VBCPSlogo_RGB.jpg

Global Connections Seminar

Manual

2010-2011





Acknowledgements

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Home of the Global Studies and World Languages Academy

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Completed: August, 2010



Notes on Technical Features Cover and Section Title Pages: There are two GSWLA symbols on the cover in overlapped text boxes. To lighten or darken the image (depending if you wish to display it or print it), simply use the “Order” function on the textbox to “Send Backward” or “Bring Forward”

In the original word document, the Sections and subsections are bookmarked using codes explained prior to the Welcome page. By using the insert function, students are encouraged to keep this intact, while adding bookmarks to frequently used pages. Occasionally, a dot will be on the page as the bookmarked spot.

There are numerous items on internet. Students should be aware that the websites listed here are subject to change, as is the content on the websites. As a case and point, the class wiki is a work in progress as students, mentors, and alumni will continue to develop them over the course of the seminar.

This manual is considered a “living document” and is to be used as such, meaning that the boxes and charts are meant to be filled out. Therefore, it is recommended that students create a folder separate from this manual to submit their completed work; the manual ,in its original form should stay intact.

Please be aware that this document contains features that may not be displayed on a printed version.

This document was originally written using Windows 7 Software for a PC. If converted to other forms, some of the technical features, alignments, and/or pages may be altered.

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Featured Alumni\*

|  |  |
| --- | --- |
| Class of | Name |
| 2009 | Kelly Brinkman  Ariana Miranda  Alisia Spielvogel |
| 2010 | Latifah Al-Hazza  Gian Aquinaldo  Vincent Busante  Zach Dickerson  Danielle Elliott  Harley Galaty  Kajuan Green  Danielle Harvey  Mekenna Ledbetter  Emily Marino  A.J. Monett  Nerissa Monton  Devon Mulhern  Sam Nelson  Taniqua Price  Roan Razon  Kellan Schmelz  David Thomas  Kristina Waisanen  Kiana-Woods Brown  Alumni with larger submissions, or, published (in print or on the internet) or complete versions of material will be included in the works cited. The other students’ material was collected from class work. |
|  | \* Either in mention or through sample material.  Subject to Change with updated manuals |

“I never destroyed anyone who didn’t want to be destroyed.”

Martha Graham

(from PBS: Global Voices)

Insert project pictures here

GLOBAL CONNECTIONS seminar

Manual

2010-2011

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student contact\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Student # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

mentor contact\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Research question \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

project idea \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Look for the “Progress Boxes” on the left hand corner of each page to chart your progress. You can place an “X” in the box upon completion. Set up is up to you.



Look for the Tallwood Symbol to Find the Section Title Page. Remember there are darker and lighter versions overlapped.

Look for the boxed letters for a bookmarked page that you can hyperlink to each Section Title page.

X

WL

Look for the appropriate colour either on the section title page or along the bottom of each page.

In the Appendices, look for the appropriate colour for the supplemental reading along the right side bar.

Welcome

PF

Portfolio

CS

Cohort System

X2

AP

FW

SG

RF

ST

PS

Look for the letters on the side, so that you can easily bookmark your pages.

PJ

PL

RS

Look to the side to quickly find the subsection tab listed on the Section Title page. Each tab at the side of the page is aligned with the subsection.

Look to the right sidebar to quickly find the rubrics used for grading. It is light green.

In the appendices, the sidebar represents the supplemental reading for different sections.

Proposal

Project

Research

WR

Writing

Presentation

Special Topics

Reflection

Scoring & Grading

Final Words

Appendices

WL





Roles and Responsibilities

Material for Class

Elements of

Global Connections

Master Calendar

Listing of Members

Welcome

WL

Global Connections

Welcome





*…*

WL1

*…*

*…*

*…*

*…*

Welcome

Culmination of Seminars

Welcome to your final year as an Academy student. This year’s class is a culmination of all the seminar classes taken thus far. Your experience in Global Issues perhaps painted your attitude toward a particular political or social issue prevalent in the world today. Your Global Cultures maybe gave you a deeper appreciation for the geography and traditions of a certain group of people. Your Global Systems no doubt heightened your comprehension of how the world functions through organizations.

This year is an attempt to take those understandings and combine them into a very personal, yet very public, display of your growth as scholars emerging from the

Global Studies and World Languages Academy.

In short, you are the essence of this class. Your interests will take centre stage and you will be able to explore and enhance, and ultimately, share with the general community, your views on why the world is the way it is and what we can do about it. You will be the Zheng He’s of the 21st century and this class will be your mighty vessel towering above all other.

