.



Global Connections

PROPOSAL





Pre-Packaged Projects

Tallwood Board

Rubric

Forms

Description & Review

PL

PL1

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| --- |
| **DESCRIPTION OF PROJECT PROPOSAL** |

\***When the project proposal packet is approved. It becomes a binding performance contract. Any major alterations (i.e. alteration of hours, outcome, and documentation) to this project must be approved with the Senior Project Advisor via a Project Revision Form.**

**Each of the lettered items below must be including in your submitted Project Proposal. You may choose to follow the directional format below or review the sample format following on pages 52 - 54. It is essential you fully breakdown your project and explain how you are going to document your process. Do not omit any of the following lettered items:**

* + 1. **ABSTRACT**

Essentially, the abstract should paint a picture of what you plan to do. An abstract describes the general scope of your project. It includes the general details needed to complete your project. Your abstract gives the reader a clear idea of exactly what you are going to do, and how you plan to do it. Your abstract should be no less than 50 words.

In order to write an abstract, you must address the following questions: (some questions may not apply to your specific project – answer as many as possible.) Think specifics/details - # of participants, length of video, etc.

* + - * What is the title of my project?
      * What will I make, perform or receive certification in?
      * Who will be my consultant to assist me with my project?
      * What is the role I will assume?
      * Who or what is/are my audience/participants of my project?
      * When/where will my project take place?
      * How many people will participate or benefit from my project?
      * If my project involves an end product, who will evaluate it?
      * What type of material will I need?
      * Who is my client/audience?
      * AT THE END OF READING YOUR ABSTRACT, THE GRADER SHOULD HAVE A CLEAR PICTURE OF WHAT YOU WILL BE DOING FOR YOUR SENIOR PROJECT.
    1. **LEARNING SKILLS**

During this part of the proposal you need to list the skills needed to complete the project; these are brand new skills that will be learned independently or with the assistance of your project consultant, internship or shadowing experiences. If you are not learning any new skills, this project may not be enough of a stretch for you.

* + - * I will need to learn…(list skills to be enhanced)
      * I will need to learn …(list skills that are brand new to you)
    1. **PROJECT STEPS – Should be presented in sequential order.**

During this part of the proposal you need to list the skills needed to complete the project. These include the most basic and the most complex steps. Brainstorm and break down the process for each task. Take time to consider each task from beginning to end. For each step approximate the amount of time needed to complete each task. Driving time may not be counted.

Think of this as a “to-do” list to complete your project, i.e. in order to bake a cake you need to do… purchase the materials , find a kitchen/oven and utensils, read the directions, pre-heat the oven, measure and mix ingredients…etc.

All of your learning skills listed above in Part B should be evident as a Project Step. For example, if you state you will need to learn how to brief a case—where are you learning how in your steps and with whom and where…

|  |  |  |
| --- | --- | --- |
| STEP 1: | Research Cake Options, Select One | 45 Minutes |
| STEP 2: | Purchase Materials | 45 Minutes |
| STEP 3: | Reserve Cooking Facility | 30 Minutes |
|  | Etcetera Hours Total | More than 20 Hours |

* + 1. **Project Documentation – If you say you will have this—YOU MUST have it at your Senior Boards.**

One of the most important aspects of your Senior Project is the documentation process. It is through your documentation in your Portfolio that the Senior Project Committee is able to evaluate your project. You must be thorough in documenting your senior project.

Generally speaking, your documentation MUST include ALL elements of your steps. All projects will require photo documentation. Video documentation is also strongly recommended. Graders want to see YOU completing the project in your documentation photos and/or video. If your project requires you to produce a video product, then a storyboard and script are required documentation. You must be prepared to verify your hours were completed by yourself. Consider all receipts, flyers, emails, phone logs, storyboards, scripts, interview questions, interview notes, practice logs or anything obtained during the process of completing your project. Keep a Senior Project folder/box and put all documentation in there.

All of your learning skills listed in Part B and C need to have documentation to verify completion. For example, if you stated you would need to learn how to brief a case—pictures or video should be present of you learning if possible. You might also provide notes taken from consultant instruction.

If your Senior Project requires you to create something, you will use your “end product” in your presentation. For example, if you had to create a brochure to market your project, the brochure should be presented at the Senior Boards before the Senior Project Committee.

* + 1. **PROJECT JUSTIFICATION – Explain why this is a quality project FOR YOU.**

This is an essential step in the project approval process. The Senior Project Advisory Board must agree that this is an appropriate project for you that justify the growth deemed necessary in order for this project to meet the Global Studies and World Languages graduation requirement. Spend thoughtful time formulating your project.

