**Pathway to Passion**



**2017 Student Passion Project Guide**

Table of Contents

[GT Exhibition Passion Project? What’s a GT Exhibition Passion Project? 2](#_Toc472924064)

[Key Dates 3](#_Toc472924065)

[Time Commitment: 3](#_Toc472924066)

[Steps to Create an Exhibition Project 4](#_Toc472924067)

[Step One: Brainstorm 4](#_Toc472924068)

[Step Two: Narrow the Field 4](#_Toc472924069)

[Step Three: Generate Questions 4](#_Toc472924070)

[Step Four: Determine Source Availability 4](#_Toc472924071)

[Step Five: Topic Selection 5](#_Toc472924072)

[Step Six: Source Location and Citation 5](#_Toc472924073)

[Step Seven: Get Started 5](#_Toc472924074)

[Step Eight: Project Research Summary and Proposal 5](#_Toc472924075)

[Step Nine: Create a Product 5](#_Toc472924076)

[Step 10: Final Checkpoint 5](#_Toc472924077)

[Step Eleven: Bio and Website 6](#_Toc472924078)

[Step Twelve: Exhibit Your Project 6](#_Toc472924079)

[Step Twelve: Script Your Optional FRED Talk 6](#_Toc472924080)

Appendix A………………………………………………………………………………………..7

[Appendix B 8](#_Toc472924081)

[Appendix C 10](#_Toc472924082)

[Appendix D 11](#_Toc472924083)

[Appendix E 12](#_Toc472924084)

[Appendix F 13](#_Toc472924085)

[Appendix G 14](#_Toc472924086)

# GT Exhibition Passion Project? What’s a GT Exhibition Passion Project?

Here’s everything you’ll need to know to help you create an awesome GT Exhibition Passion Project!

GT Exhibition Passion Projects are independent study projects chosen by students in pursuit of an area of passion. The topic should be of great interest (a passion) to the student. If a student is not enjoying the Passion Project, s/he has chosen the wrong project topic! **Choose a project of interest to you in an area YOU are passionate about** (Not a topic your friends or family members are passionate about; they may have different passions than you!).

GT Exhibition Projects should reflect the following three (3) criteria:

1. New Learning: Either study a new topic, or take a new direction on a previously studied topic.
2. Creative Thinking: Creativity can be reflected in the product itself, such as an invention, creative writing, creative choreography, or musical composition, or in the display of the project, such as a multimedia exhibit.
3. Higher Level Thinking/ Depth and Complexity: Create, evaluate, analyze, depth & complexity. See Appendix A, Bloom’s Revised Taxonomy, and Appendix B, Sandra Kaplan’s Depth & Complexity Chart.

Your project will have two (2) components**:**

1. Product: Create a unique item of the student’s own design and/or generate a product that will showcase the student’s work on a topic. (The final product should include both a written or recorded component with explanations, and an accompanying “visual” of some sort, such as a model, sculpture, video of a performance, invention, display of a musical composition, etc.)
2. Website Design: Create a website using Adobe Spark pages and/or Adobe Video to tell the “Story About Me.” This website will be placed alongside each student’s project at the GT Exhibition, to inform the audiences about the presenter of the projects they are viewing.
3. Optional FRED Talk: Similar to a “TED” talk, this video will chronicle the student’s journey in the Pursuit of Passion, and can be shared during and after the Exhibition. FRED stands for:
   * **F**un & **F**ascinating to study, with a formulated plan
   * **R**esearch
   * **E**nlightening, **E**ducational, & **E**ngaging
   * **D**epth & Complexity

Key Dates **for Your Project**: Please note that due dates are reflected in the date of the class meeting. If your class meets on Wednesday that week, your assignment is due Wednesday.

* Week of February 6-February 10: Topic Due
* Week of February 13th – 17th: Five (5) sources due, must include statement of evaluation, and correct MLA citation. See resources on Appendix F
* Week of February 27th – March 3th: Project Research Summary and Proposal due. See Appendix C
* Week of April 3th – 7th: Final Checkpoint Due.
* **April 26th: GT Exhibition Project due. Evening Exhibition**. **Attendance is mandatory.**
* April 27th: Morning Exhibition. Students will miss class periods 1-3.
* Week of May 1st- 26th: In-class presentations due

## Time Commitment:

In order to explore a passion project in a meaningful way and produce a quality product, students should expect to spend a minimum twenty (20) hours on this project. This reflects approximately one hour of class time per week, and one hour outside of class. You may find it helpful to use the Weekly Planner provided in Appendix G.

