

SVHS PROJECT HISTORY *in Learning Communities*

YEAR 1: 2010-2011

<p>The Golden Ticket <i>EQ-How much can we impact SVHS's reputation?</i></p> <p>Using marketing strategy, web design, and a little math analysis, students created a parade float and contest for the Valleyfest Parade. The accompanying contest allowed students to track internet visits (leads) following the parade for people who took action on the "Golden Tickets" that were distributed. Reputation was measured and compared from surveys taken before the parade to those completed by visitors to the website.</p>	<p>Othello <i>EQ –What is Love?</i></p> <p>This project laid the foundation for studying Shakespeare's Othello using a study of love from different cultures and science. It added the unique twist of putting Othello on trial following modern judicial procedures. Students visited a real courtroom and analyzed both the original Shakespeare and "No Fear Shakespeare" versions. This gave students a truly deep understanding of this classic love story. This project culminated in a theatrical trial, where students acted out the roles of Othello characters and courtroom positions such as judge, prosecutor, and defense attorney.</p>
<p>Powerful Media <i>EQ -How do we present powerful information in the media? How is media used to impact our lives? How will we use media to impact others?</i></p> <p>After analyzing the elements of sitcoms, students developed scriptwriting, acting, and multimedia skills to create a sitcom of their own focused on the delivery of a powerful message.</p>	<p>You Trippin' <i>EQ –How does exposure to cultures throughout the world enrich your life? How does it "broaden your horizons?"</i></p> <p>Students conducted research on a foreign country's culture, history, and current state. Then applied that knowledge through persuasive writing and applied math skills to the planning and budgeting of a vacation trip overseas; from home to destination, and back home. They prepared an extensive budget and wrote a proposal using a variety of persuasive techniques. Ultimately, they presented to an audience to convince them that this was a trip that would provide the greatest cultural experience.</p>
<p>The Apprentice <i>EQ -How can I make a profitable product?</i></p> <p>Students in this project created graphics, business plans and presentations to convince the Principal and visiting audience that they had the most affordable, yet attractive plan for creating the school's next t-shirt. Expertise was provided by a local silk screening business.</p>	<p>Taking Charge <i>EQ -Who's in charge of your health? How do the choices I make every day affect my health?</i></p> <p>Aspects of health related to nutrition, fitness, lifestyle choices, and emotional wellness were explored. Students kept caloric, BMI and exercise logs, converted recipes to healthier versions, and discussed life scenarios through Socratic seminar. Invited community guests taught fitness through zumba, personal training, yoga, karate, and dance.</p>

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YEAR 2: 2011-2012

<p>Are You Nervous <i>EQ -How can we measure the immeasurable?</i></p> <p>Using the scientific method and heart rate monitors, students investigated the validity of heart rate as an indicator of lying. They went on to develop their own experimental questions and used mathematical methods to measure and analyze the resulting data.</p>	<p>Civics R U.S. <i>EQ –How do you define strength in a country?</i></p> <p>The health care debate served as an opportunity to analyze the interplay between the branches of government as they struggle to gain power. Students then took the legislative steps to move a bill to the passage of a law related to cell phone use at our school. Finally, small groups researched constitutional amendments and prepared mini-lessons which they taught to local 5th graders.</p>	<p>Money Talks <i>EQ -How can I make my money work for me?</i></p> <p>This project took students on a series of microeconomic real world adventures with money including: managing a stock portfolio, setting up a savings account, establishing a good credit score, and negotiating a car deal. Macroeconomic concepts included GDP, CPI, and the housing/financial market collapse in the context of understanding how our money is impacted by larger forces.</p>
<p>Battle of the Sexes <i>EQ -How do gender roles and stereotypes affect society?</i></p> <p>Stereotypes are uncovered as a major reason for conflict among people, especially students at school. Students investigated how their perspectives are developed by family, the media, and society, especially with respect to gender roles and stereotypes. Classmates “battle” to challenge common stereotypes, but aims to build respect for one another’s differences. The formal “ballroom” event was a hit for students comparing traditional to modern gender roles.</p>	<p>One Way Wonder <i>EQ -How can we influence Spokane Valley Voters?</i></p> <p>The Sprague-Appleway couplet has been a hot topic in Spokane Valley for many years. This year, the voters turned down a proposal to change the couplet from separate one-way streets, back to its original state. Students interviewed local businesses, a city planner, a news reporter, a driving instructor, and a city council member to better understand the problem and potential solutions. They created persuasive proposals supported by data and real budget figures to solve this issue once and for all.</p>	<p>Eat What? <i>EQ –How does food shape our society?</i></p> <p>Students integrated research about the healthy qualities of various foods with a careful study of video techniques related to cooking programs on television. Choosing their own recipes, students applied their study of natural vs. processed foods, organic foods, whole foods, and “super foods” to the creation of a series of their own cooking shows. This project culminated in a parent evening that featured a few of the prepared dishes and videos.</p>