In this step justify why your choice of project is appropriate for you. Consider in your answer such areas as prior background, skills, talents, and learning stretch. Why is this project going to be very challenging for you? Why do you want to accomplish it?

* + 1. **PROJECT-PAPER CONNECTION – Explain the link.**

Explain the relationship of your project to your proposed topic. The paper must relate to the project in some manner – it is not merely a report on your project nor is it about your project. It is an independent research paper related to your project and must contain an opinion.

* + 1. **ACADEMIC HONESTY –**

In this step you need to define academic honesty, plagiarism, and your understanding of these policies and consequences. The Senior Project demands a high level of integrity on your part in every phase of the project. We recognize much of the project is done without close supervision of classroom teachers. All work you present for your project will be assumed to be your own. When you are presenting work that is not original, you must acknowledge the use of such work by properly documenting the paper, the project/portfolio and presentation.

**You have permission to copy the sample text for this piece of the proposal.**

*Any academic dishonesty by you on any part of the project will result in failing the Senior Project and forfeiting Global Studies and World Languages graduation in June.*

* + 1. **COMPLETION DATES – Time manage steps to get you started.**

You are required to submitprogress reports throughout the project experience. You should propose a schedule for submitting these reports (you may look at the Scoring and Grading section to assist you). Plan ahead; think about vacations, school expectations, and your personal life – when are you going to get this done?

This section should determine the time slot you have for completing your project and you should plan this section in conjunction with you Global Connections Seminar teacher, who will have the master list for scheduling. Furthermore, in this section, you should propose a “Plan B” in case the first choice date is unavailable.

Students may wish to add a “possible extensions” section to this point, so that they demonstrate that they see the big picture of where this project will lead.

* + 1. **TALLWOOD FACILITIES IMPACT – Get approval to use the campus**

In this step explain if Tallwood High School facilities will be needed for this project. If you are going to be using the facilities for ay element, you must fill out the facilities request form and turn it in to Ms. Anderson, Student Activities Coordinator.

If you are planning on using Tallwood technology (computers, cameras, etc.), you must obtain permission from appropriate faculty members who oversee the technology you wish to use.

If you are planning on completing a project similar to programs already occurring on campus, you must obtain approval from the appropriate organization on campus.

*“Never Confuse the Edge of Your Rut with Your Horizon”*

*Dr. Kelly Hedrick, Keynote Address*

*“Engaging Gifted Children for the 21st Century”*

Proposal Review

(In the blanks provided, give definitions and/or short explanations of the relevance of each of these concepts as it applies to the project proposal)

* 1. Global Aspect

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* 1. Community Service Element

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* 1. Publicity

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* 1. Target Date

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* 1. Beneficiaries

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* 1. Cost Analysis

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* 1. Sustainability

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* 1. Support

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* 1. Reflection

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* 1. Presentation

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* 1. Longevity

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* 1. Marketability

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* 1. Viability

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* 1. Logistics

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* 1. Application

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* 1. Connectivity to Research

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* 1. Documentation

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* 1. Abstract

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**Support Around Every Corner**

Students who are in dire need of a good idea can turn to pre-existing structures for help. Though not truly “pre-packaged” projects, the analogy is appropriate in that it can ease the tension of finding a truly “unique” project. This quest for uniqueness can sometimes fog over the actual point of the senior project…to stretch the student in new ways. This can be done with structures that already exist. In fact, this has the mutual benefit of the program being “adopted” by the students, and the students themselves.

Two surefire winners for fostering ideas are competitions and pre-existing NGOs.

PL2

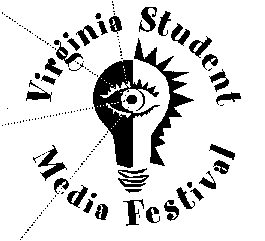
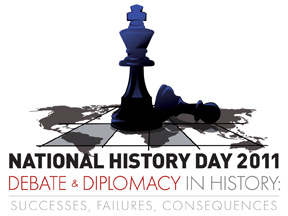
Area competitions such as the United Jewish Federation of Tidewater’s annual competition (<http://www.jewishva.org/page.aspx?id=1089>) are easy starters for gaining ideas. Starting in the 2010-2011 school year, Virginia Beach accepted submissions to their first “Online Green Student Film Festival,” calling for original short films in two categories of “general” and “animated”. Students should be aware that the window for submissions is short (October 1 – October 15th ), so preparation is everything. More information can be obtained at [www.vbschools.com/GreenSchools/film.asp](http://www.vbschools.com/GreenSchools/film.asp).

Students interested in Statewide competitions and enjoy using multimedia should consider looking at the VEMA website for entry guidelines to the Virginia Student Media Festival (<http://www.vema.gen.va.us/smf.html>). The topics change from year to year, so consideration on if it matches the interest of the student or the project is necessary.