**Please note that class time will be dedicated to productive work on the Passion Project.** If your product must be created outside of class, it is expected that you will use class time to conduct research or interviews, work on the project proposal, or work on the script for an optional FRED talk. Please consult your teacher ahead of time if you need to schedule a quiet location to conduct your interview.

# Steps to Create an Exhibition Project

## Step One: Brainstorm

Think about topic selection and formulate a broad list of possibilities. (Note: An image of this list will make an effective element in a FRED talk!)

* What are your areas of interest?
* Is there a skill you have always wanted to learn or hobby you’d like to explore?
* Are there questions you have always wondered about?
* Are there inventions you could create to solve a large or small problem?
* Is there an area of interest you have begun to explore, but might want to explore more fully?

## Step Two: Narrow the Field

Generate a list of 3-5 areas you might explore from your brainstormed list of topic ideas and your Topic Scavenger Hunt (based on a visit to the library). Begin to explore these to find out:

* How much information is available on each topic?
* How expensive will it be to study this topic, learn this skill, begin this hobby, etc.?
* Actually, how passionate are you about this topic now that you have seen more information?
* How possible will it be to demonstrate creative thinking with this topic?
* How possible will it be to demonstrate higher level thinking?

## Step Three: Generate Questions

Generate a minimum of three(3) questions that could be answered in relation to each of the possible topic ideas from Step Two. These should be **substantive** questions, not questions that can be answered in a few words. For example, “Who invented the electric refrigerator?” is not a substantive question. However, “What was the process the inventor of the electric refrigerator used to create his invention?” is substantive.

## Step Four: Determine Source Availability

Begin to briefly search for answers to the three questions in Step Three. Locate articles, websites, books, etc., and jot down a short summary of each. Record the sources you find. **This is not the step for in-depth research.** You are simply checking to see if there are helpful materials and sources available to you. You want to record the information so you can go back to it when you select your final topic.

## Step Five: Topic Selection

Based on what you have learned in Step Four, select one topic of interest that is a true passion for you. Be certain that it is both possible and enjoyable. Submit this topic to Mrs. Reese or Ms. McCamant by the week of February 6 – February 10.

## Step Six: Source Location and Citation

Locate a minimum of five (5) quality resources to help you in your pursuit of passion. Be sure to evaluate them using the criteria you learned about in class. No more than two (2) of these sources can be personal interviews. You are welcome to conduct more interviews than this, and you are expected to include them in your final project citations. However, any interviews beyond two (2) will not count toward your five (5) source minimum.

Create correct MLA citations for each source. You are welcome to use EasyBib for this. You may also consult the resources listed in Appendix F. Annotate the bibliography to include your justification for why this is a quality source based on what you have learned during the library lesson. Submit this to your teacher the week of February 13th-17th, no later than the day your class meets that week.

## Step Seven: Get Started

Begin to research, design, choreograph, invent, compose, write, paint, etc.

## Step Eight: Project Research Summary and Proposal

This step should give you the road map to your final project. You will summarize your resources, and analyze all of the components for your final project. Review the information you have gathered and determine what your product will be. Create a Project Research Summary and Proposal that includes a Summary of EACH Source, Project Management Timeline, and Budget (See Appendix C). The Project Proposal is due the week of February 27-March 3, no later than the day your class meets that week.

## Step Nine: Create a Product

Begin to design/create a creative product/visual/hands-on activity/multimedia presentation to accompany your project information. You must include source citation somewhere in your product or it must be incorporated into your display. If your product is visual in nature, you may find it helpful to consult Appendix E, Principles of Design, and the resources from the J. Paul Getty Museum Education on Understanding Formal Analysis listed in Appendix F.

## Step 10: **Final Checkpoint**

To ensure you are progressing toward the Exhibition, complete a final checkpoint. You should detail what you have completed to this point as far as your project and your display, as well as what you have left to complete. Components you should address include the project, the display, bio, resource citations, and acknowledgments. Include a timeline of when you will complete the remaining items.

## Step Eleven: Bio and Website

You will be asked to create a website using Adobe Spark Pages and Video. This website tells the “Story About Me” and can include any biographical information you would like to share, including your family info, hobbies, interests, and info about how you became interested in the topic you have chosen to exhibit. This website should include images and/or video footage plus text to enhance your overall “Story About Me.”

Note: You may wish to create a brief, printed autobiographical bio about yourself to attach to a presentation board. This will be similar to a book jacket description of an author or illustrator or the bios of performers in fine arts programs. Give it an appropriate title based on your project, such as “About the Engineer,” “About the Inventor,” “About the Artist,” “About the Choreographer,” etc. Include information about your hobbies, your family, and why you became interested in the project you chose.

