

Problem: The Capeside High School National Honor Society is looking for a new website. This site needs to provide basic information about the program, service opportunities for current members and information on applying for prospective members.

Assignment:

Use the Bootstrap framework, JQuery Library and the content provided to build a site for the CHS NHS. The site should work equally well on cell phones, tablets and desktops.

As far as colors are concerned, Capeside is a fictitious high school, so any color scheme can be used.

Other requirements include:

1. Bootstrap Elements:
 - a. A nav bar with links and logo
 - b. A comprehensive form for applications
 - c. A modal
 - d. A table
 - e. A card
 - f. A color theme or overwritten styles
 - g. Use of the grid for responsive design
2. Use of JQuery interactions to make the content more accessible and keep the site cleaner with less clutter. Also, use AJAX includes to make the site easier to maintain.
3. A login form on the front page that checks the username and password against an xml file of users. A user can be a member or an admin. If the user has the correct information, they should be taken to a page called members.html or admin.html, respectively.
 - a. On admin.html, you should show a fake list of members and a fake list of events (they should be loaded from xml files).
 - b. The members.html file should show the current members information and list of upcoming events (from the same xml file as the admin page).
 - c. An admin should be able to add an event (using a form to take event name, location, date/time, sponsor name and sponsor email). When the form is completed, the event should be added to the end of the list without refreshing the page.
 - d. An admin should also be able to delete a student (for when they graduate). When deleted, they should disappear from the list. Note: You are not hiding them, you are removing them from the DOM.
4. On the Application, the Activity List and References should be dynamic. In other words, a reference requires a name and email, so, provide two reference lines by default. Then, provide the students with a button or icon to click to add another. When clicking, a new blank reference form should appear below the other two. Do the same with activities.

If a form is described to the users in the content, that description is for you to build the form. Forms should be well organized and user friendly. A well designed and organized data collection method is the start of an effective application. While we can't process any of the forms, we can set up the interaction on the client side. This way, as we learn more techniques and code, we will be able to add to our application and make it work the way we want.

Content:

About:

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

NHS membership is a privilege bestowed upon students by the Faculty of the school, and not considered a right inherent to any student. Membership is granted only to those students selected by the Faculty Council on the condition of their having met the standards for selection based upon: scholarship, leadership, character and service.

Officers:

President: Dawson Leery
Vice President: Joey Potter
Secretary: Pacey Witter
Treasurer: Jen Lindley

Pillars:

<p>Scholarship is characterized by a commitment to learning. A student is willing to spend the necessary time to cultivate his/ her mind in the quest for knowledge. This pillar can only be achieved through diligence and effort. Scholarship means always doing the best work possible, regardless of impending reward. Some characteristics of scholars include:</p> <ul style="list-style-type: none">• Committed to learning and curious about a wide variety of topics and issues• Lifelong learners• Confident they can do the work, even if they are uneasy at first about a class, an assignment, or a teacher• Willing to do the work, even if it is challenging, when they are given a rationale for it• Willing to seek help (from professors, peers, tutors, counselors)• Willing to acknowledge and tolerate risk• Willing to accept and respond to constructive criticism• Willing to use and to develop further their skills at collaboration• Critical thinkers, eager to ask questions and listen to others• Eager to make connections among topics in their classes, world, and personal lives, to see the big picture of education and life• Creative, enjoying the new patterns that emerge from old ideas	<p>National Honor Society is a member of the Character Counts! Coalition. Through this activity, the society supports and recommends the use of a multi-faceted definition of character known as the "Six Pillars of Character." A person of character demonstrates the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship. In addition, it can also be said that the student of character:</p> <ul style="list-style-type: none">• Takes criticism willingly and accepts recommendations graciously• Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)• Upholds principles of morality and ethics• Cooperates by complying with school regulations concerning property, programs, office, halls, etc.• Demonstrates the highest standards of honesty and reliability• Regularly shows courtesy, concern, and respect for others• Observes instructions and rules, is punctual, and faithful both inside and outside the classroom• Has powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies• Manifests truthfulness in acknowledging obedience to rules, avoiding cheating in written work, and showing unwillingness to profit by the mistakes of others• Actively helps rid the school of bad influences or environment.	<p>Service is generally considered to be those actions taken by the student which are done with or on behalf of others without any direct financial or material compensation to the individual performing the service. In considering service, the contributions this candidate has made to school, classmates, and community, as well as the student's attitude toward service can be reviewed. The student who serves:</p> <ul style="list-style-type: none">• Volunteers and provides dependable and well organized assistance, is gladly available, and is willing to sacrifice to offer assistance• Works well with others and is willing to take on difficult or inconspicuous responsibilities• Cheerfully and enthusiastically renders any requested service to the school• Is willing to represent the class or school in inter-class and inter-scholastic competition• Does committee and staff work without complaint• Participates in some activity outside of school- for example: Girl Scouts, Boy Scouts, church ,groups, volunteer services for the elderly, poor, or disadvantaged• Mentors persons in the community or students at other schools• Shows courtesy by assisting visitors, teachers, and students	<p>The leadership criterion is considered highly important for membership selection. Leadership is easiest shown in terms of the number of offices held in school or community organizations. However, It is important to recognize that leadership also exists outside elected positions including effective participation in other co-curricular activities offered on campus. Leadership roles in both the school and community may be considered, provided they can be verified. The student who exercises leadership:</p> <ul style="list-style-type: none">• Is resourceful in proposing new problems, applying principles, and making suggestions• Demonstrates initiative in promoting school activities• Exercises positive influence on peers in upholding school ideals• Contributes ideas that improve the civic life of the school• Is able to delegate responsibilities• Exemplifies positive attitudes• Inspires positive behavior in others• Demonstrates academic initiative• Successfully holds school offices or positions of responsibility; conducts business effectively and efficiently; demonstrates reliability and dependability• Is a leader in the classroom, at work, and in other school or community activities• Is thoroughly dependable in any responsibility accepted• Is willing to uphold scholarship and maintain a loyal school attitude.
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Joining NHS

