

# Passion Project Independent Study





For Passion Projects, students use their strengths and passions to help them decide on a topic that inspires them.

# NAGC Standards met with Passion Projects:

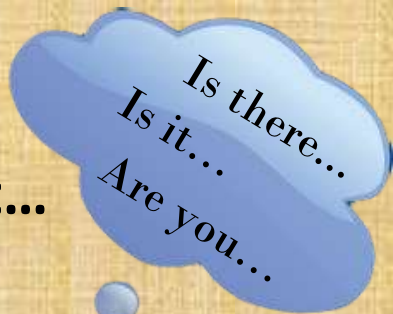


- **1.1. Self-Understanding** Students with gifts and talents:
  - recognize their interests/strengths/needs in cognitive/creative/social/emotional/psychological areas.
- **1.6. Cognitive Growth and Career Development** Students with gifts and talents
  - identify future career goals that match their interests and strengths. Students determine resources needed to meet those goals (e.g., supplemental educational opportunities, mentors, financial support).
- **2.5. Learning Progress:** Students with gifts and talents:
  - self-assess their learning progress
- **3.5. Instructional Strategies:** Students with gifts and talents:
  - become independent investigators.
- **4.1. Personal Competence:** Students with gifts and talents:
  - demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
- **6.5. Ethics:** ALL students with gifts and talents:
  - including those who may be twice exceptional, English language learners, or who come from underrepresented populations receive equal opportunities to be identified and served in high-quality gifted programming as a result of educators who are guided by ethical practices.

**Passion Projects at PJSB offers more to our PHS GT students.**

- <https://www.sengifted.org/post/the-impact-of-giftedness-on-psychological-well-being>

When  
considering a  
Passion Project...



*A*dequate research and resources available?

*A*ppropriate for school?

*A*ble to develop or create a worthy final project?

# Formative and Summative Assessment



~Completed via Passion Project Google Classroom

~Individual Google Doc Journal/Assessment

~A weekly meeting with Mr. Schwab

**Assessment is tailored to each individual Passion Project.**

Passion Project Independent Studies are one-half credit per semester.

Standard Independent Study approval process with supervising teacher, counselor, principal, student and parent approvals; learning targets, assessment methods, and DPI course number listed.

**Passion Project study is fluid and can change as new things are discovered about the topic.  
This is a class designed specifically by the student for THEM!**

## Check-ins and Journaling (circle the description that best describes your progress)



<p>I checked in weekly with my instructor or journaled my weekly progress in my student/instructor Passion Project Google Classroom. I discussed/recorded what I accomplished and communicated meaningfully on my progress.</p>	<p>I checked in weekly with my instructor or journaled my weekly progress in my student/instructor Passion Project Google Classroom most of the time. I discussed/recorded what I accomplished and communicated meaningfully on my progress most of the time.</p>	<p>Checking in weekly with my instructor or journaling my weekly progress in my student/instructor Passion Project Google Classroom and discussing/ recording what I accomplished and communicating meaningfully on my progress is lacking.</p>
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Week of:	Activities/Research Journaling	
/ /	Resources Used:	
Journaling of Activities and Research for the week:		
Facilitator Notes:		
<b>Exemplary</b>	<b>Progressing Well</b>	<b>Need to Improve</b>

# Research Assessment



**Research and Notes:** (Circle the description that best describe your progress.)

Exemplary	Progressing Well	Need to Improve
<b>Research includes 6+ resources and includes notes for how the resources apply to my passion project.</b>	<b>Research includes 3-4 resources and includes notes for how the resources apply to my passion project.</b>	<b>Research includes 2 or less resources or notes need to be improved for how the resources apply to my passion project.</b>
Notes:		

**Variety of Resources:** (Circle the description that best describe your progress.)

**Write your resource types in the box below the one you circled.** ( ie, a chemistry teacher, 2 books, internet (3 sites)

Exemplary	Progressing Well	Need to Improve
<b>Used a variety of resources that included: 3 or more print or online resources and 3 or more experts in the field to learn about my project.</b>	<b>Used a variety of resources that included: 2 or less print or online resources and 2 or less experts in the field to learn about my project.</b>	<b>Used a variety of resources that included: 1 or less print or online resources and 1 or less experts in the field to learn about my project.</b>
Notes:		



## Use of Resources:

(Circle the description that best describes your progress and place an **X** next to the appropriate descriptors.)