It is a privilege to be a part of this class and I thank you for staying the course.

With this said, let me state that as all voyages go, the waters may be rough at times, the tempest winds shaking us, the skies crying out with dreadful tears from darkened heavens, the compass spinning with no direction in sight, but do not lose heart. We are all each other’s oarsmen and will assist each other ‘til the sun doth shine again upon our faces and set upon a distant, obtainable shore.

Good luck and Godspeed,

EDM

Elements of Global Connections Seminar

In the year long course, the Senior Project contains five components, proposal, research, project preparation and completion, presentation, and proposal. Skills needed to successfully complete the project will be highlighted throughout the year and these four elements often blur as they integrate. In essence, however, the research should allow for a meaningful project and project work should provide zeal toward the research. Although the research element is to be completed by the end of semester one, it is possible that the completion of the project may precede that of the research paper. The final presentation acts as a combination of both the research (theoretical) and the project (practical) and will be most heavily emphasized in the second semester.

Students should understand that the senior project is a commitment that goes well beyond the classroom and much work will need to be completed outside of class time, including:

* 1. Meeting with the Project Mentor
  2. Writing the research paper
  3. Implementing the project
  4. Preparing for the presentation
  5. Continual preparation and work on the portfolio

With this said, classroom time will involve some prep time for the completion of these five elements, but will also concentrate on looking at real life examples from area and international experts of successful projects through readings, interviews, videoconferences, and guest presenters. It will also inform students on the research process as a whole, including a look at the writing process and the practice of writing skills. Presentation skills will also be emphasized so that students will feel very comfortable in front of a crowd no matter the size.

This manual exists to guide students through understanding the process of creating a project from proposal stage to completion and presentation and can therefore, only be used as a springboard to the student’s ideas. There are numerous activities included in the manual outside of the listing of requirements and students should view this manual ultimately as a tool to be used, or, if they wish, their textbook to the world where no textbook exists.

.**.**

**SCHOOL**

WL2

*It is beneficial for the student to maintain contact with the mentor, the teacher and the academy throughout the entire process of the project, if for no other reason than to update the these stakeholders on the level of growth obtained over the course of the year*

**SOCIETY**

*Much is missing from this chart. One may add family connections, business contacts, Library Media Specialists, Computer Resource Specialists, as well as friends who have a certain level of knowledge or know how. The breadth of assistance a student may receive during the course of this seminar is, in fact, often much larger than that of the official mentors. Students should be aware of and show gratitude for all assistance given.*

*Global Connections is very much a seminar programme dependent upon the ability to network. This graphic suggests that there are numerous ways to obtain information, be it in the form of assistance with research, project implementation, or reflection. No student should feel that the chosen topic of study is more or less difficult than that of their colleagues. Rather, students should recognize the need to take different routes to gather knowledge or support for their chosen topic of study and project implementation.*

**ACADEMY**

**TEACHER**

**STUDENT**

**MENTOR**

**COHORT**

**Elements for a Successful Proposal**

PROJECT GENERATORS

PROJECT GENERATED

***LEGACY FAIR***

***Alumni already implemented project from previous year; seeks new student to take over and elaborate on the idea.***

***SELF***

***Student comes up with own project idea from interests and/or experience.***

***TEACHER***

***Teacher assist student to obtain and implement project idea***

***OUTREACH***

***Mentor/Cohort seeks assistance from student on the implementation of a project idea***

***Student Sources for Project Proposal Ideas***

**STUDENT**

1

Incredible Year!

Unanswerable Question

Warm Up Writings

3

Rough Draft Options

4

Pages

Sources

WEEKS TO COMPLETE

15

20

*Completed Projects are rarely, if ever, exact matches of original ideas. Due to the interests of other stakeholders, administrative regulations, networking and infrastructural realities, limitations of resources, or just plain challenges with tenacity and know-how, many projects at some point fall by the wayside and dry up like raisins in the sun. Some teeter on the edge and have levels of success that cannot be measured by traditional means because the process is what is of value, even though the project itself has failed. Others survive due to their ability to adapt to these outside factors and, though different than the original plan, maintain the core goals and spirit of the original.*

*For the Global Connections Seminar, it is essential that all projects are connected through the proposal, mentor and cohort input and a serious level of research.*

