information tools and technology to learn and deepen his or her understanding about the chosen issue.

Communication, in which the students questions, learns from others, and informs.

Reflection/Evaluation, in which the student reviews and thinks critically about the product and process and makes necessary revisions.

Summary:

The Mission Statement: There are two major objectives with the JAGS Capstone class. Students will prove they are globally competent and career and college ready by:

- a. **compiling** and **finalizing** an **ISSN GPS Portfolio** that summarizes the student's time and experience in JAGS, and adheres to the ISSN Global Performance Objectives.
- b. **developing** and **creating** a major **Capstone project** (or **Extended IB Essay**) that adheres to the ISSN Global Performance Objectives.

THE GPS / PORTFOLIO:

WHAT ARTIFACTS AND EXPERIENCES BEST REFLECT MY GROWTH AS A JAGS STUDENT?

Junior Year

PART 1: Graduate Performance System (GPS) **completed by the end of your Junior Year** - These three years worth of artifacts and reflections is your 'digital portfolio' and is a reflection that showcases your BEST quality of work done while in high school. It is JAGS-esque in nature, meaning how does this assignment/work/project/production reflect the values and pillars of JAGS and of you as a global citizen?

GPS Freshman through Junior Year artifacts and reflections - **DUE 5/21/2018**

[GPS Sample from the Asia Society](#)

PART 2: The Capstone PROPOSAL - 'Senior year 'Take Action Project.' What area would you like to work independently in throughout your Senior Year? This is a very basic idea, and can always be changed. This part serves as a starting point for your research during the summer of your Senior Year - **DUE 5/21/18**

Senior Year

PART 3: Graduate Performance System (GPS) Senior Year work and artifacts - **DUE early April, 2019**

PART 4: THE CAPSTONE - This is the final and official completed work done your Senior Year, as an independent study project. You need to be able to turn in evidence of your completed project to me, and this varies based on the type of Capstone you are working on - we will discuss this individually when we meet each quarter.

ALL JAGS STUDENTS MUST COMPLETE ALL FOUR PARTS FOR AN ENDORSEMENT ON YOUR JACKSON HIGH SCHOOL DIPLOMA

Begin working on the GPS

-Locate, re-read/re-evaluate your previous work at JHS and choose the samples of your work (artifacts) that BEST show YOUR [global competency](#) and your growth and maturity as a global citizen and JAGS student. The artifacts you choose should embody the JAGS Philosophy in some manner.

-an '**Artifact**' could be ANYTHING, it is not necessarily a document, though it could be, it is evidence of something you did in choir, band, health, driver's ed., CISCO, business/tech., IB classes, athletics, extracurriculars or co-curriculars, with your church or family, another community group, your employment, etc. Evidence may take the form of a photograph, document, project, song, video, blog, screen capture, art, a poster, a speech you gave, etc. ANYTHING is possible here...it is an object, virtual or otherwise that is the example of your work. [Questions? See me about it!](#)

-the ISSN Domains are:

INVESTIGATE THE WORLD
RECOGNIZE PERSPECTIVE
COMMUNICATE IDEAS
TAKE ACTION

-Please keep all records of your GPS in Bearworks, they should be **shared with me (Kathryn Stone)** so that I can **EDIT** your work - not just VIEW it, please.

-Each Artifact Reflection needs to be in your GPS folders, which should be shared with me as well. Your Artifact and Reflection should have the same file name, along with the core

-Each Artifact needs to be tied to the ISSN Domains and Performance Objectives (I gave you a copy of these)

-Please choose **ONE** Artifact for each of the following areas:

FRESHMEN YEAR: [Performance Objectives for 9th & 10th Grade](#)

- GPS Freshman Year - ENGLISH - Artifact & Reflection
- GPS Freshmen Year - HISTORY - Artifact & Reflection
- GPS Freshmen Year - 'CO-CURRICULAR/EXTRA CURRICULAR' - Artifact & Reflection
- GPS Freshmen Year - WORLD LANGUAGE - Artifact & Reflection
- GPS Freshmen Year - SCIENCE - Artifact & Reflection

SOPHOMORE YEAR: [Performance Objectives for 9th & 10th Grade](#)

- GPS Sophomore Year - ENGLISH - Artifact & Reflection
- GPS Sophomore Year - HISTORY - Artifact & Reflection
- GPS Sophomore Year - 'CO-CURRICULAR/EXTRA CURRICULAR' - Artifact & Reflection
- GPS Sophomore Year - WORLD LANGUAGE - Artifact & Reflection
- GPS Sophomore Year - SCIENCE - Artifact & Reflection

JUNIOR YEAR: [Performance Objectives for 11th & 12th Grade Year](#)

- GPS Junior Year - ENGLISH - Artifact & Reflection
- GPS Junior Year - HISTORY - Artifact & Reflection
- GPS Junior Year - 'CO-CURRICULAR / EXTRA CURRICULAR' - Artifact & Reflection
- GPS Junior Year - WORLD LANGUAGE - Artifact & Reflection
- GPS Junior Year - MATH - Artifact & Reflection