Students should not neglect the national possibilities. C-Span’s annual competition (<http://www.studentcam.org> ) often is right in line with the mission of the GSWLA. The window for submissions is longer, but students should be aware that, like most national competitions, it is thematic, and longer windows mean tougher competition. The 2011 topic is: Washington D.C. Through My Lens” and filmmakers should discuss an “issue, event, or topic that helped you better understand the role of the federal government in your life or community.”

“Governance, Corruption, and Conflict” is 2010-2011 topic for the essay competition sponsored by the United States Institute for Peace. As with all competitions, students should read carefully all the criteria. Information can be found at: <http://www.usip.org/ed/npec/index.html>

National History Day <http://www.nationalhistoryday.org> is always an interesting competition that draws a multitude of history fans. The competition is steep, but the prestige and recognition received is sweet. Like other competitions, there is an annual theme: this year being Debate and Diplomacy in History.

 [YouTube home](http://www.youtube.com/) [YouTube home](http://www.youtube.com/) [](http://www.usip.org/)[](http://www.nationalhistoryday.org/AnnualTheme.htm)

There are numerous competitions – many of them legit – many not, that call for an entry fee. I would suggest looking at your level of seriousness before committing to payment and spend time researching the site if it is something you wish to pursue. However, for the sake of generating ideas for the senior project, these competitions are totally not necessary.

One interesting additional note is that sometimes competitions are not with money rewards, but still offer something interesting for you. YouTube, teaming up with the Tribeca Film Festival in New York (the one Robert De Niro sponsors), is running an interesting competition that could get your movie ideas on film. See <http://www.youtube.com/americanexpress?x=appState--videoWall---currentPlaylistID--5621188AA8422456---currentVideoID--null---videoPageState--null---tribecaPageState--home---directorsID--null> for more details.

If going the NGO route to generating ideas, students should ask themselves what their personal interests are and try to match an organization to that interest. After all, students will have to live with their projects all year long. Groups such as Young Filipino Professionals of Hampton Roads <http://youngfilipinoprofessionals.wordpress.com> have specialized target audiences. Others, like Operation Smile ([www.OperationSmile.org](http://www.OperationSmile.org) )or Habitat for Humanity ([www.habitat.org](http://www.habitat.org) ), offer specialized services. If there are branches outside of the Hampton Roads area, students should consider their overall goals. Is it more beneficial to the project idea to go local, national, or international. This question can be resolved by asking another: what does one offer versus the other and what are the obstacles each present.

The final question is really the first and overarching question the student should ask:

How is this project proposal mine? Or how can I make it mine?

[](http://www.habitat.org/default.aspx)

Virginia Beach Education Foundation Building Futures Grant

Another route to think about is that of receiving a grant, this is essentially money that would assist you in completing your project, given from groups that target a particular group or have a certain aim. Grant applications need to consider these goals when being filled out, and attention must be paid to the details of style of language and/or format. There are, believe it or not, specialists whose job it is to simply write grant applications.

One grant that is available to Virginia Beach educators is the Virginia Beach Education Foundation Building Futures Grant, which awards up to $1000 in funding for programs that serve the student body of Virginia Beach.

Grants will be awarded based upon the following criteria:

-how well the grant supports classroom instruction

-how well it complements, supports and enhances VBCPS curricula and instructional objectives

-aligns with VBCPS Strategic Plan Goals

-improves student achievement/learning

Those grant applications that:

-foster community and business collaboration

-are cost effective

-implement innovative practices and opportunities

will be given higher consideration.

There are many other details – and in fact, much to discuss if a student does consider this option- and the deadline is set for October 6, 2010 at 4:00 p.m. Therefore- because of the details, and small window of opportunity- I suggest only very serious students who wish to have a career in education even consider this as an option.

An additional note, students would have to go through the Tallwood process and the Virginia Beach Education Foundation process (with assistance of the teacher).

[](http://www.vbschools.com/volunteers/educ_found/index.asp)Please see the teacher as soon as the semester begins if you are thinking about a project that involves education of students, and is in need of funding.

More information can be found at <http://www.vbschools.com/volunteers/educ_found/index.asp>

Whether students go the route of aiming for a grant, it is beneficial for those students struggling with getting an idea to take a peek at some of the projects that were generated from the recipients of Building Futures grants.