Class Projects

*Students of the Academy are no stranger to the Portfolio since they have been required to make submissions to the Portfolio to some extent in all of their Academy classes. Therefore, Portfolio work in the Global Connections class will focus more on using the Portfolio to the student’s advantage. What this means is that students will be customizing their already full Portfolio binder to make it work for any interview they may have in either the job market or in acceptance to an institute of Higher learning. Standard revisions to the Portfolio will include an updated resume, letters of references, documentation of certificates verifying language proficiency and/or cultural experiences, as well as an interview with an expert and an overview of the Senior Project. Students should view the Portfolio as an entrance ticket into a career and/or university, so during the Senior year, the Portfolio is as much about de-selecting defunct documents as it is about highlighting ones to showcase. Students should be ready to discuss the content of their Portfolio for a class grade with the teacher and/or an administrator. The key to a successful “Portfolio Interview” is that the student’s individual goals match that of what is displayed in the Portfolio.*

In order to dissect what goes into a project, while providing a good service, each class will have one class project per semester. Now, noting the enormity of work that is going into the other elements of class, the idea is to not have an enormous class project. This should function as a teaching tool, and the class project should be one in which all participants can contribute on some level and analyze on another. The fact that experience brings about more relevant analysis is a key factor in doing class projects.

In the first semester the class project will occur early on, and be selected by the teacher. Depending on the scale of the project, all Global Connections students may be working on the same project, or, more than likely, there will be different class projects for each block of Global Connections. All students are expected to contribute, and their contribution will be reflected in the grade book.

The second semester’s class project will be preparation for the showcase event at the Virginia Beach Higher Education Center at the end of May. This grade has more weight than the first class project, in part because for the majority of students, all other elements of the class will be completed, and the goal is to have a well thought out display represented there. Again each student is expected to contribute to this event and is strongly encouraged to be present. Students who cannot be present are asked to report this to the teacher. However, the product that is produced for the event does need to be present.

This year’s 1st semester class projects will include a blood drive set for September 29th, and preparation for a speaker (Lost Boys) set for October 7th. The classes assigned for each will be announced during class. Should a student wish to participate in a class project from the opposite block, please make a verbal request to your teacher.

All students should document what they’ve done to contribute, so that on class project day, there is evidence of the procedure. Documentation can take on various forms, however, it must be more than a verbal statement. There must be evidence attached in some way, shape, or form.

Material for Class

General

<http://tallwoodglobalconnections.wikispaces.com/>

This manual

*Student Samples from previous years. Includes items that may have been created to support the project idea.*

*The yellow ribbon*

*Appears on the first page of the student sample.*

GLOBAL CONNECTIONS

Manual

2010-2011

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Access to SharePoint and online SharePoint folders

Grammar book (available for checkout)

WL3

 ………………. [www.dianahacker.com/pocket](http://www.dianahacker.com/pocket)

Portfolio ………………… Your Academy Portfolio

Presentation …………………… Stopwatch

Scoring and Grading …………… Calculator

Research ………………………. Noodletools account or free version

<http://www.noodletools.com/>

Cohort

Access to class wikispace

<http://tallwoodglobalconnections.wikispaces.com/>

*Additional information*

*found on class Wikispace.* Note that the Wiki is an ongoing project and is developed over the course of the year

And to cohort wikispace

<http://tallwoodcohort0.wikispaces.com/>

<http://tallwoodcohort1.wikispaces.com/>

<http://tallwoodcohort2.wikispaces.com/>

<http://tallwoodcohort3.wikispaces.com/>

<http://tallwoodcohort4.wikispaces.com/>

<http://tallwoodcohort5.wikispaces.com/>

<http://tallwoodcohort6.wikispaces.com/>

<http://tallwoodcohort7.wikispaces.com/>

<http://tallwoodcohort8.wikispaces.com/>

<http://tallwoodcohort9.wikispaces.com/>

<http://tallwoodcohort10.wikispaces.com/>

<http://tallwoodcohort11.wikispaces.com/>

<http://tallwoodcohort12.wikispaces.com/>

<http://tallwoodcohort13.wikispaces.com/>

<http://tallwoodcohort14.wikispaces.com/>

<http://tallwoodcohort15.wikispaces.com/>

LMC Databases

<http://destiny.vbschools.com/common/welcome.jsp;jsessionid=79C9A787ADC8BF93FC28336C64A7A458?site=171>

|  |  |  |
| --- | --- | --- |
| Useful databases | Address | password |
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Roles and Responsibilities

Dramatis Personae\*

Describe the role of each of the following characters, being sure to highlight the relationship to the other characters, including potential areas of conflict or cooperation.

