Independent Project Unit 1

Unit Focus

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.

Stage 1: Desired Results

Established Goals

Standards

National Core Arts Standards
Visual Arts: HS Proficient
Synthesize: Synthesize and relate knowledge and personal experiences to make art. *(VA:Cn10.1.HSI)*
Document the process of developing ideas from early stages to fully elaborated ideas. *(VA:Cn10.1.HSI.a)*
Common Core
English Language Arts: 11-12
Reading: Informational Text
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. *(CCSS.ELA-LITERACY.RI.11-12.7)*
Writing
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. *(CCSS.ELA-LITERACY.W.11-12.5)*
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. *(CCSS.ELA-LITERACY.W.11-12.6)*
Language
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

Transfer

Students will be able to independently use their learning to...
T1   Use a variety of planning tools and sources to gather and to create independent goals and ideas
T2   Develop and revise a project plan to match their intended audience, purpose and learning targets

Meaning

Understanding(s)

Students will understand that...
U1   One can use accumulated knowledge and skills to pursue personal interests and broaden his/her opportunities.
U2   One improves the quality of one's work through reflective practices and deliberate examination of results.
U3   Self-awareness comes from being metacognitive and is important for success in school and in life

Essential Question(s)

Students will keep considering...
Q1   What inspires me? What do I wonder about? What is worth investigating?
Q2   How can I document my new learning?
Q3   How do I break my project into manageable parts? What resources do I need? How do I work within my parameters (time, budget, legality, etc)?
Q4   How does my work have an impact on other people?

Acquisition

Knowledge

Students will know...
K1   Vocabulary: Scope, constraints and goals, Minimum viable product, supply vs demand time management, iterative design, annotated bibliography.

Skill(s)

Students will be skilled at...
S1   Writing an action plan with consideration to scope, constraints and goals, minimum viable product, action plan, supply vs demand time management, iterative design

speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *(CCSS.ELA-LITERACY.L.11-12.6)*
C3 Framework for Social Studies State Standards
Social Studies: 11
INDIVIDUALLY AND WITH OTHERS, STUDENTS …
Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. *(D1.5.9-12.)*

Other Goals

Profile of a Graduate
Inquiry: Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue. *(POG.1.1)*
Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. *(POG.2.1)*