One example can be seen at: <http://www.vbschools.com/volunteers/educ_found/adoptagrant/art.asp>

For the Artisically Challenged

Tallwood High School

*Mrs. Hitchcock*

Art Foundations

Ceramics, Sculpture, Fine Arts & Crafts

AP Studio Art

**ArtsWork**

**Art Student Creative Community Service Hours**

**REQUEST FORM**

**AP Studio Art** students are required to complete 6 hours in *creative* community service. Please complete this form and it will be logged in a binder for students to access for selection. Please note service on requested jobs is not guaranteed. This is solely based on student choice and interest however, if they do select a job, they are required to follow through to completion. *Thank You!*

**Requesting Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Room Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact Information (email/phone number): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Request Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Requested Service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Desired Service: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Approximate Required Working Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Special Instructions/Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please Note: Art materials for all projects must be provided by the teacher requesting services. Materials cannot be supplied by the Art Department.**

**Events Make Great Idea Generators**

**OPENING RECEPTION**

September 16, 5-8pm

special

**EVENTS**

.

**THIRD THURSDAYS AT CAC**

Join us every Third Thursday for free admission

from 5-8pm. Guided tours at 6 & 7pm.

Refreshments, cash bar, and entertainment.

Make it a date night!

**SEPTEMBER 24-26**

Neptune Festival Art & Craft Show at the

Virginia Beach oceanfront.

**SEPTEMBER 25, 10am-4pm**

National Museum Day. Free admission to the

museum all day.

**OCTOBER 3, 2-4pm.**

FREE Family Fest. Refreshments, scavenger

hunts, hands-on artmaking activities and free

admission. Sponsored by:

**OCTOBER 21, 10-11am**

Pre-K Art Day for kids ages 3-5. Cost is $5 for

members, $7 non-members. Call 725.0000

x.23 to register in advance.

**OCTOBER 21, 5-8pm**

Third Thursday at CAC. Free admission.

Featuring films and entertainment.

**NOVEMBER 7, 2-6pm**

House of Blues, Yellows, Greens & Reds.

Fundraiser featuring delicious fall fare, live

music and more. CACV.org for tickets and details.

**NOVEMBER 18, 10-11am**

Pre-K Art Day for kids ages 3-5.

**NOVEMBER 18, 5-8pm**

Third Thursday at CAC. Free admission.

**DECEMBER 5, 9am-6pm**

Holiday Craft Sale. Free admission.

FREE Family Fest, 2-4pm. Refreshments,

scavenger hunts, hands-on artmaking activities

and free admission. Sponsored by:

John R.G. Roth, *Divine Imperial Commuter*, 2004.

White oak, basswood, fiberfill, lights, graphite, 60

model car wheels.

Heidi Fowler, *No.031.72.007*, 2007. Acrylic, junk

mail, work shirt, vinyl tape, ink jet transfer on

panel.

2200 Parks Ave

Virginia Beach, VA 23451

757.425.0000

**WWW.CACV.ORG**

September 16-January 16

**JOHN R. G. ROTH:**

**CONVEYANCE AND MOVEMENT**

An assistant professor of art at Old

Dominion University in Norfolk,

Virginia, Roth creates amorphous

works in sheetmetal and mixed media,

which are infused with a sense of

motion and energy, right down to the

wheels at their bases.

His knowledge of industrial design,

wood-working and model-making

allows Roth to give voice to his ideas,

referencing movement and travel. The

socio-political nature of the work references

globalization and the cost (both

environmental and financial) of travel

and transportation.

September 16-January 16

**HEIDI FOWLER>>Re:USE**

Reston, Virginia-based artist Heidi

Fowler makes landscapes inspired by

photographs taken from the car window.

Her images of the natural landscape

are interrupted by man-made

impediments.

Combining eco-friendly art supplies

and everyday materials such as junk

mail, phone book pages and bottle

caps, her works illustrate a keen interest

in the environment and comment

on land use and recycling.

September 16-November 7

**FILM: 35 SECONDS**

*35 Seconds* is a 13-minute documentary

film that features nine Haitian people

who lived through the country’s

devastating earthquake. Three weeks

after the 7.0 quake, two American

artists/storytellers, Dustin Miller and

Eric T. Hires of the collaborative,

FleshProfitsNothing, along with independent

artist Nathan b Lewis, traveled

to Port-au-Prince and Petit Goave

to tell the tale of survival and horror.