Exemplary	Progressing Well	Need to Improve
<p><input type="checkbox"/> I have included my own <b>knowledge and passion</b> with my research to enhance my passion project.</p> <p><input type="checkbox"/> The <b>complexity/depth</b> of my research is at a level I would expect for an advanced course.</p> <p><input type="checkbox"/> My research is <b>applicable</b> to my project and <b>appropriate</b> for the <b>school setting</b>.</p>	<p><input type="checkbox"/> I need to include a bit more of my own <b>knowledge and passion</b> with my research to enhance my passion project.</p> <p><input type="checkbox"/> The <b>complexity/depth</b> of my research is not quite at a level I would expect for an advanced course.</p> <p><input type="checkbox"/> My research is mostly <b>applicable</b> to my project and <b>appropriate</b> for the <b>school setting</b>.</p>	<p><input type="checkbox"/> I need to include much more of my own <b>knowledge and passion</b> with my research to enhance my passion project.</p> <p><input type="checkbox"/> The <b>complexity/depth</b> of my research is not at a level I would expect for an advanced course.</p> <p><input type="checkbox"/> My research lacks being <b>applicable</b> to my project or lacks <b>appropriateness</b> for the <b>school setting</b>.</p>
<p>Notes:</p>		





**Timeline Management:** (Circle the description that best describe your progress.)

<b>Exemplary</b>	<b>Progressing Well</b>	<b>Need to Improve</b>
I am at or ahead of my planned timeline.	I am slightly behind my planned timeline.	I am significantly behind my planned timeline.
Notes:		

**Final Project, Presentation, or Culmination of Passion Project:** (Circle the description that best describe your progress.)

<b>Exemplary</b>	<b>Progressing Well</b>	<b>Need to Improve</b>
I have developed a plan of action for a final project, presentation, or culmination of my Passion Project.	I am developing a plan of action for a final project, presentation, or culmination of my Passion Project.	I am have not started to develop a plan of action for a final project, presentation, or culmination presentation of my Passion Project.
Notes:		



*Examples:*

*Some Passion Projects that have been completed or are currently taking place at PHS:*



- Musical Theatre Direction
- Web Page Design
- Compilation of Personal Poetry Book
- Environmental Impact Study with the EPA
- Exploration of Paleontology
- Sign Language Incorporation in Schools
- Light, Sound, and Tech for Theater
- Exploration of Culinary Arts and 2nd year Exploration of Culinary Careers
- GT Mentoring for 8th Graders Transitioning to HS (3 students doing this in '23-'24)
- Exploration of Dance
- Fish Conservation in the Midwest
- Arts and Creative Writing
- Anatomy and Designing Human Prosthetics
- Marine Biology in Midwestern Lakes/Streams
- Exploration of Music and Guitar
- Advanced Dance and Choreography
- Teaching History Exploration
- Becoming Proficient at Piano

*The possibilities are almost endless!*

<b>Week of:</b>	<b>Activities/Research Journaling   **Journal Example-Fish Conservation In Local Waters**</b>
<b>10/5</b>	<b>Resources Used:</b> <a href="https://www.researchgate.net/figure/Saprolegniosis-in-Atlantic-salmon-Salmo-salar-L-eggs-a-Diseased-and-healthy-salmon_fig2_261138157">https://www.researchgate.net/figure/Saprolegniosis-in-Atlantic-salmon-Salmo-salar-L-eggs-a-Diseased-and-healthy-salmon_fig2_261138157</a> <a href="https://redoubtreporter.wordpress.com/2009/08/26/science-of-the-seasons-suffering-survival-%E2%80%94fish-%E2%80%98ick%E2%80%99-part-of-the-salmon-life-cycle/#:~:text=It%20won't%20take%20long,fun%20are%20consuming%20the%20fish.">https://redoubtreporter.wordpress.com/2009/08/26/science-of-the-seasons-suffering-survival-%E2%80%94fish-%E2%80%98ick%E2%80%99-part-of-the-salmon-life-cycle/#:~:text=It%20won't%20take%20long,fun%20are%20consuming%20the%20fish.</a> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4973706/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4973706/</a>