(One has been done for you)

Student

Senior Project Advisor*: This chameleon of a character has initiated the conflict in this drama. He purposefully pits students against Project Boards and Panel Judges, and meticulously (and some say, with pleasurable deviousness) takes notes on the catfight that ensues. Many are out to get him, but he has “friends in high places” who will defend him if need be.*

Senior Project Board

Mentor

Panel Judges

WL4

Beneficiaries

Topic Discussion Leaders, Research Specialists, Other

Setting

Scene One: Room 300, Labs, and the LMC at Tallwood High School in a Beach community off the Atlantic Coast, which is Vacationland for many, but the pillar of high achievement and success for a small group of dedicated scholars

Scene Two: The world.

**\*From:** [**http://www.thefreedictionary.com/dramatis+personae**](http://www.thefreedictionary.com/dramatis+personae)

**1.** The characters in a play or story.

**2.** A list of the characters in a play or story.

Students will:

1. Confer, as needed, with the Senior Project Advisor (SPA) (Global Connections instructor)
2. Identify a topic for further research
3. Secure parental and SPA approval for the topic
4. Identify a product to create or a service to perform (a project)
5. Relate the project to a global issue, culture, or system
6. Select a Project Mentor (PM) and secure his or her approval
7. Secure parental and SPA approval for the project
8. Write a letter of intent to the Senior Project Board (SPB), including a completed proposal form
9. Develop a timeline for completion of all components of the senior project and submit to SPB in the form of a proposal.
10. Conduct research on the chosen topic
11. Maintain a learning log to document progress on both the research and project
12. Obtain permission from the SPB (if applicable) for any changes in the project
13. Write the research paper
14. Provide an abstract of the research to the SPA for distribution to the Panel Judges (PJ)
15. Meet with the PM for a minimum of 20 hours during the course of the seminar
16. Complete the project portion of the seminar
17. Prepare an oral presentation which combines the research portion and the project portion of the seminar
18. Present an oral presentation and respond to questions from the following:
    1. Peers
    2. SPA
    3. SPB
    4. PJ
    5. Academy Booster Club (ABC) if applicable
19. Write thank you letters to each person involved in the senior project, including the SPB and the PJ
20. Request letters of reference from PM and/or others involved in the senior project.

Senior Project Advisors will:

1.Approve students topic in coordination with Senior Project Board members and parents

2. Guide the student through all aspects of the senior project

3. Instruct the student in the proper form and process of conducting research and writing a research paper.

4. Collect and evaluate al documentation contained in the Student Activity Checklist

5. Review drafts of research and suggest revisions

6. Evaluate the final draft of the research paper and assign an appropriate grade

7. Instruct students in how to give a professional presentation

8. Distribute and coordinate the Senior Project Board in evaluating the proposals (Semester 1) and the oral presentations (Semester 2)

9. Organize the Panel Judges Evaluation day

10 Assist with Academy Booster Club Presentation Day

Project Mentor will:

1. Approve project selection in coordination with the Senior Project Advisor

2. Assist and advise the student in the technical aspect of research, if applicable

3. Evaluate the final draft of the research paper in terms of content

4. Serve as a resource to the student in all stages of project development

5. Advise the student in planning oral presentation

6. Assist the student in the completion of the project

7. Offer evaluation of the project

Senior Project Board members will:

1. Assist in evaluating the project proposals during an SPB meeting day. Approve or reject the proposals based upon predetermined standards

2. Assist in evaluating the project presentations during an SPB meeting day. Score students on their presentations based upon predetermined standards.

3. Assist in revising the standards and improving the manual.

4. Offer suggestions on the evaluation process

Media Center Specialist and Computer Resource Specialists will:

1. Help students develop research strategies

2. Help students develop bibliographies

3. Help students locate research materials

4. Coordinate and schedule use of facilities (LMC, lab, computers, other technology)

Project Judges will:

1. Receive and review abstracts prior to Panel Judges evaluation day

2. Evaluation final presentations based upon predetermined standards

3. Ask direct and in depth questions to the student presenters and evaluate their responses

4. Offer suggestions on improvement of the process

5. Provide contact information as desired. Provide letters of reference if desired.

Senior Project Board

With a concerted effort to follow the adage that the community raises the child, the Senior Project Board has agreed to assist in the evaluation of products created in this seminar course. The following Tallwood teachers will serve as Senior Project Board members and will evaluate the following:

* + - 1. Project Proposals (Semester 1)
      2. Research Papers (Semester 1)
      3. Presentation Round 1 (Semester 2)
      4. Presentation Round 2 (Semester 2)

Each block will have a different set of Project board members. Students should feel free to ask for assistance prior to the evaluation period.