The film is entirely in Creole with

English subtitles. Found objects from

the destruction in Haiti will also be on

view. *Donations for Haiti solicitied at*

*the September 16 event.*

**Notes on Legacy Project**

See Readings for Student Samples

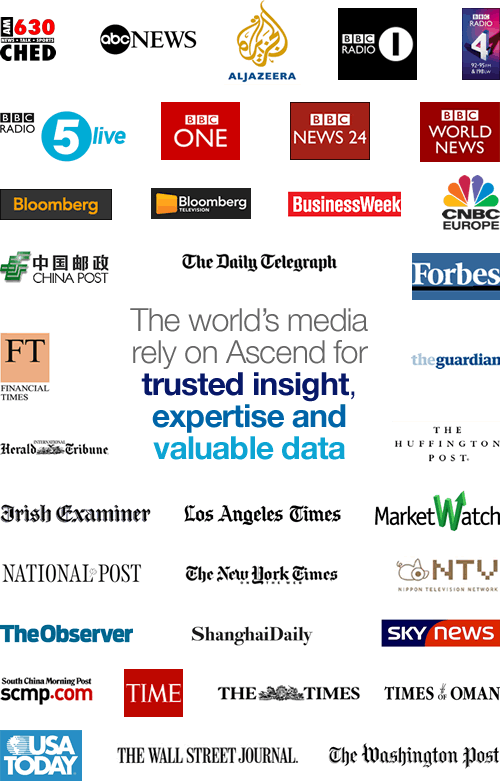
Focus Activity

What’s Your Spin? Has media coverage become more global in focus?



<http://www.familysecuritymatters.org/publications/id.2228/pub_detail.asp>

<http://fashionlaw.foxrothschild.com/tags/social-media>





<http://www.ascendworldwide.com/news-and-events>

-War in Afghanistan

-Plane crash involving Polish government.

-Obesity and Health

-Japanese apologize for WWII

-Privatized Space Flight

-Divorce Rates and Broken Families

-Use of Natural Gas

-Expansion of NATO

-Baseball around the world

Choose three sources of information from sources you haven’t regularly used to get your news.

Pick a global topic from the list below.

Find between 5-10 articles / reports on the topic from each source (that’s 15-30 total).

What is the depth of coverage from each source?

What is the angle or spin from each source?

What is the ratio of factual information versus commentary?

Share with class your statistics for a classroom discussion.

Tallwood Board

Tallwood teachers have generously donated their time to review the Senior Proposals. There are essentially three rounds for a student to receive an accepted score. The first two are required of all students, the third is essentially an intervention to prevent a fourth round.

The rounds are set up like this.

Round I: A blind reading. Students receive numbers which are randomly selected. One class will have the same starting number, but otherwise, teachers should have no idea who they are judging except for the fact that it is an Academy senior.

Likewise, teachers will receive letters in which students will know only the teacher pool, but not the individual teacher judging them.

The Tallwood Board can give one of three scores on a number of criteria, namely Accepted, Needs Modification, or Declined. The students with accepted scores are automatically safe from denial and can proceed with their projects. The Needs Modification students need to meet with the teacher to discuss alterations to the proposal. Once made and accepted by the teacher, the student may proceed with his/her project. The student with a Declined score must resubmit to the Tallwood Boards before proceeding.

PL3

Round II: A Table Defense. All students are obligated to participate, however, some students may have an accepted status from Round I. In this round, there are three steps. In the first step, students are to give a timed sit down explanation of their proposal with judges only taking notes. The two evaluators, then are to have a timed discussion in front of the student, where the student is to remain silent throughout. The third step involves a short discussion with judges and students and may include a clarification or Q and A. All students will receive a score because judges will not know the status of the students. As in Round I, there are three possible scores.

Round III takes place only for students who have not yet received an Accepted or Needs Modification score (in which the Teacher will ultimately grant or deny the student’s proposal). This will be a one on one discussion with a volunteer Board member who will attempt to guide the student into an Accepted score.

If all three Rounds fail to produce a score of Accepted, the teacher and administrator will conference with the student on the project proposal.

In all rounds, teachers will do their best to encourage successful completion of the project proposal. Students must do their part, paying particular attention to the rubric and filing the proper paperwork (e.g. building use form, other) to be ready to start once the accepted score is granted.

Proposal Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| Project Proposal Name: Student Number:  Final Decision: A /N M /D Judge’s Letter:  Comments:  Final Decision:  Accepted scores can have no individual score with a “decline” and must have at least two individual scores in the accepted column; To be declined, there must be at least three individual scores of “decline”. Two individual scores of decline will warrant an overall decline score as well if there are no accepted scores in the final tally. All other combinations will result in a final decision of Needs Modification. | | | |
|  | Accepted | Needs Modifications | Declined |
| Global Reach |  |  |  |
| Beneficiaries |  |  |  |
| Logistics |  |  |  |
| Application |  |  |  |
| Cost Analysis |  |  |  |
| Viability |  |  |  |
| Marketability |  |  |  |
| Reflectivity |  |  |  |
| FINAL TALLY FOR COLUMN |  |  |  |