Overview

The National Honor Society ranks as one of the most prestigious organizations for high school students. At Capeside High School, our chapter is more than just a collection of students who have reached a high grade point average. They are academically excellent students who are dedicated to service in the community, leaders through involvement in school activities, and young men and women who demonstrate exceptional character.

Selection to the National Honor Society is a privilege, and not a right. Students do not apply for membership; instead, they provide information to be used by the selection committee to support their candidacy for membership. The Capeside High School chapter is composed of juniors and seniors who have satisfied the following requirements:

1. **Scholarship:** Candidates must have earned a 3.5 cumulative grade point average. This is calculated from first semester, 9th grade through 1st semester 11th grade.
2. **Leadership:** Candidates should hold school offices or other positions of responsibility; be leaders in the classroom, in extra-curricular activities, and/or at work; participate in the classroom, in extra-curricular activities, and/or at work; demonstrate a continuous commitment to any responsibility accepted.
3. **Service:** Candidates will participate in community activities or actions that are done with or on behalf of others without direct financial or material compensation. Whatever service they participate in they should be dependable, willing to sacrifice to offer assistance, and cheerfully and enthusiastically offer their time and energy. Candidates are required to complete 50 hours of community service by the end of the 1st semester of their junior year. This needs to be documented on a Community Service Form.
4. **Character:** Candidates will demonstrate excellence of character in their actions. They will represent the school and community in a positive manner that is worthy of this prestigious honor. Character is demonstrated through the following six qualities: respect, responsibility, trustworthiness, fairness, caring, and citizenship.

Timeline

- February 1 - Letters of invitation are sent out to eligible juniors. To be eligible, students must have an unweighted gpa of 3.5 or higher. The letter will provide students with proper credentials to access the online application.
- February 20 - Online applications must be complete. This includes listing all activities with verifications, writing the required essay and submitting letters of reference.
- March 1 - Students will be notified, in writing, of their acceptance or denial.

Application

The online application consists of the following information:

1. Name
2. Student number
3. Email
4. Address
5. Counselor name and email (your counselor will be sent an email to verify your current, unweighted gpa of 3.5 or higher).
6. Activity List: activity name, title, supervisor, supervisor email, description of activity, category (act, service, leadership, both), and number of hours if a service activity. Completing an activity and submitting it will automatically send an email to the supervisor for confirmation. Please be sure to alert supervisors to expect these emails.
7. References: Students will provide the name/email of three distinct references who can attest to their character. Students must provide one reference for each area. References can be teachers, employers, service supervisors, or other community members. References CANNOT be a relative or family member. Submitting a reference will automatically send that person an email for comment. Please alert references to expect these emails.
8. Essay: How do you see yourself as a leader? Describe an activity or experience in which your participation made a difference. How did your leadership skills influence the outcome? Give examples. (Maximum of 250 words)
9. Affirmation: I understand that completing and submitting this application does not guarantee selection to the National Honor Society. I attest that the information presented here is complete and accurate. If selected, I agree to abide by the standards and guidelines of the chapter and to fulfill all of my membership obligations to the best of my ability. By checking this box and typing my name below, I am electronically signing my application.