Topic Discussion Leaders and Research Specialists, Others

Tallwood Administration (including guidance) and teachers(Computer Resource Specialists and Library Media Specialist) have volunteered their time to assist students with the work during senior year. Meetings with the Topic Discussion Leaders will occur after the proposal stage and during the project/paper stage. These discussants should help the process along by offering friendly advice and structure. Likewise the Research Specialist will be assigned to students and by appointment, students can ask for assistance from these specialists.

Others are also very helpful but not listed here.

Listing of Members

Subject to Change

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student Number | Student Name | Research Specialist | Topic Discussion Leader | Tallwood Board | Panel Judges | Mentor |
| 1A |  |  |  | Motley, Yong, Peters, Dusenbury, Weiss |  |  |
| 401 | Elizabeth Biggers | Ricks | Calhoun |  |  |  |
| 402 | Teresa Copeland | Bulger | Calhoun |  |  |  |
| 403 | Brieonia Harris | Ricks | Calhoun |  |  |  |
| 404 | Melinda Griggs | Hartigan | Judge |  |  |  |
| 405 | James Abney | Ricks | Judge |  |  |  |
| 406 | Ashley Meyer | Horan | Archbell |  |  |  |
| 407 | Braedon Schmelz | Hartigan | Calhoun |  |  |  |
| 408 | Shae Orman | Ricks | Archbell |  |  |  |
| 409 | Alexandra Gladu | Bulger | L. Walker |  |  |  |
| 410 | Jared Burton | Horan | Judge |  |  |  |
| 411 | Alyssa Large | Horan | Calhoun |  |  |  |
| 412 | Katelynn Wilson | Horan | Archbell |  |  |  |
| 413 | Veronika Kouzmanova | Horan | Archbell |  |  |  |
| 414 | Delana Smith | Hartigan | L. Walker |  |  |  |
| 415 | Roni Razon | Bulger | Judge |  |  |  |
| 416 | Augusta Altman | Bulger | L. Walker |  |  |  |
| 417 | Christopher Graves | Horan | Archbell |  |  |  |
| 418 | Devin Dunn | Bulger | Calhoun |  |  |  |
| 419 | Kyle Brown | Ricks | Archbell |  |  |  |
| 420 | Amanda Cholko | Hartigan | Judge |  |  |  |
| 421 | Nathaniel Lewis | Hartigan | L. Walker |  |  | WL5 |
| 2A |  |  |  | Mueller, Elliot\*, Camenisch\*,Zazzera\* |  |  |
| 501 | Bridget Handrahan | Bulger | Fannon |  |  |  |
| 502 | Amira Johnson | Horan | Gurley |  |  |  |
| 503 | Arianna Christopher | Hartigan | Gurley |  |  |  |
| 504 | Rebecca Novick | Ricks | Farrell |  |  |  |
| 505 | Nicole Farnan | Horan | Fannon |  |  |  |
| 506 | Brian O’Toole | Horan | Perry |  |  |  |
| 507 | Epiphani Miskel | Ricks | Perry |  |  |  |
| 508 | Romula Voltmer | Ricks | Gurley |  |  |  |
| 509 | Courtney Stover | Hartigan | Gurley |  |  |  |
| 510 | Alejandro Anduze | Horan | Farrell |  |  |  |
| 511 | Kimberly Topping | Horan | Farrell |  |  |  |
| 512 | Mariah Stubbs | Bulger | Fannon |  |  |  |
| 513 | Margaret Salazar | Ricks | Gurley |  |  |  |
| 514 | Dominicia Williams | Bulger | Perry |  |  |  |
| 515 | Brittney Harrington | Hartigan | Farrell |  |  |  |
| 516 | Maylea Warrenfeltz | Ricks | Perry |  |  |  |
| 517 | Andrew Petrey | Hartigan | Fannon |  |  |  |
| 518 | Diamond Sykes | Horan | Perry |  |  |  |
| 519 | Bianca Betancourt | Bulger | Fannon |  |  |  |
| 520 | Patrick Gest | Ricks | Farrell |  |  |  |
| 521 | Elaine Juquiana | Bulger | Perry |  |  |  |
| 522 | Jasmine Curtis | Hartigan | Farrell |  |  |  |
| 523 | Lindsey Alvarado | Hartigan | Gurley |  |  |  |
| 4B |  |  |  | Falls, Graham, Hitchcock\*,Gradney, Stravino |  |  |
| 601 | Kathryn Erwin | Horan | Harmon |  |  |  |
| 602 | Lauren Ragland | Hartigan | Bradshaw |  |  |  |
| 603 | Leah Marty | Ricks | Metzgar |  |  |  |
| 604 | Heather Berry | Bulger | Bradshaw |  |  |  |
| 605 | Nazarette Walker | Horan | Harmon |  |  |  |
| 606 | Michelle Warr | Ricks | Shelstad |  |  |  |
| 607 | Courtney Prentice | Hartigan | Harmon |  |  |  |
| 608 | Mikhaila Thomas | Ricks | Metzgar |  |  |  |
| 609 | Shelby Creeley | Bulger | Metzgar |  |  |  |
| 610 | Monica Vastano | Hartigan | Bradshaw |  |  |  |
| 611 | William St. John | Bulger | Shelstad |  |  |  |
| 612 | Kenneth King | Bulger | Metzgar |  |  |  |
| 613 | Kristin Monteith | Hartigan | Shelstad |  |  |  |
| 614 | Syris Spinks | Horan | Shelstad |  |  |  |
| 615 | Megan Wilson | Bulger | Metzgar |  |  |  |
| 616 | Yasmaine Bailey | Horan | Shelstad |  |  |  |
| 617 | Riley Moser | Ricks | Metzgar |  |  |  |
| 618 | Jessica Tripp | Hartigan | Harmon |  |  |  |
| 619 | Mary Gutierrez | Ricks | Bradshaw |  |  |  |
| 620 | Sean Sexton | Bulger | Harmon |  |  |  |
| 621 | Kevin Mabunga | Horan | Shelstad |  |  |  |
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Shortlist of Cohort Members Drag Drawers Subject to ChangeShortlist of Guest Speakers Drag Drawer