PL4

Practice Being a Judge

|  |  |  |  |
| --- | --- | --- | --- |
| Project Proposal Name:  A Modest Proposal for Preventing the Children of Poor People in Ireland from Being a Burden to Their Parents or Country, and for Making Them Beneficial to the Public  Final Decision: A /N M /D Judge’s Number:  Comments: Proposal Writer: Jonathan Swift (1729)  Final Decision:  Accepted scores can have no individual score with a “decline” and must have at least two individual scores in the accepted column; To be declined, there must be at least three individual scores of “decline”. Two individual scores of decline will warrant an overall decline score as well if there are no accepted scores in the final tally. All other combinations will result in a final decision of Needs Modification. | | | |
|  | Accepted | Needs Modifications | Declined |
| Global Reach |  |  |  |
| Beneficiaries |  |  |  |
| Logistics |  |  |  |
| Application |  |  |  |
| Cost Analysis |  |  |  |
| Viability |  |  |  |
| Marketability |  |  |  |
| Reflectivity |  |  |  |
| FINAL TALLY FOR COLUMN |  |  |  |

Read through and evaluate Jonathan Swift’s Modest Proposal (found in the Readings) for the elements being judged on for the Global Connections Seminar. Bear in mind that archaic spelling is used due to the original submission date of the proposal (1729).

Global Explanation

***Global Explanation:***

***Level 3 Iceberg***

***Choice of Topic:***

***Global Explanation:***

***Level 1 Iceberg***

***Global Explanation:***

***Level 2 Iceberg***

PROJECT “STRETCH TEST”

Answer the following truthfully using (T)rue or (F)alse indicators in the blanks.

I like…

\_\_\_ \_1. Analyzing characters when I’m ready or listening to a story.

\_\_\_\_2. Designing new things.

\_\_ \_3. Taking things apart and fixing them.

\_\_\_\_4. Comparing and contrasting points of view.

\_\_\_\_5. Coming up with ideas.

\_\_\_\_6. Learning through hands-on activities.

\_\_\_\_7. Criticizing my own and other kids’ work.

\_\_\_\_8. Using my imagination.

\_\_\_\_9. Putting into practice things I learned.

\_\_\_\_10. Thinking clearly and analytically.

\_\_\_\_11. Thinking of alternative solutions.

\_\_\_\_12. Working with people in teams or groups.

\_\_\_\_13. Solving logical problems.

\_\_\_\_14. Noticing things others often ignore.

\_\_\_\_15. Resolving conflicts.

\_\_\_\_16. Evaluating my own and other’s points of view.

\_\_\_\_17. Thinking in pictures and images.

\_\_\_\_18. Advising friends on their problems.

\_\_\_\_19. Explaining difficult ideas or problems to others.

\_\_\_\_20. Supposing things were different.

\_\_\_\_21. Convincing someone to do something.

\_\_\_\_22. Making inferences and deriving conclusions.

\_\_\_\_23. Drawing.

\_\_\_\_24. Learning by interacting with others.

\_\_\_\_25. Sorting and classifying.

\_\_\_\_26. Inventing new words, games, approaches.

\_\_\_\_27. Applying my knowledge.

\_\_\_\_28. Using graphic organizers or images to organize your thoughts.

\_\_\_\_29. Composing.

\_\_\_\_30. Adapting to new situations.

\*Based on Learning Preferences

Triarchic Theory of Intelligences - Robert Sternberg.

These theories and methodologies, along with the GRASPS chart on the following page, was presented by Dr. Kristina Doubet from James Madison University on June 23, 2010 at a PDP workshop for teachers held in Virginia Beach.

Sternberg Scoring

Transfer your answers from the survey to the key below. The column(s) with the most (T)rue responses is/are your dominant intelligence(s).

|  |  |  |
| --- | --- | --- |
| Analytical  (Number of True Answers) | Creative  (Number of True Answers) | Practical  (Number of True Answers) |
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |
| 10. | 11. | 12. |
| 13. | 14. | 15. |
| 16. | 17. | 18. |
| 19. | 20. | 21. |
| 22. | 23. | 24. |
| 25. | 26. | 27. |
| 28. | 29. | 30. |

In order to be more analytical I will: I will look at others point of view instead of mine

In order to be more creative I will:

In order to be more practical I will:

* .