## Step Twelve: Exhibit Your Project

Share your Passion Project with the community and your classmates at the GT Exhibition. Be sure you have included ALL of your sources, including images, acknowledgments, and your bio.

For students at West Ridge, the community exhibition will be Wednesday, April 26th from 6:30 – 8:00 PM, and the student exhibition will be Thursday, April 27th from 8:00 – 11:00 AM. The Exhibition will be held in the cafeteria.

For students at Hill Country, the community exhibition will be Wednesday, April 26th from 6:00 – 7:30 PM, and the student exhibition will be Thursday, April 27th from 8:00 – 11:00 AM. The Exhibition will be held in the small gym.

**Important Note:** If you wish to use a tri-fold board, you may do so if it helps you to present information for visitors to see, since we will not have any walls available for display purposes. You may wish to consult the Principles of Design (See Appendix E) when formatting your display. Do NOT copy and paste information directly from books or the internet onto your display. This is plagiarism, and will be dealt with as such.

Interactive, engaging demonstrations are the most effective way to share information. Consider using an iPad, laptops, models, and other means to share information in addition to or instead of the tri-fold board.

## Step Twelve: Script Your Optional FRED Talk

You may wish to begin to create a FRED talk. See Appendix D for more information. You should have a well-developed “script” for this with key points. Your FRED talk should not be a video of you speaking in a stream-of-consciousness. Identify any visual elements you plan to include. (If you choose to complete a FRED talk, it should be a minimum of three (3) minutes in length, and no longer than eight (8) minutes in length. Use iMovie, Tellagami, or any other filming process to record your FRED Talk. Be sure it is in a format that can be shared with your teacher electronically).

Appendix A

**Bloom’s Revised Taxonomy**

Appendix B **Depth & Complexity Icons Chart**

| **Icon** | **Descriptions** | **Key Words / Examples** |
| --- | --- | --- |
| C:\Users\Daniel\Documents\Depth & Complexity Icons - DIGITAL\Black & White DC Icons\Black & White DC - Icon + Word\BW_AcrossDisciplines.jpg | Describe a topic’s place in more than one subject area.  Relate the area of study to other subjects. | Connect  Associate  Integrate  Link Ideas |
| C:\Users\Daniel\Documents\Depth & Complexity Icons - DIGITAL\Black & White DC Icons\Black & White DC - Icon + Word\BW_BigIdea.jpg | Identify the big idea or statement that applies to these ideas.  What is the main idea? | Draw conclusions based on evidence  Make generalizations  Summarize  Main Idea |
|  | Find evidence and examples to support opinions and ideas.  What are the characteristics? | Parts  Factors  Attributes  Characteristics  Distinguishing Traits  Specifics |
|  | Examine the ethical or moral principles involved.  What is right or wrong? | Values  Morals  Judging  Differing Opinions  Dilemmas  Biases |
|  | Identify and use the vocabulary specific to the subject.  What words are used by experts in the field of study? | Jargon  Acronyms  Vocabulary  Special phrases |

Kaplan, S. *Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunties*. Sacramento: California Department of Education and California Association for the Gifted, 1994. Print.

OERI, Javits Curriculum Project T.W.O. *Symbols for Dimensions of Depth and Complexity*. Images. J. Taylor Education, 1996.

|  |  |  |
| --- | --- | --- |
|  | Analyze the subject from different points of view.  How would others see the situation differently? | Point of View  Ways of seeing and reporting things  Slant  Bias |
|  | Describe the topic over time.  Describe the past, present, and possible future related to this issue or topic.  How and why do things change?  What doesn’t it change? | Past, present, and future  Historical perspective  Change  Compare and contrast |
|  | Identify the sequence of events.  Describe the patterns you see. | Repetition  Pattern  Prediction  Recurring elements  Sequence  Cause and effect |
|  | What are the implicit and explicit rules?  What are rules for this subject? | Structure  Order  Reasons  Organization  Methods  Standards |
|  | Identify patterns over time and make predictions.  Where is this going? | General direction  Tendency  Current styles  Forecast |
|  | What information is unclear, missing, or unavailable?  What has not been proven? | Puzzle  Conundrum  Unsolved  Incomplete Ideas  Dilemma  Ambiguity |

Appendix C **Project Research Summary and Proposal Guide**

Preparing your project research summary and proposal may be the most difficult part of your entire project. However, once you complete your proposal, you will be well on your way to completing your project. Your proposal will assist your teacher in evaluating the appropriateness and feasibility of your project. The following elements should be included:

* Your name, grade level, and class period
* The topic or question you will study
* A statement of this project’s importance to you (Why are you passionate about it?)
* A statement of the project’s relationships to core subjects or the arts (English/Language Arts, mathematics, social studies, science, art, dance, drams, photography, film, music, etc.)
* For EACH of your sources:
  + the MLA citation,
  + a summary of relevant information (must be new) you obtained from the source
  + any information related to Depth & Complexity
  + reflection on how this source has guided you in your independent study project
* Any ethical concerns or issues related to your project (use of animals, psychological testing, etc.). If none, state: None.
* A timeline of key steps in your project
* What obstacles might you need to overcome as you develop your project?
* What materials will you need to complete your project? (i.e. people, technology, materials, supplies, tools)
* A budget for your project and where you will obtain funding
* The format of your final project (technology, performance, demonstration, written work, etc.). Please include any A/V requirements at the exhibition (i.e. iPad, laptop, electricity)
* The format of your supporting materials, if necessary (tri-fold, video of performance, etc.)
* Detailed product description. Questions to ask to determine the appropriateness of your product are:
  + Does it solve a problem?
  + Does it provide new information?
  + Does it reflect a diversity of research resources?
  + Will you be able to complete it within the time limits?
  + Will it appeal to the interest of the audience?
  + Do you have access to the materials necessary to complete it?
  + Are the costs of materials within your budget?
  + Does it reflect depth and complexity?
  + Does it exhibit a suitable level of difficulty for a long-term study in a middle school GT program?
  + Does it have a concrete format?
  + Is your product idea creative?

Appendix D **The Optional FRED Talk**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criterion** | **Good Start** | **Great!** | **Super!** | **Wow!** |
| **F**un & Fascinating to study, with a formulated plan | The student selected a topic of interest s/he feels passionate about | The student selected a topic of interest s/he feels passionate about and generated a list of unanswered questions that would drive the study | The student’s topic of study clearly reflects his/her passionate interests, with an organized plan for study | The student formulated a detailed independent study plan that includes a product for exhibition |
| **R**esearch | Evidence of some research is emerging with a minimum of five (5) sources | The student includes background information and reflects on the research process | The student shares information on the topic and reflects on how the research process influenced his/her final product | The student presented a wealth of information on the topic, consulted more than the minimum sources, and clearly ties his/her product to the research process |
| **E**nlightening, Educational, & Engaging | The student created a FRED talk on the topic | The student’s study was informative and presented in an organized manner | The student included an informative presentation with components and technology that enhanced the presentation | The student’s presentation was highly educational, enlightening, and held the interest of the audience |
| **D**epth & Complexity | Depth & Complexity is reflected in the presentation | The presentation includes language of the discipline, details, and rules that reflect depth of study | The study not only reflects Depth & Complexity, but the student took the investigation to a higher level | The student’s approach to the topic clearly reflected Depth & Complexity in a way that was clearly higher level. An idea worth spreading! |

Based on an original concept by R. McClennahan & C. Reese

Appendix E **Principles of Design**

"Understanding Formal Analysis: Principles of Design." *The J. Paul Getty Museum*. The J. Paul Getty Trust, 2011. Web. 20 Jan. 2015.

Appendix F **Helpful Resources**

* Understanding Formal Analysis: <http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html>
* Using the Interview as a Source:   
  <http://rwc.hunter.cuny.edu/reading-writing/on-line/intrview.html>
* Mrs. Reese and Ms. McCamant: We have a lot of resources in our classroom libraries that may help you.
* Your Librarian: Librarians know lots of tricks for finding sources that have the information you need.

**Citation Resources:**

* Easybib: <http://www.easybib.com/>
* Purdue Online Writing Lab (OWL) MLA Formatting & Style Guide: <https://owl.english.purdue.edu/owl/resource/747/01/>
* The Writer’s Handbook: Annotated Bibliography: <http://writing.wisc.edu/Handbook/AnnotatedBibliography.html>  
  *Please note that the focus of the annotations for the assigned annotated bibliography is the evidence that this is a quality source.*

Appendix G **Weekly Planner**

|  |  |  |
| --- | --- | --- |
| **Week of:** | | |
|  | | |
| **Week’s Goal(s):** | | |
|  |  |  |
| **Monday** |  | **Which of the goals did you accomplish?** |
| **Tuesday** |  |
| **Wednesday** |  | **If you did not accomplish all of your goals, what obstacles prevented it? What will you do to overcome them?** |
| **Thursday** |  |
| **Friday** |  |