

CLASSROOM PROJECT PROPOSAL EXAMPLES

EXAMPLE 1

Grade Level: 3

Subject: Science

Timeline: 2 weeks

State Standard: Identify the common structures of a plant including its roots, stems, leaves, flowers, fruit and seeds. Describe their functions. (SCI.3.3.1 2010)

Learning Goals:

- Students will learn the parts of a plant through hands-on investigation of a variety of different kinds of plants.
- Students will compare and contrast how plants are similar and different through Venn diagrams and short paragraphs. They will complete a group project (of their choice) to present to the class.
- Students will connect the components of a healthy human life—physical, mental, and spiritual—with the components of healthy plant life. They will demonstrate these connections through class conversations and an interview of a family member or neighbor.

Rationale: Studying plants provides an excellent vehicle to teach students about the different elements needed to sustain a full and happy human life. Students will learn about the parts of a plant through authentic, hands-on investigation. They will learn about the connections to human life in teacher-led class discussion, in small groups as they collaborate and develop their projects, and in their interviews of someone important to them.

Teacher Character Growth Goals: As my students and I work on this unit, I will have many opportunities to think about the elements of a healthy life and to think about aspects of my life I wish to enhance. While working on the unit, I will choose a specific aspect of spirituality to develop and a specific aspect of physical health to develop (stewardship, discipline). I will share my efforts with my students to develop our community as they support me. My work will also show them how personal growth can be accomplished.

Specific Character Traits Developed: spirituality, stewardship, discipline

Student Character Growth Goals: As with any unit, students will need to work hard to complete their work and master the concepts (discipline). For the group project, students will be challenged to work together in a positive way and get their projects finished (respect for others, teamwork skills). Most importantly, my students will learn about physical, mental, and spiritual health, and they will see adults in their lives working to develop them.

Specific Character Traits Developed: discipline, respect, teamwork

EXAMPLE 2

Grade Level: 7

Subject: Language Arts

Timeline: Entire year

State Standard: Students discuss, list, and graphically organize writing ideas. They write clear, coherent and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing. EL.7.4 2006

Learning goals:

- Students will write a novel and self-publish it through createspace.com.
- Students will participate in peer review.
- Students will learn to better manage their emotions as they work on the project.

Rationale: Students are not always pushed to reach their potential. This high-expectation project will allow students to thoroughly learn the writing process through authentic activities and assignments. It will help them accomplish more than they ever thought possible. Through this project, students will meet multiple state standards and will have a finished product at the end that proves their individual ability. They will also participate in honest peer review and will be given the opportunity to provide and listen to feedback from others regarding their work. They will decide what they need to change in their finished product through editing and revision. In completing this project, students will learn to deal with and work through an array of negative emotions and will develop character traits needed to deal with them.

Student Character Development: This will be a difficult project, and students will experience frustration and anxiety, and they may want to give up. As they work on the project, we will discuss the emotions they're dealing with and specific strategies for dealing with them. As I coach them individually, I will ask each student what emotions he or she is struggling with, and the student and I will create a plan for dealing with those emotions. As they work to complete the project, students will both discuss and practice perseverance (to continue working through difficulty), discipline (to get the work done) and self-control (dealing with their negative emotions).

Specific Character Traits Developed: perseverance, discipline, self-control

Teacher Character Development: To ensure the students' success, I will need to work on having an optimistic attitude through which I can encourage them. I will practice self-control so that I can set an example for my students as they work on self-control. I will be transparent about my own struggles with the project, and I will encourage them through their discouragement.

Specific Character Traits Developed: optimism, transparency, self-control