

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## INDEPENDENT EXPOLATORY PROJECT

**DATE: October 2008**

**SUBJECT AREA: Elective**

**PROPOSED GRADE LEVEL: 11-12**

**COURSE LENGTH: 1 Semester**

**GRADING: A-F**

**NUMBER OF CREDITS: 5 per Semester**

### **COURSE DESCRIPTION:**

This course is designed to give upper division students an opportunity to design, implement, research, reflect upon, and present a project based on community leadership or in-depth independent study. Students will work to balance personal, academic and community responsibilities, as well as demonstrate effectiveness, appropriateness, and competency in a variety of skills relevant to the real world.

### **GENERAL GOALS/PURPOSES:**

Students will:

- Demonstrate independent thinking and sophisticated problem-solving skills.
- Display ability to work with teams or independently to design and implement a project.
- Effectively communicate in a variety of modes, including writing, speaking and listening.
- Employ appropriate technology resources for research, communication and presentation.
- Clearly demonstrate new learning and growth in an area of individual interest.
- Gather evidence and create a high-quality product and portfolio related to the area of study.
- Show personal accountability in preparation for post-high school endeavors.

### **STUDENT READING COMPONENT:**

- Research documents.
- Project and/or time management resources.
- Real-world and workplace documents.

### **STUDENT WRITING COMPONENT:**

- Project proposal
- Business letter
- Interview questions
- Annotated bibliography
- Reflective journals and essay
- Speech

### **STUDENT ORAL COMPONENT:**

- Conduct interviews related to area of study
- Small and large-group discussion
- Peer critiques

- Peer panel interview with questions and responses
- Multi-Media presentation before a panel of judges

### **DETAILED UNITS OF INSTRUCTION:**

- **Unit 1: Self-Exploration**
  - Interest survey
  - Personal inventory
  - Goal setting
  - Interpersonal communication
- **Unit 2: Project Development and Design**
  - Proposal writing
  - Establishing community and/or mentor partnerships
  - Developing action plan
- **Unit 3: Research**
  - Writing a researchable question
  - Conducting interviews
  - Identifying reliable and appropriate sources
  - Online research techniques
  - Creating an annotated bibliography
- **Unit 4: Project Management and Implementation**
  - Time management
  - Conducting field work
  - Maintaining reflective journal
  - Collecting evidence
  - Problem-solving and decision-making skills
- **Unit 5: Presentation Skills**
  - Presentation software
  - Integrating multi-media elements
  - Writing and delivering an effective speech
  - Panel presentation to peers with question and answer session
  - Formal presentation to panel of judges
- **Unit 6: Reflection**
  - Reflective essay
  - Planning for the future

### **THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND / OR CST'S:**

#### **LAB FEE, IF REQUIRED:**

Cost will vary depending on project focus.

### **SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

#### *English-Language Arts Grade 11 and 12 Standards*

##### Reading Standards

Reading Comprehension 2.0 (Focus on Informational Materials)

- Written and Oral English-Language Conventions Standards 1.0
- Writing Standards

- Writing Strategies 1.1, 1.3, 1.5-1.8
- Writing Applications 2.3 and 2.6
- Listening and Speaking Standards
- Listening and Speaking Strategies 1.8-1.11
- Speaking Applications 2.1 and 2.4

***Business Core Standards***

- Business Communications 1.1
- Employability Skills 1.5
- Information Technologies 1.6
- Leadership Development 1.7

**DISTRICT ESLRs TO BE ADDRESSED:**

**Students will be:**

- **Self-Directed Learners:** who take responsibility for their own learning, and work independently to develop and implement a project to its completion.
- **Effective Communicators:** who are able to relate clearly and logically in all writing and oral assignments. Students will be able to critically analyze all forms of communication and apply prior knowledge to their research and writing. Student writing will be free from errors in convention and adhere to appropriate formats.
- **Constructive Thinkers:** who are capable of risk-taking, problem solving and decision making in a variety of settings.
- **Collaborative Workers:** who are capable of working in both small- or large-group settings at all stages of project development.
- **Quality Producers/Performers:** who take pride in all assignments and realize the value of an error-free product that is both original in substance and a reflection of his/her beliefs, values, and outlooks.
- **Responsible Citizens:** who will establish links within the school and local community and demonstrate strong work ethic and personal accountability.