|  |  |  |
| --- | --- | --- |
| G | Goal  What is the Goal of the scenario? What is the task – overall? (e.g. develop a presentation, create a product, illustrate a process, perform a complex act) | To inform people of the seriousness of sexual abuse |
| R | Role  What is the Role you are to take? (e.g. expert, instructor, student, apprentice, worker, member of the public) | Expert/aprentince |
| A | Audience  Who is your Audience? Who will evaluate your performance or product? (e.g. instructor, self, peers, experts, public) | My peers, my mentor and peers |
| S | Situation  What is your Situation? What is the context in which you will perform or produce? What is the need, the place, the requirement? Where is it to happen? What are the environmental conditions, etc? | I will be holding seminars and a self defense assembly, I need a martial arts teacher and a guest speaker (I have). The seminar is to happen in the health classes and the assembly in the P.E. classes. |
| P | Performance/Product/Process  What is the Performance Challenge? What are you to do or create that will be judges as evidence of successful completion of the intended outcome? (e.g. a class presentation, a model, a poster, a term paper, a lab demonstration, troubleshooting and repair) | Getting open days with the P.E. classes to do the seminar. A handout for the info and seminar dates. |

|  |  |  |
| --- | --- | --- |
| S | Standards of Performance  By what criteria / standards / indicators of success will the performance/product/process be judged? What expectations must it meet? What will be the indicators of success? (e.g. rubric, exemplars, key, checklist, rating scale, etc.) | I don’t know |

GRASPS Chart

Request to Sign Up for Project Date

The teacher has a master list as to the project date sign up. There are a limited number of spaces for each month. Projects will run from November to April. The months of September and October will be used for proposals and set up (as well as a class project); the months of May and June will be use follow up and preparation for the Panel presentation (as well as a class project).

Students should be aware of a couple of things off the bat.

First off, the reason for the project date sign up is so that we can “spread the projects” and avoid donor fatigue, café fatigue, and procrastination on the part of students. The project date will be seen as your “deadline”. Please discuss any problems that may/may not occur during the course of meeting this deadline. Also, please remember that the Project is graded on a rubric created by you (for a full explanation see Scoring and Grading). Students are encouraged to gather evidence throughout the process of the project, including items that can be “datestamped” to indicate the time of completion of the task.

Secondly, although there is no doubt a sigh of relief in accomplishing your task, you should be aware that meeting the deadline of the project does not mean you are “done”…often there is follow up work, sometimes there is opportunity to expand beyond the original design, and always there is the other elements of class to work on.

Thirdly, the choice of project date will affect the time in which students are expected to present to the Tallwood Board (see Scoring and Grading for times). This means, for example that a November project will deliver the Tallwood Board Presentation in February (good- done with two elements), but will have more distance- 4 months! - between suggestions made in February to the final presentation in June. (Students are encouraged to set up additional outside presentations to alleviate this evaluation gap). On the other hand, an April Project will have only one month upon completion of the project to complete the presentation for Tallwood Boards and have relatively no gap between the two stages of presentation. (It is strongly suggested that students work on project and presentation in conjunction with each other over the course of the year…thus alleviating the rush to get done)

Moreover, if a student chooses to go early, the steps of the project need to be completed quickly and quality might suffer (but, there is a sigh of relief and students may concentrate on expanding the project beyond its original design, working on the other aspects of class, or helping others with their projects); the project needs to be done at the same time as the paper (but, this means there may be material gathered for the paper in the completion of the project).

If a student chooses to go late, there is less chance to make up the project should the project not go well (but, there is more time to plan and ensure smooth sailing); there is the potential for less “connectivity” with the research paper (but, students can then directly use what is already established through research – rather than making the project part of the research as in the above).

Although the date selection is on a first come-first serve basis, there are other factors in play, including whether or not there is a fundraiser involved, whether or not there is the need for a large group of participants, or even whether or not there is even the need for a venue or participants, etc. Therefore, the final decision will be based on spot availability as well as these other factors, and the teacher will place the name of the student in the slot.

If for some reason a date or venue falls through, as inevitably they will for some, students are urged to arrange a backup plan that falls closest to the original date. This can be seen as “Plan B” planning in the original proposal.

The Sign Up Set Up (Percentage of slots open for students per month)

November 10% - December 10% - January 20 % - February 20% - March 20% - Apri 20 %

Request to Sign Up for Project Date

Before submitting any paperwork to Tallwood ICC for approval, students should submit request for Project Date to the teacher with the following information:

Name

Block

Project Date (Choice 1) – the teacher will do his/her best to accommodate your request.