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YEAR 3: 2012-2013

<p>Guns, Germs, and Steel <i>EQ - Since ancient times, why do some societies progress more than others?</i></p> <p>Using the PBS series by this title as a framework, students investigated the role of “geographic luck”, agriculture, practical animals, resource availability, health influences, and specialists on the ultimate success or decline of civilizations. Social studies skills were also developed through daily news photo analysis – honing student’s ability to make inferences based on careful examination and past knowledge, as well as recognize the role of one’s own perspective and bias.</p>	<p>Words of Wisdom <i>EQ -What life’s lessons can we learn from others?</i></p> <p>Sometimes the people around us possess great wisdom that is often overlooked. This project set out to collect the stories of our family members, friends, and neighbors which culminated in the creation of a “Book of Life’s Lessons.” Practice with listening skills and biographical writing enabled each student to conduct an interview and contribute a written story. Great thanks goes out to Jenny Hoff for sharing her story and struggle with A.L.S. in person. Our students were highly influenced by this amazing woman from our very own neighborhood.</p>	<p>Election Civics <i>EQ -Can democracy survive apathy?</i></p> <p>Collaborating with other students and staff in West Valley School District, this project’s students investigated and produced balanced voter’s pamphlets written for elementary, middle, and high school students. The pamphlets were used to prepare students for the district-wide mock elections. As part of this project, students developed an in-depth understanding of Democrat and Republican positions on local, state, and national issues. Daily mini-debates and practice separating fact from opinion were used to develop informed civic thinkers.</p>
<p>Butts -N- Guts <i>EQ -How do the choices I make every day affect my health? ... and how can I measure their impact?</i></p> <p>Emphasizing goal setting, measurement, and evaluation, students in this project actively set out to improve their personal health profile. Each week featured fitness, nutrition, mental health, and emotional well being targets. Students applied a variety of graphing techniques to best compare and evaluate personal and class growth. Exposure to a variety of fitness such as yoga, zumba, P90x, karate, and circuit training were used to help students find an enjoyable source of exercise.</p>	<p>Eat, Sleep, Shop <i>EQ -How much is enough?</i></p> <p>Combine theatre arts technique with an in-depth look at our choices regarding consumerism and our use of natural resources and you get students who are thinking about exactly how much is enough for them. Students wrote scripts, built sets, and learned stage blocking. They also explored planned obsolescence, perceived obsolescence, and conspicuous consumption culminating in a theatrical production to communicate these concepts.</p>	<p>Dirty Little Secrets <i>EQ - How can I change YOUR mind? Shhhhh, without you knowing it!</i></p> <p>Students in this project gained proficiency identifying and using Ethos, Logos, and Pathos. This, combined with a study of logical arguments, prepared students for a variety of media applications in which they presented, defended, or refuted conspiracy theories or hotly debated issues.</p>
	<p>LIFE <i>EQ – How can I win at the game of LIFE?</i></p> <p>Serving as a Careers and College Preparation Course, students will investigate the following questions:</p> <ul style="list-style-type: none"> • Where do I want to be in the future? • How can I get there? • What do I need to do now? <p>Content to include: life vision, interest surveys, career demand and pay, college choice, application process, entrance essays, financial aid, scholarships, budgets, resumes, cover letters, job interviews, rent, credit, and raising children.</p>	<p>So What? <i>EQ – How do I Impact the world, and how does the world impact me?</i></p> <p>Narcotics, Torture, Political Ideology, and Humanitarian Aid were a few Current World Events investigated. Students considered multiple perspectives and gained background knowledge for each of these issues and identified their personal position after classroom discussions and debates. Finally, they chose an international humanitarian effort they could join and planned a trip to that location, considering the culture, economics, and political stability.</p>

