

Choosing a Project

Your choice of a topic and your focus on research are critical to your success. Think about an interest that you have that you would like to pursue or extend. Review what you want to do or learn during your lifetime. Ask yourself what you are passionate about or what can sustain your attention for long periods of time. You should view the project as an opportunity to explore and learn about something you are sincerely interested in and passionate about.

Malad High School and the Oneida County School District is reluctant to place limitations on what you can choose to do for a project. It is important that you direct this learning experience and take responsibility for it. Basically, use your common sense and pursue something that genuinely interests you.

You must visually document yourself completing each stage of your project (photos and/or videos). Keep all other evidence as well (receipts, sketches, brochures, interview notes, etc.).

The following parameters must guide your choice:

- Your project must represent a **"learning stretch"** that you, your mentor/instructor, and your Senior Project teacher will determine. Remember that what represents a "stretch" for you may not be for someone else. Do not expect to simply apply your current knowledge about a topic and do a related project. You and your mentor will decide how you will expand your knowledge base and then apply your new learning or understanding.
- If your project involves something you are learning or doing in a current class, afterschool activity, or have studied in a previous class, you must clearly explain in your project proposal how your project extends beyond the requirements of the course or existing activity. Current and/or previous instructors may be contacted for clarification and confirmation prior to proposal.
- Your project must not involve **undue risk** to yourself and others. Safety will be a primary consideration as the Senior Project Committee reviews project proposals.
- One student's success may not depend on another student's performance. Therefore, **two seniors may not work together to complete one project and both earn credit.**
- The project must have a secular, rather than sectarian purpose. It should not involve religious services, instruction, programs, worship, or other devotional activity, and should not convey a religious or devotional message.
- The project must not involve the use of district facilities or equipment to assist an election campaign or the promotion or opposition of a ballot proposition.
- Your project must be approved by the MHS Senior Project Committee.

A Project.....

Must produce a FINISHED PRODUCT
Must be SIGNIFICANT to you or others
Must be a LEARNING STRETCH

Could be.....

A new skill that results in a FINISHED PRODUCT
Service Project with a FINISHED PRODUCT

A Project is NOT ...

A fundraiser
A job shadow or internship
Starting a new club/organization
Coaching or Teaching
Something that fulfills other Youth
Program Requirements
Something that you already know
Something already required in a class
TOO EASY because the student did not do all the work

Project Proposal Instructions

Description of Project: Briefly state what you will do. What will you create, design, investigate, build, learn, produce, develop, etc.

Significance of Project: What is the significance of this project to you, the school, and or the community?

Choice of Mentor: Provide first and last name of your mentor, email address, and phone number and explain why he/she is a qualified person to mentor you in this project. (Give a description to prove that he/she is an expert about your project area.)

Prior Knowledge and Skills: What do you already know regarding your project? What have you already done in this area? Do you have any formal training, have you taken any classes, or are you currently taking a class in this area?

Learning Stretch: How will this project be a new and meaningful challenge for you? This is the place where you specify how your project goes beyond what you have studied in a class or are currently studying in a class.

Finished Product: Describe your finished product. What will you produce?

Learning Goals/Outcomes: Write these in complete sentences. Write goals in the order you anticipate completing them. These are the steps you will take to complete your project. Have your mentor help you write your goals. He/she will be the most qualified person to help you know what your goals (steps) will be.

Goal #1 MUST relate specifically to your required research paper topic. **Goal #2** MUST BE to interview an adult who has extensive experience in your project area. Give specific information about who this person will be. (You might want to interview your mentor.)

You MUST have **at least 8 goals**. These goals must be listed and stated in concrete and **measurable** terms.

For example, a student who wishes to learn about photography might state the following **immeasurable** goal:

3. I will learn to take good pictures. (How do you measure what is good?)

A more clearly stated and **measurable** goal is:

3. I will learn how to use the "Rule of Three" when taking pictures.

A measurable goal is one that your mentor can evaluate and see that you have completed it.

Here is a list of action verbs that will help you write measureable goals.