SENIOR YEAR: [Performance Objectives for 11th & 12th Grade Year](#)

- ENGLISH - Senior JAGS & Senior IB JAGS GPS evidence for 12th Grade English
- HISTORY - Senior JAGS & Senior IB JAGS GPS evidence for 12th Grade History
- EXTRACURRICULAR / CO-CURRICULAR - Senior JAGS & Senior IB JAGS GPS evidence for 12th Grade Extracurricular/Co-curricular

HEADING

Name:

Artifact Title:

Date (Quarter/Year) When Completed:

Teacher/Advisor:

ISSN Domain & Performance Outcome(s):

REFLECTION

A SOLID paragraph reflection that:

- explains HOW your artifact choice matches the ISSN Domain
- explains how your artifact demonstrates your proficiency in one or more of the outcomes from the Domain you chose
- explains SPECIFICALLY your creative process, the content, and HOW the artifact CHANGED how you think as well as the skills you learned throughout the process

-explains how this artifact (and the work/ research/ process) shows how you are becoming globally competent and a Global Citizen

****take your resource/artifacts somewhere after graduation - Bearworks ends once a kid graduates

CAPSTONE

WHEN YOU LEAVE JHS AND JAGS, WHAT WILL BE YOUR CROWNING ACHIEVEMENT? HOW WILL YOUR LIFE EXPERIENCES AND EDUCATION HELP CHANGE YOU AND THE WORLD, PROFESSIONALLY AND PERSONALLY? WHAT DO YOU BRING TO THE TABLE AS AN ADULT?

THE PROCESS:

- **Choose a topic in which you are truly interested!** Choose a topic of great interest to you because you WANT to learn! You should not choose a topic you have extensive experience with or one for which you would consider yourself an expert. Your topic choice should reflect a significant **LEARNING and GROWTH**.
- Choose a topic specific enough to be unique, but broad enough to be reasonable. Don't get discouraged!

Dare to dream!

- Choose a topic that is both creatively and academically challenging.
- Choose a topic that is within your financial means to complete.
- Choose a topic that does not pose a danger to you or others.
- Choose a topic for which you will be able to conduct first hand interviews of experts as primary sources. Keep in mind that local experts are easier to interview within our time limitations. Approach potential community mentors personally! Maintain contact with your mentor!
- Choose a topic that is well suited for development of a product or service and an effective presentation.
- Choose a topic that is school appropriate. All aspects of your project must be appropriate and professional.

The project must:

- produce tangible evidence of their work
- with something physical that can be seen or touched (research based)
- a career/community-based service that can be documented as beneficial **OR**
- something that can be written, produced, taped, or presented
- connect to a STAFF MEMBER here in the JLS AND an ADULT in the community (please, not a parent - try to go beyond people in your household) with whom you are working

The two most critical factors in the Senior Capstone are:

What is the problem to be solved? (This is your Capstone Driving Question)

What tangible outcomes will constitute success?

STARTING THE CAPSTONE

Here, you are merely defining the problem you THINK you may want to work on for your Senior year. This can change - you change (I hope,) so this can too!:) Think of this more as a 'brainstorming' process...

1. The Driving Question:

What is the problem you are trying to solve? What are you trying to find an answer too?

EX: *How can I make the Model United Nations program at Jackson HS better for ALL students?*

2. The Outline:

Here you are outlining the problem, or process and defining the parameters of your Capstone Project

A. Give Context (approx. 3 sentences)

-**what** is the area to be studied?

-**why** is this important?

-**who** is this important to? (yes, I know I ended in a preposition:)

-**what** are your objectives, what do you hope to accomplish?

B. Focus in on your Driving Questions (DQ) and project

-**what SPECIFIC area** of the problem or process are you going to concentrate on for your project?

-**what are some concerns** that exist that have made you focus on this aspect of the project?

C. State the problem or process

-write the problem or process into **ONE sentence**

-**identify** what **SPECIFICALLY** must be solved or addressed in your problem or process

D. The Approach:

-here is where you can be more **vague**, because this will probably **change** the most for you throughout the year

-use general terms on **HOW** you are going to **accomplish** your Capstone

-use general terms on **HOW** you are going to **answer** your Driving Question

-**Be creative** - don't overlimit or overextend yourself here

Okay, here is an example - it's not a good one, but you'll see what I mean:

The opportunity offered by teaching economics at the high school level is nothing less than the chance to foster economic literacy for the country. Nearly half of U.S. high school students now enroll in an economics course. That proportion rose substantially in the 1990s as a number of states began to require an economics course in high school. However, only about two-thirds of U.S. high school students continue their education in colleges or universities, and only about 40 percent of those who do go on to college will take a college-level economics class. Thus, for many students, high school provides the last chance: if they do not study economics in high school, they will probably never get even a whiff of the subject. Therefore, I would like to implement a mandatory Junior/Senior level economics course in Jackson HS. I will be working with curriculum experts, administrators and teachers to help make this happen.