**Journaling of Activities and Research for the week:**

This week I went fishing twice at the Sheboygan River. The salmon run is still going on, and I caught a pretty nice steelhead this week which was a lot of fun. While out on the river, I also observed something odd in the fish that I saw swimming by, a lot of their tails were this white, fleshy color. I will insert a picture that I took trying to capture what one of the fish looked like. After some research, it appears that the white color is actually caused by fungi consuming the fish after they spawn. This white fungus most likely falls into a family called Saprolegnia, this type of fungus is often called cotton moulds due to the white color. Based on what I saw, this type of fungus is common on goldfish and has been observed in lots of household fish. According to the National Institutes of Health, “Saprolegniasis, a disease affecting fish eggs and juvenile fish in hatcheries worldwide, is caused by the pathogenic oomycete Saprolegnia parasitica.” I found some pictures of what diseased eggs look like compared to healthy eggs, I will enter them below. According to a science direct article on saprolegnia infected eggs will die before they are able to hatch which is why it is such a huge issue in the aquaculture industry. But, it can also infect alive fish through wounds that are already on their body. It will grow on dead and decomposing matter in water and is able to spread very easily in cold water temperatures and infect the salmon. Fish that are infected with saprolegnia will show cotton-like growths on their skin, sunken eyes, depigmented skin, and in more severe cases the infection can extend to the muscle tissue. According to an article by Texas A&M: “Saprolegniasis can be prevented by avoiding rough handling, crowded stocking conditions, and poor water quality.” This explains how the fish in the river are getting infected with this disease, the fungus is getting into their bodies due to open flesh on the bottom of their bodies from running up the river through very shallow waters.

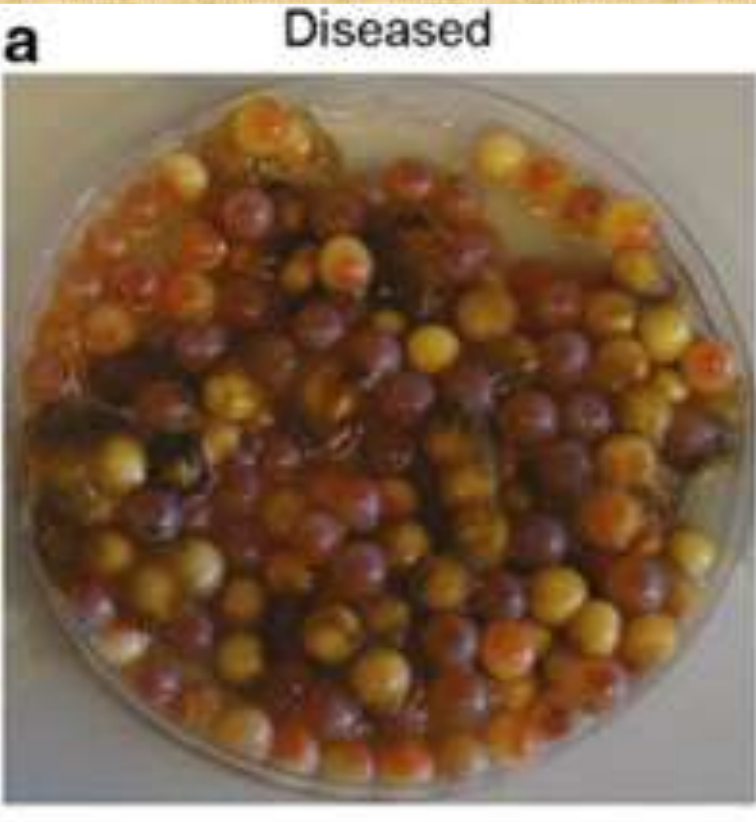


Photo Credit: Research Gate

Facilitator Notes: Wonderful research and anecdotal thoughts!

**Exemplary**

**Progressing Well**

**Need to Improve**

# PHS Passion Project



# Independent Studies

# Questions



**More info:**

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