



STUDENT INITIATED PROJECT CONTRACT

SCHOOL: _____, 20 _____

Three copies required:

- one for the Board Office;
- one for the school;
- one for the student.

1. Name of student _____

Address _____

Phone Number _____

2. Title of project _____

Home Classroom _____

Will this be an extra credit or part of 30 for graduation?

Extra _____ Within 30 credits _____

3. Staff advisor(s) _____

Other advisors and/or resource people:

Name _____

Address _____

Phone Number _____

Special Qualifications _____

Name _____

Address _____

Phone Number _____

Special Qualifications _____



DESIGN OF STUDENT INITIATED PROJECTS

Preamble: SIPs are to be based on identified outcomes to knowledge and skills students are expected to have acquired with respect to the particular area of study.

SIPs are developed by a student with staff guidance as appropriate. Professional staff should provide information on the development of the project and guide the student in its design, implementation, and evaluation. Submissions for registrations of SIPs must include the following components.

Course/Project Overview

The overview will contain an introduction to the course/project which will include the following:

1. Aim – concise statement that sets forth the basic intent of the course/project.

2. Rationale – explanation of the underlying reasons for the particular area of study. The rationale will make clear how the course/project contributes to the overall education of the students. The rationale may also identify major components of the course/project and indicate their significance.

3. Philosophy – statement of subject-specific principles and beliefs that guide instructions or supervised learning. (Optional)



Student Learning Outcomes

Student Learning outcomes are concise descriptions of what students are expected to learn in terms of knowledge and skills in the course/project. Student outcomes are expressed as general outcomes and specific outcomes.

4. General Student Learning Outcomes – statements that identify what students are expected to know and be able to do on completion of the course/project.

5. Specific Student Learning Outcomes – statements that identify the component knowledge and skills that contribute to general student learning outcomes. Specific outcomes identify a range of contexts and the variety of dimensions of learning within the general outcomes.

Note: Each learning outcome stated in a SIP should be:

- **appropriate** to the grade or series of grades for which it is intended or to the abilities of student(s)
- **appropriate** to the course/project for which it is intended
- **understandable** by students, parents, educators, and community members
- **observable, measurable, and reportable** to enable the appropriate connections to be made between and among teaching, learning, and assessing. It should be stated in such a way that it will be apparent when a student has met the student learning outcomes *
- **capable** of capturing the knowledge and skills expected of students
- **supportive** of the use of a range of teaching, learning, and assessment strategies and approaches as well as the use of a variety of learning resources.



Demonstrations of student learning can include a variety of tasks such as projects, performance assessments, case studies, paper-and-pencil tests, etc.

File IFB-E3

Page 4 of 4

6.

| Outline of Course Content | Time in hours allotted for each topic/theme | Instructional strategies/approaches | Learning Resources |
|---------------------------|---|-------------------------------------|--------------------|
| | | | |

7. Bibliography: (give list of books, magazines, and other articles you intend to use in your project. List them in alphabetical order by title and name the author and/or publisher and the date of publication).

8. Assessment and evaluation approaches/strategies that will be used.