Project Date (Choice 2)- different month than Choice 1

Project Date (Choice 3) - different month than Choices 1 or 2

Explanation of Choice 1- this will help the teacher in determining the best decision to make

Fundraiser (Yes/No) (Briefly indicate plan for fundraising, if any)

Need for Facilities (Yes/No) (Briefly indicate need for facilities, school or other, if any)

Need for Participants (indicate level of assistants needed and the level of audience expected or desired)

Master Project Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Student | Student Number | Accepted Project Idea |
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THS In-House

Use of Facility Request Form

To be completed by applicant:

1. Type of activity/program: Sexual abuse Seminar and Martial Arts Assembly
2. Requested by Brieonia Harris
3. Area/rooms required\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Equipment requested\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Date and Day of week \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Hour to be opened \_\_\_\_\_\_\_\_\_\_\_am/pm closed\_\_\_\_\_\_\_\_\_\_\_

Number of people expected\_\_\_\_\_\_\_\_\_\_\_admission/donation\_\_\_\_

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

Signature of applicant Print Name

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

Date phone #

Activity event clearance: please initial if the principal has placed a check by your title

\_\_\_\_\_\_ SAC \_\_\_\_\_\_Fine Arts Dept. Chair

\_\_\_\_\_\_Head Custodian \_\_\_\_\_\_H/PE Dept. Chair

\_\_\_\_\_\_Office Manager \_\_\_\_\_\_LMC

\_\_\_\_\_\_Cafeteria Manager \_\_\_\_\_\_Asst. Principal

To be completed by principal or designee:

1. Application is \_\_\_\_\_\_ Approved \_\_\_\_\_\_Disapproved
2. Custodial overtime needed \_\_\_\_\_\_yes if yes enter name \_\_\_\_\_\_\_\_\_ no \_\_\_\_\_\_
3. Specific instructions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Principal/designee’s signature Date

**PROJECT/FUNDRAISER REQUEST FORM**

**Inter Club Council**

**Tallwood High School**

Club Name: Date:

Project/Fundraiser:

**Purpose and Benefits:**

Project/Fundraiser Purpose (clearly explain the full purpose):

Project/Fundraiser Benefits (please cite the benefits to each):

Service:

Social:

**Information:**

Number of Students Participating:

Vendor:

Profit Planned:

Purchase Order #:

Starting Date: Ending Date:

Specific Location:

Contact Person if not School Facilities:

Phone:

Use of School Facilities Approved By: Date:

**Leadership:**

Student Leader:

Sponsor:

Contact Person Name:

Contact Person Phone Number:

**Student Activities Use:**

Approved Disapproved

Explanation of Approval/Disapproval:

**Evaluation:**

1. Project/Fundraiser completed on time? Yes No Date:
2. Vendor Rating:

Good Fair Poor

* 1. Service
  2. Products
  3. Would you recommend the vendor? Yes No

1. Publicity: Attach any publicity this Project/Fundraiser produced in school or local media.
2. Was the Project/Fundraiser successful? Yes No
3. Comments:

1. Profit Earned:

Completed By: Date:

Meeting with the Book-Keeper

In late September-early October, the Global Connections class will be visited by Tallwood’s book-keeper. Any student who is planning to do fundraising will have to have a discussion regarding the logistics of fundraising. This meeting will either be with the teacher, student and book-keeper, or be a one on one conversation.

A student is expected to have fundraising ideas ready to present and be ready to take down important information regarding the criteria for raising funds. A student should be ready to brainstorm ideas and take suggestions for improvement. A student, however, should not be expecting the ideas to come from the teacher or book-keeper. The purpose of the conversation is to let the idea organically grow, or perhaps, if necessary, die on the vine.

More importantly, it is so that all stakeholders in the process know what is happening from the onset of a project. Students should note that no project that raises funds will be approved without the meeting with the book-keeper and all forms to be filled out.

A note on projects that “fall through” but went through ICC: students still need to report the amount of money not earned or simply state that an event did not take place. Please note all items on the forms so that projects can strat and all administrative obstacles are removed.

Students who are planning to fundraise are asked to report this information to the teacher as soon as possible. There are specific procedures to follow regarding money and the details need to be worked out.

Report on Students interested in fundraising

|  |  |  |
| --- | --- | --- |
| Student # | Project Theme | Fundraising Idea |
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Technology Request Form

Any student wishing to check out technology for use in their senior project may do so through the following sign out sheet. Students should be aware that failure to return the technology by the end of the year will result in a fine and/or impede graduation. So that the most students can get the most use out of the technology, there will be a two week check out period for equipment. The student may immediately check out the equipment again as needed, however, the student will need to physically bring the equipment back for check in. This is to alleviate any lost items or phone calls home.

Once checking in the equipment for the final time, students are asked to clear any items that may remain on the equipment (e.g. pictures, video, audio clips, etc.). It is suggested, however, that students have these items saved in another location – even in raw form – so that they may be called upon when needed. For example, a student may have produced a small movie for an event, but needs different footage for the final presentation.

Please feel free to ask any question as needed.

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| Student # | Item and Number | Due date | Checked Out date | Checked In date |
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| Student # | Item Requested | Requested for what date |
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