Political/ History: Contact

PR / Marketing: Contact

Science/Technology: Contact

Media /Events Planning: Contact

Languages/ World Culture:Contact

Travel / Exchange Programmes:Contact

Ethics / Belief Systems: Contact

Humanitarian/ Fundraising: Contact

Art/Design: Contact

The Environment/Energy: Contact

Education: Contact

Political/ History: Sergai Khrushchev - Elena A.

PR / Marketing: Linda Caulkins, Bobbie Fisher

Science/Technology: Tym Allison

Media /Events Planning: WHRO, Paul Nelson, Bernadine Duncan

Languages/ World Culture: Susan Wildermuth

Travel / Exchange Programmes: Joanna Cyprus, Karin Muller, Oumaima Elghazali

Ethics / Belief Systems: Amos Yong, James B. South

Humanitarian/ Fundraising: Mahesha von Goethem

Art/Design: Robin Mello, Vic Frailing, Andy Harris, Naome Natale

The Environment/Energy

Education: Purnima Dutta (India) E. DeMott (Liverpool) Freedom Writers Marla Read Capper, Sam Nelson

Lead Student

PH

HF

PR

EA

EE

AD

ST

MEP

LWC

TEP

EBS

Lead Alum

PH

Kellan Schmelz

HF

PR

EA

EE

Ty Lauzaskas

AD

Nerissa Monton

ST

MEP

Holly Paasch

LWC

TEP

Latifah Al Hazza

EBS

Lead Expert

PH

Regina Karp

HF

PR

Bobbie Fisher

EA

Tami Al Hazza

EE

Erin Greer

AD

Erika Hitchcock

ST

MEP

WHRO

LWC

TEP

EBS

Subject to change

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Take2videos

WHRO

Holocaust Survivor

Governor’s School of the Arts

Drive and Ambition

September 7,8 Stacey Wooton, Blood Drive Class Project, American Red Cross

September 9, 10 Bryant & Stratton College, College Prep: Portfolio

September 23,24 Bryant & Stratton College, College Prep: The Winning Resume

September 27,28 Bryant & Stratton College, College Prep: Interviewing

October 7 Lost Boys of the Sudan, Genocide: Personal Stories

Octboer 8: Naomi Natale, One Million Bones

October 28, 29: Bryant & Stratton College, College Prep: Writing Workshop

November 18,19: Brian Chamberlain: The Global Fight on Terror

December 9, 10: TBA

January 13,14: Marla Read Capper: Gender Issues

February 17, 18: TBA

March 10,11: TBA

April 6,7: TBA

May: TBA

June: Pier Duncan, Milano, Internatioanl Policy, Urban Policy

Focus Activities

In each section of this manual there are pages marked Focus Activites. In these assignments, there is a Topic, a Skill Concept, and a Suggested Match for the Cohort System. The idea behind the Focus Activity is to replicate a skill in the context of the cornerstones of the seminar. In other words, the Focus Activity checks for understanding of a skill through practice.