Rubric

- Scholarship: 3.5 -> 3.75 = 1pt, 3.76 -> 3.85 = 2pts, 3.86 -> 4.0 = 3 pts
- Service: 50 - 60 hrs = 1 pt, 61-75 hrs = 2 pts, 75+ hrs = 3 pts
- Character: Average = 1pt, Good = 2 pts, Excellent = 3pts (based on activity confirmation ratings)

- Leadership:
 - EXEMPLARY: Essay is well organized; demonstrates style and clarity. Provides thorough explanation of leadership activity. Uses precise language consistently appropriate to the purpose in a style that engages the reader.
 - GOOD: Essay shows relevant and sufficient examples of student leadership. Uses language appropriate to the purpose. Demonstrates a command of standard English conventions with occasional minor errors.

no leadership position and exemplary essay = 1pt

1 leadership position and good essay = 1 pt

1 leadership position and exemplary essay = 2 pts

2+ leadership positions and good essay = 2 pts

3+ leadership positions and exemplary essay = 3 pts

APPLICANTS NEED AT LEAST 8 POINTS FOR ACCEPTANCE WITH AT LEAST 1 POINT IN EACH CATEGORY.

Current Members

Overview

National Honor Society is more than an honor roll. The objective of the Capeside High School chapter of NHS is to recognize and foster enthusiasm for **scholarship**, to promote the development of strong **character**, to encourage positive **leadership**, and to cultivate responsible citizenship through **service** to school and community. These four principles shape the organization's activities and are reflected in the member's' responsibilities.

To remain a CHS NHS member in good standing, students must:

- maintain a gpa of 3.5 or higher
- act as a positive role model and representative of Capeside High School
- maintain excellence in integrity in leadership, scholarship, character, and service
- attend all NHS meetings
- participate in an additional 30 hours of community service before graduation

A member is never automatically dismissed for failing to maintain standards. But members should understand that they are liable for dismissal if they do not maintain the standards of scholarship, leadership, service, and character that were used as the basis for their selection. They should also be informed that they are allowed limited warnings during their membership but that in the case of a flagrant violation of school rules or civil laws, a warning is not necessarily required. Furthermore, a student who is dismissed or who resigns may never again become an Honor Society member.

Service Opportunities

Upcoming service opportunities include:

- Harvest Carnival @ Peace Park, October 17, Ms. M. Teresa, mteresa@planetpeace.org
- Tutor Club, October - May, Mr. Wizard, wiz@tutors.com
- Meal Servers @ Main Street Cupboard, Saturdays and Sundays in November, Mr. Gordon Ramsey, gramsey@zagat.com
- Theater Club Usher, November 20-22, Mr. Neil Harris, nharris@broadway.com
- Ring Bells for Salvation Army, December 1-24, Sgt. Sarah Brown, sbrown@salvarmy.org
- Theater Club Usher, March 10-12, Mr. Neil Harris, nharris@broadway.com

Service Submission

Within three days following a service activity, members must submit the following form. (*form should include student name, activity, date, hours, description, supervisor name, supervisor email*). Failure to submit this form in a timely manner will negate the hours earned.

Web Applications Project Grading

Name: _____

		Advanced (2)	Basic (1)	Below Basic (0)
DESIGN	Layout/Design	The layout is exceptionally attractive and usable. It is easy to locate important elements. Whitespace, graphic elements and/or alignment are used effectively to organize material. Colors of backgrounds, fonts and links form a pleasing palette and add to the content. Graphics enhance the content and are of high quality with appropriate placement. All design is consistent across all pages.	The web pages have a usable layout. It is easy to locate important elements. The layout may appear busy or boring. Colors of backgrounds, fonts and links do not detract from the content. Graphics are related to the theme of the site and are of good quality. Design is consistent across all pages.	The web pages are cluttered looking or confusing. It is difficult to find important elements. Colors of backgrounds, fonts and links make the content hard to read or are otherwise distracting. Graphics seem randomly chosen, are of low quality and may distract the reader. The design may not be consistent across the site.
	Navigation	Links for navigation are clearly labeled, consistently placed, and allow the reader to easily move from page to page. A user does not become lost.	Links for navigation are clearly labeled. Some links may be missing. A user rarely becomes lost. Links are consistently placed across all pages.	Links are not consistent across pages. A user often feels lost. Some or all links may not work.
	Responsive Design	The layout is responsive and maintains excellent usability and design on phone, tablets and computer monitors. The navigation is responsive to the display size and is extremely effective at all tested screen sizes. The navigation collapses on the appropriate screen resolutions.	The layout is responsive and maintains good usability and design on at least two of the three screen sizes. The navigation is responsive to the display size, but may not collapse at the appropriate screen resolutions.	The layout is not responsive or loses significant usability/design on two of the three screen sizes. The navigation may not be responsive and/or may not collapse at the smallest of screens.
CONTENT HTML - CSS	Content	Purpose is clear, established and consistent. All information provided is relevant. There are no spelling, punctuation or grammar errors in the final draft of the website. Content is chunked into readable pieces both on each page and in decisions about which pages to create. The site contains all required information including a description of the NHS, the officers, the pillars, instructions and timeline for applying, an application and rubric for acceptance. Additionally, there is information for current members including an overview of requirements, a list of current service opportunities, and a form for submitting service hours.	The purpose is clear. There may be a few errors in spelling, punctuation or grammar. Content within each page is chunked appropriately. There may be too many or too few pages. Site is missing one or two required pieces of content.	The purpose of the site is unclear. Errors in spelling, punctuation or grammar exist and are distracting to the reader. Pages may have too little/too much content making reading/interacting with the pages difficult. There may be too many/too few pages. Site is missing three or more required pieces of content.
	Site Organization	All site content is contained in a single folder. There are subfolders for images, styles and scripts that hold the correct information. The home page is called index.html. All scripts and styles are external.	All files for the site are contained in a main folder. The home page is called index.html. Some styles may be written as internal styles.	There is no organization for the site.
	HTML/CSS	HTML code is well formed including lowercase tags, single quoted attributes and tabbed sub elements for readability. All tags are properly nested and content is enclosed in block level tags. The code clearly separates CSS from HTML. The majority of CSS is written as external, with only exceptions at the page and/or element level. CSS is efficiently written using classes and ids and utilizes the cascade to eliminate excessive classes.	The HTML is well formed, but may or may not use single quotes. All tags are properly nested and most items are in block level tags. The code separates CSS and HTML, though the majority of CSS elements may not be external. The CSS uses classes and id, but may not be written as efficiently as possible.	The HTML is not well formed and may be difficult to read. Elements are not properly nested. The code does not separate content from design. The CSS is not efficient and does not effectively use classes, ids or the cascade.

