

Week	1	2	3	4	5
Content	<p>Introduction of Senior Project and All Activities</p> <p>Students begin researching potential topics for projects and mentors</p> <p>Students learn about different types of projects, terminology, monitoring, documentation, and direction projects may take. Students learn how to plan and document actions.</p> <p>PowerPoint Presentations</p> <ul style="list-style-type: none"> • Characterization of Research • Types of Research 	<p>Students continue researching potential topics for projects.</p> <p>Students research literature for related topics. They review current and past projects/research to build a knowledge base of their topics. As a culmination of this research they write evaluations of a few of the more related projects.</p> <p>PowerPoint Presentations</p> <ul style="list-style-type: none"> • Terms of Research • Research Proposal 	<p>Students begin finalizing their choice for a mentor</p> <p>Students write a proposal draft for their project, which is to take place over the next few months. The format of the proposal will depend highly upon the type of project. This proposal should meet the expectations and approval of the student's mentor.</p> <p>Students begin functioning in their project and may or may not be in class on a regular basis</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p>	<p>Adjustments may be made to proposals and students will schedule a draft review date with their instructor.</p> <p>Draft of Research Proposal is due</p>
Week	6	7	8	9	
Content	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p>	<p>Formal Project Proposal Due</p> <ul style="list-style-type: none"> • 1st section should be pristine • 2nd section is to be completed by mid-term • 3rd section should at least be outlined with as much detail a possible (students are to add and edit details through out the course 	

Week	10	11	12	13	14
Content	<p>Students examine multiple methods for presenting knowledge within their area of study.</p> <p>Students begin work on:</p> <ul style="list-style-type: none"> • a web page • a video documentary • a research paper • any other formal display of knowledge base acceptable to the instructor 	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students continue work on their chosen presentation of knowledge base</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work</p> <p>Students continue work on their chosen presentation of knowledge base</p> <p>Final decision of the format for a display of knowledge base is due</p> <p>Rubric is discussed with each student for the evaluation of web page, documentary, research paper. . .</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students continue work on their chosen presentation of knowledge base</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students continue work on their chosen presentation of knowledge base</p>
Week	15	16	17	18	
Content	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students continue work on their chosen presentation of knowledge base</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students continue work on their chosen presentation of knowledge base</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students continue work on their chosen presentation of knowledge base</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students continue work on their chosen presentation of knowledge base</p> <p>Final of students' display of knowledge base is due.</p>	

Week	19	20	21	22	23
Content	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Instructor reviews the community event guidelines and evaluations with students</p> <p>PowerPoint Presentations</p> <ul style="list-style-type: none"> • Community Event 	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Students assemble props, displays, surveys, videos, and other items for use at the upcoming Senior Project Fair.</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Students assemble props, displays, surveys, videos, and other items for use at the upcoming Senior Project Fair.</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Students assemble props, displays, surveys, videos, and other items for use at the upcoming Senior Project Fair.</p> <p>Students review programs for public events and begin drafting a description for the upcoming senior project fair.</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Students assemble props, displays, surveys, videos, and other items for use at the upcoming Senior Project Fair.</p>
Week	24	25	26	27	
Content	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Students assemble props, displays, surveys, videos, and other items for use at the upcoming Senior Project Fair.</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Students assemble props, displays, surveys, videos, and other items for use at the upcoming Senior Project Fair.</p> <p>Description for Project Fair due to Instructor for program</p>	<p>Students function in their project and may or may not be in class on a regular basis. They should document work, take pictures, and videos of work.</p> <p>Students may continue to update their chosen presentation of knowledge base.</p> <p>Students assemble props, displays, surveys, videos, and other items for use at the upcoming Senior Project Fair.</p>	<p>Performance of Community Event: Community Events are to be an exhibition of student's talents, intelligence, research, and/or ability as a young adult who is ready to advance beyond high school.</p>	

Week	28	29	30	31	32
Content	<p>Students organize artifacts from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee.</p> <p>Students function in their project and may or may not be in class on a regular basis. They should continue to document work, take pictures, and videos.</p> <p>Instructor should review all aspects of the SPEC and the evaluation there of.</p>	<p>Students organize artifacts from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee.</p> <p>Students function in their project and may or may not be in class on a regular basis. They should continue to document work, take pictures, and videos.</p>	<p>Students organize artifacts from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee.</p> <p>Students function in their project and may or may not be in class on a regular basis. They should continue to document work, take pictures, and videos.</p> <p>Students practice talking through their presentation to the SPEC committee. This should be privately videoed and reviewed by the student- even though props and displays may be incomplete.</p>	<p>Students organize artifacts from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee.</p> <p>Students function in their project and may or may not be in class on a regular basis. They should continue to document work, take pictures, and videos.</p>	<p>Students organize artifacts from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee.</p> <p>Students function in their project and may or may not be in class on a regular basis. They should continue to document work, take pictures, and videos.</p> <p>Students make appointments for their SPEC review and confirm times with their mentors.</p>
Week	33	34	35	36	
Content	<p>Students organize artifacts from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee.</p> <p>Students function in their project and may or may not be in class on a regular basis. They should continue to document work, take pictures, and videos.</p> <p>(2nd video) Students practice talking through their presentation to the SPEC committee. This should be privately videoed and reviewed by the student.</p>	<p>Students organize artifacts from their project and prepare for publication and the (SPEC) Senior Project Evaluation Committee.</p> <p>Students function in their project and may or may not be in class on a regular basis. They should continue to document work, take pictures, and videos.</p>	<p>Senior Project Evaluation Committees (SPEC) review presentations from students as projects are completed.</p>	<p>Senior Project Evaluation Committees (SPEC) review presentations from students as projects are completed.</p>	