Know		Comprehend	
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Enumerate	Record	Describe	Paraphrase
Find	Reproduce	Discuss	Predict
Identify	Select	Estimate	Report
Label	Sequence	Explain	Restate
List	State	Generalize	Review
Match	View	Give examples	Summarize
Name	Write	Illustrate	Trace
Apply		Analyze	
Assess	Instruct	Break down	Examine
Change	Predict	Characterize	Illustrate
Chart	Prepare	Classify	Infer
Choose	Produce	Compare	Limit
Compute	Relate	Contrast	Outline
Construct	Report	Correlate	Point out
Demonstrate	Select	Diagram	Prioritize
Determine	Show	Differentiate	Relate
Develop	Solve	Discriminate	Separate
Establish	Use	Distinguish	Subdivide
Synthesize		Evaluate	
Adapt	Invent	Appraise	Interpret
Categorize	Modify	Argue	Judge
Compose	Organize	Assess	Justify
Construct	Perform	Choose	Predict
Create	Produce	Compare & Contrast	Prioritize
Design	Propose	Conclude	Prove
Formulate	Reinforce	Critique	Rank
Generate	Reorganize	Decide	Rate
Incorporate	Rewrite	Defend	Reframe
Integrate	Structure	Evaluate	Support

Project Proposal

Student Name:

Project Title:

OVERVIEW

Description of Project:

Significance of Project:

Choice of Mentor:

DETERMINING LEARNING GOALS

Prior Knowledge and Skills:

Learning Stretch:

Finished Product:

Learning Goals/Outcomes:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Project Proposal Signature Form

Mentor

I understand that my position is primarily one of advising and giving technical assistance when needed and appropriate. I understand that it is not my responsibility to complete the project or to continually monitor _____ to see that the project is completed. When requested, I will send a written evaluation of _____'s work. Based on my experience and expertise, I approve of the Project Proposal. I am willing to serve as _____'s mentor and understand that I will be expected to complete a final evaluation and grade the finished project.

Mentor signature _____ Date _____

Mentor Name (please print) _____

Parent/Guardian

As the parent/guardian of _____, I am aware he/she is engaged in completing the Senior Project at Malad High School. I approve of the project proposed on this form and the choice of mentor. As a parent I understand that I am responsible to insure that all student/mentor contact time is supervised and appropriate.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Name (please print) _____

Committee Member's Signature _____ Date _____

SAMPLE

Project Proposal

Student Name: Joe Woodman

Project Title: Coffee Table Design and Construction

Overview

Description of Project:

I will design and build a coffee table.

Significance of Project:

I will be moving out soon and living on my own. I would love to have a piece of furniture that I made to take with me to my new place. Also, it will be helpful to know how to use a variety of power tools and build items with them for the future whether it may help me with my own furnishings or get a job.

Choice of Mentor:

*I've chosen to use John Smith, a friend of my father's, to be my mentor. He has worked in the construction and carpentry fields for the past 30 years. He owns a remodeling business, John Smith Carpentry and Design. Email: john.smith@hotmail.com
Phone: (208)766-1111*

Determining Learning Goals

Prior Knowledge and Skills:

My father has some power tools at our house that I've seen him use. In middle school, I took a tech class with Mr. Silva and used a sander. I know how to use a computer which I think will help me with my design.

Learning Stretch:

I have never drafted or designed anything functional myself. I have only a minimal understanding and experience with power tools. I have never built anything from start to finish on my own.

Finished Product or End Result: *A coffee table.*

Learning Goals/Outcomes:

- 1. I will research different power tools, woods, and sanding/staining techniques to use for my table.*
- 2. I will interview a professional carpenter about the tricks of the trade and seek advice for my project.*
- 3. I will research various table designs, choose one to replicate, and make any desired modifications.*
- 4. I will draft two, to-scale drawings of my table, a top view and a side view.*
- 5. I will acquire the necessary materials and tools for my project.*
- 6. I will use the tools to make practice cuts, drills, sands, etc. before beginning my table.*
- 7. I will construct my table.*
- 8. I will finish the wood with stain.*