		Advanced (2)	Basic (1)	Below Basic (0)
J Q U E R Y	JQuery Code	JQuery code is written at the bottom of the page to optimize page loading. The code is clear and well organized. The code is documented both through self documenting code (variable and function names) and with comments.	JQuery code may be written at the bottom of the page. Code is clear and well organized. Code is documented with either self documenting code or with comments.	JQuery code is disorganized and/or hard to follow. Documentation is either greatly lacking or not effective.
	JQuery Interactions	Thoughtful JQuery actions have been implemented throughout the site (at least in 3 places). The interactions are well integrated and do not seem forced. The interactions help de-clutter the massive amount of information and lighten the look and feel of the site.	JQuery actions have been implemented in at least 3 places in the site. Some of the interactions may seem forced or awkward, but they work. The interactions in place help to lighten the look and feel of the site.	JQuery interactions may be present, but are clunky or ineffective. The majority of interactions may not work,
	JQuery Login	JQuery and AJAX are used on the home page to provide a login. The interaction is seamless and well integrated into the site. When a user enters the correct login information, they are taken to the admin page. When they enter the wrong information, they are issued a message about what went wrong.	JQuery is used on the home page to provide a login. When a user enters the correct login information, they are taken to the admin page.	A login may be present on the home page, but it may not work. If it works, it may not use JQuery OR the user might not be taken to the correct page.
	JQuery Admin DOM Interactions	On the Admin page, there are alterable lists of students and activities. JQuery is used to delete students from the DOM effectively. JQuery is used to add activities to the list, by way of a form. The interactions are seamless within the site and work as described.	On the Admin page, there are lists of students and activities. JQuery is used to either add information to the activities list OR delete students from the DOM.	The Admin page interactions either don't work or were not written using JQuery.
	JQuery Applicant DOM Interactions	On the application, there are JQuery interactions to add both new References and Activities. The interactions are well integrated into the site and work as described.	On the application there is a JQuery interaction to add either new References OR Activities.	The Application page interactions either don't work or were not written using JQuery.
	XML	XML files are written correctly and validly. Appropriate files are written for each data type.	XML files are written and used, but may not be valid. Appropriate files are written for each data type.	XML is not used OR not written correctly.
M I S C	Submission	The project is submitted on time.	The project is 1-2 days late.	The project is more than two days late.
	Final Product	The final product shows significant student learning and reflection. Design decisions show thoughtfulness and provide a logical and smooth flow of information. There is evidence of exemplary student effort.	The final project shows some evidence of student learning and reflection. Design decisions show some thoughtfulness and provide all a logical flow of information. There is evidence of student effort.	The final project shows minimal student learning and/or reflection. Design decisions seem unfounded and expedient. There is minimal evidence of student effort

Score: _____

Notes:

27/28 -> 100	21/22 -> 85	17/18 -> 75	11-13-> 65	7/8 -> 55	4 -> 40
25/26 -> 95	19/20 -> 80	14-16 -> 70	9/10 -> 60	5/6 -> 50	3 -> 30
23/24 -> 90					2 -> 20
					1 -> 10
					0 -> 0