The Topics serve the function of generating ideas for the students and, in fact, can easily springboard into an actual project. Students who choose to use the Focus Activities for their proposed project will have to go through all the steps that the other students will, however, they will have something of a headstart, in that ideas are often laid out in the Focus Activities; skills that are required to create a successful product are modeled, and in most cases, there are willing mentors ready to assist, and in some cases, a project idea already set up. Students are advised, however, to beware that this doesn’t necessarily make the project any easier, in that the questions generated from the Focus Activities are more times than nought truly unanswerable. These students will, of course, have the advantage of having support at the get-go, but also have the challenge of making the products truly remarkable.

The Skill Concept is the skill being concentrated on in the activity. It may be something as ostensibly mundane as “grouping” or “research skills” or “bibliography writing”, however, as it is in the context of a real project, it will take on new meaning.

The suggested match for the Cohort System is nothing more than an attempt to streamline the projects into larger categories and best utilize the resources that are out there. Students should note, however, that “suggested” is the key word, and students from other Cohorts can certainly pick up projects not originally matched. It all falls to the justification of the choice.

To top it all off, students who are willing to take on these projects have an additional advantage of having a bibliography starter in noodlebib. Students should note that this does not mean that they are done with their research; absolutely not, in fact, the bibliography only serves to offer suggested directions a student may take on the research, bearing in mind that the question the student ultimately asks will determine the research. Students need to request a bibliography from the teacher only if they have had their proposal accepted.

Students may find the material for each of the project / research ideas in each of the sections, marked Focus Activities for their convenience. At times, the Focus Activity is an extension of the previous pages’ skill, so therefore, it is suggested that students who wish to take on these projects browse through the pages around the Focus Activity as well.

Focus Activities Sign Up

Below is a sign up for permission to take on a project generated by this manual. There is a first come-first serve policy, however, if the project differs, it is possible for students to take on the same theme. Any student who signs up will need to have an individual conference with the teacher.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Location | Topic | Skill Concept | Suggested Cohorts | Name and Block |
| Portfolio Section | International University Requirements | Knowledge of Special Requirements | Education/Awareness  Travel/Exchange |  |
| Cohort System Section | Religion’s Influence on Eastern Art | Gaining Depth Through Combination of Factors | Ethics/Belief Systems  Arts/Design |  |
| Proposal Section | Comparing Global Media | Analysis of Statistical Data | Media/Events Planning  Language/World Culture |  |
| Project Section | U.S. Protection of the Acholi People | Grouping, Accepting, and Discarding | Political/Historical  Education/Awareness |  |
| Research Section | Oil Consumption in Oil Rich Countries | Analysis of Research Process/ Use of Databases | Environment/Energy  Political/Historical |  |
| Writing Section | Human Contribution to Natural Disasters | Organization of Ideas | Science/Technology  Environment/Energy |  |
| Presentation Section | Analytical Use of Rosetta Stone in the Classrooms | Conducting Surveys | Language/World Culture  Education/Awareness |  |
| Special Topics Section | The Marketing of Gender Roles in Bollywood | Podcasting | PR/Marketing  Science/Technology |  |
| Reflection Section | Making Sense of the Dollars and Cents of Fundraising | Budgeting and Financial Considerations | Humanitarian / Fundraising |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * first day**FIRST DAY OF SCHOOL** • September 7 * staff day**STAFF DAYS**  S*chools closed for students*  |  |  | | --- | --- | | • Aug. 30-Sept. 3 | • Jan. 31 | | • Nov. 2 | • April 8 | | • Nov. 12 | • June 20 (flexible) |  * holiday**HOLIDAYS**  S*chools closed for students & staff*  • July 5 (*Independence Day*) • September 6 (*Labor Day*) • November 11 (*Veterans Day*) • November 25, 26 (*Thanksgiving*) • Dec. 23-31 (*Winter Holidays*) • Jan. 17 (*Martin Luther King, Jr. Day*) • April 18-22 (*Spring Holiday*) • May 30 (*Memorial Day*) * progress report**PROGRESS REPORT SCHEDULE**  |  |  | | --- | --- | | • October 11 | • March 4 | | • December 21 | • May 17 |  * report card**REPORT CARD SCHEDULE**  |  |  | | --- | --- | | • November 19 | • April 14 | | • February 4 | • June 24 (*mailed*) |  * first semester***First Semester*** *(grading periods)*  • September 7-November 10 (*46 days*) • November 15-January 28 (*45 days*) **Teaching Days: 91****Non-Teaching Days: 8** * second semester***Second Semester*** *(grading periods)* • February 1-April 7 (*48 days*) • April 11-June 17 (*44 days*) **Teaching Days: 92** **Non-Teaching Days: 2**   **First and Second Semester:** **Total Teaching Days: 183** **Total Non-Teaching Days: 10** * adjusted dismissal**ADJUSTED DISMISSAL** • October 6 (*elementary and middle    schools* ) • November 24 (*all students*) • December 15 (*elementary and middle    schools*) • Jan. 25-27 (*high school only* ) • Jan. 28 (*all students* ) • Feb. 23 (*elementary and middle    schools*) • June 14-16 (*high school only*) • June 17 (*all schools* ) * last day**LAST DAY OF SCHOOL**  • June 17, 2011 | calendar  WL6 |