Capstone Work Plan:

This is the 'map' of how you plan on achieving your Capstone objectives.

Part 1: The Process Plan

How do you expect to use the following:

- a. **MATERIALS:** outline all basic, physical materials, and their use, that your project will require to complete
- b. **EQUIPMENT:** what equipment will be necessary to use, also, describe why and when they will be used
- c. **METHODS:** what process or protocols will you be using to complete your Capstone? Please describe why and when they will be used

Part 2: The Resource Plan

Please give specific information about your need and use of the following resources:

- a. **PROJECT PERSONNEL:** mentors, advisors, experts, peers, test subjects, etc.
- b. **BUDGET:** create a proposed budget that gives your projected cost and expenses while completing the Capstone, even objects that are borrowed or donated
- c. **SCHEDULE:** Please give a timetable or the projected schedule for the execution and implementation of your Capstone. Please remember, ALL Capstones MUST be completed by **April, 2019.**

Part 3: Meeting with me (or the JAGS Capstone Teacher) your Senior Year

- a. Once we're back in school (your Senior Year) I will send you an email, and ask you to set up a time to meet, to lay out a schedule and concept map for your Capstone Plan.
- b. You will then meet with me at least ONCE each nine-weeks until April (4th Q.)
- c. It is your responsibility to schedule time to meet with me
- d. I would like us to meet face-to-face initially, then, as you get closer to finishing, we can meet electronically if it makes sense, rather than face-to-face. We're all busy people!

Part 4: Meeting with your JLS Mentor:

- a. This needs to be a staff member within the Jackson Local School system - not necessarily a teacher, either. It can be an administrator, groundskeeper, custodian, cook, aide...etc.
- b. You will meet with them ONCE each quarter during your Senior Year
- c. You will document your meetings with your JLS Mentor (See Appendix 1 & 2.) This is necessary record keeping, and you will be asked to provide proof of your involvement with me, your JLS Mentor and your Community Mentor throughout your senior year.
- d. Your mentor will be with us when you do your official Capstone Presentation to the JAGS Staff in April-May
- e. Each JLS staff member may only have TWO JAGS students as a 'mentee' during the year. Their time is valuable, and it is important for one or two teachers to not be overwhelmed by dozens of mentor requests. The JAGS staff will decide how mentors are paired if this situation arises.
- f. I, Kathryn Stone, cannot be your mentor:) I am your Yoda, that is all I can be.

Part 5: Meeting with your Community Mentor:

- a. It is our hope that you connect to a member of the GLOBAL (can be someone you know locally or someone continents away.) Regardless of their location, they should be knowledgeable of your Capstone Project, and an expert in their own field.
- b. This is the person who will help you puzzle out the complexities and implications of your Capstone Project, help make connections with other community leaders, and guide you to a solution - or answer your driving question - by the end of the Capstone process.
- c. Please be aware of the time commitment you are asking from your Community Member. When you meet with them (physically or virtually) be PREPARED for the meeting - everyone's time is valuable, and being organized is an attribute professionals enjoy, and it shows respect on your part. A 'thank you' card personally mentioning HOW they have helped you is a nice touch, as well. Remember: YOU have NO IDEA how someone you meet, work with, or are introduced to, may help you in life.
- d. You will meet with them ONCE each quarter during your Senior Year
- e. You will document your meetings with your Community Member (See Appendix 1 & 2.) This is necessary record keeping, and you will be asked to provide proof of your involvement with me, your JLS Mentor and your Community Mentor throughout your senior year.
- f. Your Community Member will be with us (physically or virtually) when you do your official Capstone Presentation to the JAGS Staff in April-May

APPENDIX

MEETING WITH YOUR MENTORS - JLS STAFF MEMBER AND YOUR GLOBAL MENTOR

1st Quarter - this is an example, you will be given a formal digital form to fill out each quarter

JLS STAFF MEMBER MENTOR MEETING CHART

Your name: _____ Capstone

Topic: _____

Staff member with whom you are working: _____ Date met (1st Q.) _____

Staff member's name: _____ Signature: _____

(I agree that everything written below is accurate, and that we have met on the above date)

To be filled out by JAGS student:

Location OR how (virtually - email, skype) you are meeting

What did you discuss, specifically about your Capstone?

How did they help you with your Capstone?

What advice did they give you about your Capstone?

MEETING WITH YOUR MENTORS - COMMUNITY MEMBER

1st Quarter - this is an example, you will be given a formal digital form to fill out each quarter

JAGS CAPSTONE COMMUNITY MENTOR MEETING CHART

Global Community Mentor's name: _____

Your name: _____

Date, time, location OR how (virtually) you are meeting

What did you discuss?

How did they help you?

What advice did they give you?

Additional Comments

