

Independent Project Curriculum Overview

2020-2021

<p>Unit 1</p>	<p>In the first unit of the Independent Project course, students will learn about how to make a realistic and measurable action plan to explore a personally meaningful question. Students will begin to engage in iterative design as they plan to direct their own learning. There are several parts to the independent project: a bibliography, weekly log, the independent work and a final presentation. All of these will be outlined in the first unit, and students will be encouraged to choose projects that lend themselves to each student's individual skill level. By the end of the unit, students will propose a subject and rough plan for the project they will pursue for the remainder of the course.</p> <p>Profile of a Graduate: Inquiry, Idea Generation</p> <p>Students will work on their independent project throughout the unit, and build the documentation that goes along with their work. At the end of the unit, students will make a final presentation to showcase what they have done, and how it helped them grow as learners.</p>
<p>Unit 2</p>	<p>Students will work on an independent project of their own design. For that reason, the project content itself will vary widely and be what inspires students' curiosity throughout the course. Some students will create websites or videos that illuminate topics they're interested in; others may create a powerful piece of art or design a new product; and a few may build new technologies.</p> <p>As a part of the project work, students will create an annotated bibliography of research they need to advance their project. No matter the project's subject, students will be asked to take in a range of perspectives and collect related ideas for consideration. This research should help students get up-to-date on these topics, and focus efforts to optimize their project's impact. Weekly, students will conference with teachers to keep their efforts focused. From past experience, we've also observed students helping each other advance projects, even when their work has little overlap. A formal annotated bibliography will be submitted by students at the halfway point in the course, and a weekly log of work will be maintained by students throughout the project.</p> <p>As the course draws to a close, students will prepare a presentation of their work. This presentation may look different for each, but it will always involve students communicating about their project and explaining the impact. For many, this will feel like an academic presentation, perhaps with slides and a visual aide. For others, it may be a performance or a technical demonstration. Not every project will be successful (in the traditional sense) – student growth can happen even if a project doesn't work as intended.</p> <p>The goals of the course, will be that students have: 1) learned how to pursue their interests; 2) built skills for interpreting varied sources of information; 3) acquired extensive new knowledge and/or skills; 4) developed project management skills; and 5) significantly expanded their communication and documentation skills.</p> <p>Profile of a Graduate: Inquiry, Analyzing, Idea Generation, Product Creation, Self-Awareness, Decision Making</p>