

Sections 1 & 2: To be completed by the student.

Please Print

Section 1: Student Information	
Last Name:	First Name:
Grade:	School:
Section 2: Project Overview	
The section below provides guidance on how to develop a project plan with guiding questions to help reflect upon your learning.	
Project Title/Topic:	Course Level: <input type="checkbox"/> 10 <input type="checkbox"/> 20 <input type="checkbox"/> 30
Project Description (attach additional documentation if required):	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What are you going to do for your project? • What do you hope to accomplish? • Who or what organizations are going to be involved? • Who will be supporting you during this project (e.g., a mentor from the community, a teacher, an Elder)? • How does your special project differ from or build upon what you have learned in school?
Project Rationale (attach additional documentation if required):	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Why are you interested in or passionate about this project? • How will this project impact you and influence your future goals? • In what ways will your project impact your community?

<p>Student Background (attach additional documentation if required):</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • Do you have previous experience in this area of study? If so, please describe. • How is this project going to be different from, or an extension of, what you have studied in school?
<p>Project Goals, Learning Activities and Project Documentation (attach additional documentation if required):</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What do you hope to learn? • What knowledge/skills will you acquire or improve by pursuing this project? For example: <ul style="list-style-type: none"> ○ leadership abilities, ○ teamwork, ○ technological applications, ○ artistic processes. • How are you going to demonstrate that you achieved your goals? You might document your learning, for example, through: <ul style="list-style-type: none"> ○ journal entries or logs, ○ video or other media, ○ presentation or demonstration, ○ observation notes from your mentor, ○ periodic and final reports. • How will you challenge yourself and target different ways of learning? For example, through: <ul style="list-style-type: none"> ○ critical thinking, ○ researching, ○ skill building, ○ designing, modelling or creating.
<p>Project Plan (attach additional documentation if required):</p>	<p>Guiding Questions:</p> <ul style="list-style-type: none"> • What is the project timeline? (minimum of 100 hours) <ul style="list-style-type: none"> ○ start/end dates, ○ hours per day/week. • What resources will you need? • How often will you meet with supervising teacher and/or mentor? • How will you share your learning with others? For example: <ul style="list-style-type: none"> ○ peers, ○ community, ○ school.

Sun West School Division Form 216-1 Special Project Proposal

Student

Signature

Day	Mon	Year	

Parent/Guardian

Signature

Day	Mon	Year	

School's Supervising Teacher

Signature

Day	Mon	Year	

Project Mentor

Signature

Day	Mon	Year	

Principal or Designate

Signature

Day	Mon	Year	

Superintendent (or designate) /
Director of Independent Schools &
Home-based Education, Ministry of
Education /Approved Program
Supervisor Name

Signature

Day	Mon	Year	

**** The signed proposal is to be kept in the Student Cumulative file for 5 years. ****

Appendix B: Characteristics of Effective Special Project Proposals

The following rubric may be used as a self-reflection tool to help develop the proposal and determine the project's degree of academic rigour.

Project Proposal Sections	Keep Working	Good	Great
Project Description	The description lacks clarity and requires mainly the acquisition of factual knowledge or repetitive skill and practice.	The description indicates who will be involved and what new learning will take place. The project experiences are adequate but could include more variety and depth.	The description clearly identifies the potential for significant learning. Experiences are varied and meaningful for this student and community.
Rationale	The rationale appears to lack personal meaning or relevance to the student's life or educational goals.	Personal interest is evident and the reason is clearly articulated.	It is clear the project builds on the student's personal interest. The potential impact on future goals is evident.
Plan	The plan lacks focus and is missing specific targets/benchmarks for obtaining periodic feedback.	The plan describes major milestones and includes a process for obtaining ongoing feedback on progress.	The plan is detailed and clearly identifies specific targets. The plan includes opportunities for self-reflection, documentation of progress and incorporation of feedback.
Goals and Activities	The goals and activities described do not appear to be student initiated or designed.	The goals and activities are student initiated and designed. Students will develop and apply knowledge, skills and abilities not currently available in their school.	The goals and activities are student initiated and designed. The project is innovative and the outcomes positively impact student and community.
Assessment and Evidence of Learning	It is not evident how the project might be assessed and examples of evidence of learning are minimal.	A description of how the project will be assessed is provided and there are examples of evidence of learning.	The description of how the project will be assessed is robust and there are multiple and varied examples of evidence of learning.