From Virginia Beach City Public Schools: <http://www.vbschools.com/calendar/index.asp>

Master Calendar

WEEK STARTING:

(\*Subject to change)

September

6

Welcome Part I / Manual Overview

College / Portfolio

Class Project

13

Project Legacy Fair

Proposal Review

Writing Brainstorming, Outlining, Sequencing

Class Project

20

Presentation 1: Introductions / Research

Class Project

Proposal workday / research

27

5 Iceberg Model Articles / Class Project

Proposal workday / research

Fundraiser Meeting\* with book-keeper

Blood Drive 29th September

October

4

Cohort Work

Historical Background Paper Due (3 pages/3 sources)

Paper Writing Cloth and Thread

Portfolio

Project Workshop: Materials and Forms

Guest Speaker-see list

11

Proposal work / research (LMC Day)

Model UN with Juniors Research Due (October 13, 15)

6 + 1 Traits

Paper plan

Unanswerable question

18

Ten Paraphrased Articles due

Proposal Rough Drafts

Presentation 2: Topics Researched w/Q and A

25

Outside Presentation Arranged

The Interview

Project Proposal Board Due

November

1

Cohort Work

Literature Research due (3 pages, 3 sources)

Project Workshop: Fundraising

8

Writing workshop

Portfolio Selection

15

Work Period Writing/ Project

Project Analysis

Guest Speaker

22

Rough Draft (7 pages) due

29

November Projects Finished

Projects Discussion / Research

December

6

Guest Speaker

Research

Project Workshop: Social Networking

13

Topic Discussion Sessions\* see assignments

Research

Writing

20

Topic Discussion Sessions\* see assignments

Research

Writing

December Projects Finished

January

3

Rough Draft 2 Due (for comments)

Writers Workshop

Project Workshop: Marketing

10

Cohort work

Rough Draft 2 due (optional)

Progress Check due

Guest Speaker

17

Abstract Due

“Junior Day”

Rough Draft 3 due (optional)

24

Paper Due (Rough Draft Graded with requirements)

Project Analysis

31

January Projects Finished

February

7

Portfolio Selection

Cohort Work

Project Workshop: Media

14

Research update (4 pages of summaries, 1 of analysis)

Guest Speaker

21

Presentation Construction: Powerpoint

Papers Rewrites Due for Replacement Grade (Optional)

28

Tallwood Presentation Board (Nov. / Dec. Projects)

Project Analysis

February Projects Finished

March

6

Guest Speaker

Portfolio Work/ “Exit Interview”

Cohort Work

Project Workshop: Image

13

Marketing Projects : Case Studies

Research update (4 pages of summary, 1 of analysis)

20

Presentation Construction: Prezis, Wikispaces

27

Tallwood Presentaion Board (Jan. / Feb. Projects)

March Projects Finished

April

4

Guest Speaker

Project Workshop: Reflection

Cohort Work

11

Optional Paper Rewrite Due (Booster Grade)

Discussion: Q and A

Presentation Construction: Webpages

18

SPRING BREAK

25

Tallwood Presentation Board (March Projects)

April Projects Finished

May

2

Preparation for VBHEC Global Scholar’s Showcase

9

Preparation for VBHEC Global Scholar’s Showcase

“Junior Day”

16

Tallwood Presentation Board (April Projects)

23

VBHEC Global Scholar’s Showcase

30

Panel Presentation (June 1st)

Round II Presentations (if applicable)

June

6

Plus / Delta Discussion

Thank You Letters

13

Legacy Assignment