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YEAR 4: 2013-2014

<p>Breakin' the Rulz <i>EQ - What impact do rules have on the English language?</i></p> <p>Investigate ways in which the rules of English Language are broken to create an effect. Apply your newly found understanding of grammar in combination with the use of Ethos, Pathos, and Logos to the production of a narrative video. Then, elevate your professional skills to produce a documentary about an SVHS program to publish to our website.</p>	<p>Highway to Health <i>EQ - What impact do I have on my body and mind?</i></p> <p>This is a class to take action. Learn your BMI, exercise weekly, and workout with a professional personal trainer. We'll set personal goals and use math to analyze our progress individually and as a class.</p>	<p>Wanna Fight <i>EQ – What's worth fighting for?</i></p> <p>In this project, we'll explore the causes of conflict that get us all FIRED UP. Then, using Billy Joel's song "We Didn't Start the FIRE," primary source documents and expert visitors, we'll dive into a variety of conflicts looking for insights that might help us manage our own personal ones. We'll culminate by persuasively "fighting" via podcasting blog about a personal topic worth fighting for.</p>
<p>All that Glitters Isn't Gold <i>EQ – Prosperity... At What Cost?</i></p> <p>What abuses happen in our world in order for us to enjoy the many benefits of our prosperity? We'll explore artisanal gold and the processes used to produce much of our gold jewelry and electronics. Students will investigate their own world issues while we tackle an issue close to home: Hunger. Working with Generation Alive, we'll raise enough money to package and deliver 10,000 meals to local hungry.</p>	<p>Just for the Health of It <i>EQ - How can I take charge of my own health?</i></p> <p>The sequel to Highway to Health with a twist. Continue our workouts with our personal trainer, but introduce healthy cooking techniques to make eating healthy fun and easy. We'll also invite a variety of guest speakers to deepen our knowledge about health and health related careers. Guests will include: nutritionists, a drug-alcohol counselor, dentist, chef, and doctor.</p>	<p>Operation Immigration <i>EQ – Can we tolerate intolerance?</i></p> <p>Diversity is what makes our countries one of the greatest in the world. Our school is diverse, with student heritage from Europe, Asia, South America, and Mexico. In this course, we'll explore our own heritage, the heritage of fellow students, and investigate the treatment of immigrants past and present. We'll tell our stories through artwork, podcasts, and video documentaries.</p>
<p>Build It to Remember It <i>EQ –What's Worth Remembering?</i></p> <p>Students discovered the world's greatest memorials as they delved into the meaning of remembrance. They also found out how various forms of expression are used to honor and remember events or people, including art, poetry, music, monuments and more. You will create your own personal remembrance in the form of a paver or bench to place on the grounds at SVHS.</p>	<p>Future's So Bright... <i>EQ –What are you willing to do to get hired?</i></p> <p>All students at SVHS want to have a good job, get paid well with hopes that the skills they develop will help them in life after high school. This project will guide you through the process of developing your professional and personal resume. You'll learn how to set yourself apart in a job interview, score well on the Compass Test and ultimately save money by not having to pay for extra classes in college. You'll walk away with a letter of interest, resume, and a sense of direction for post-high school training.</p>	<p>Who Done It? <i>EQ - How do you catch a criminal?</i></p> <p>In this class we will be learning the math/science tools to investigate a crime. Chemical reactions and linear modeling are some of the tools we will use to look at a variety of crimes in order to draw an accurate conclusion. To culminate your learning, you will be given a crime scene and asked to determine the necessary skills to solve it. You will compile your results and present your findings to an audience who will decide if they could stand up in a court of law.</p>



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Presentations (Annually during 4th quarter)

EQ (2011-2012) Who cares about what I have to say? What's the Point? Where's the Value? How can I have an impact on my audience?

EQ (2012-2013) How can I help my audience... SEE what I saw, FEEL what I felt, and EXPERIENCE what I experienced?

(2013-2015) Essential Questions modified separately in each Project Group, with staff becoming unified about a particular skill or focus related to presentations.

All students use a school-wide presentation rubric to guide their development of a **personal presentation that conveys something they are passionate about**. During the past two years, special emphasis has been placed on creating effective hooks, establishing clear theses, creating impactful visuals, delivering with appropriate body language, and developing a logical organizational pattern. Practice is achieved through mini-presentations and impromptu practice. Students are given opportunities to learn from the modeling of professionals, staff, and other students.