Term Project

Standard: Student will increase knowledge of specific aspect of driving safety.

Task:

It is extremely important that you understand and appreciate the purpose of your term project. The completion of your project should not become an end in itself. In order to avoid this, you need to focus your attention on the implication your project has for improving driver behavior or some other aspect of the highway transportation system. Your “Term Project” is worth 200 points. The proposal form needs to be typed and be at least two paragraphs.

A. Topic Selected
B. Purpose: Why are you doing a project on this topic?
C. Objectives of Project: What goals are to be reached? Should be at least three.
D. Methods of Procedure: Describe in detail a plan that will show how the objective(s) of your project will be accomplished.
E. Project Evaluation: State how the results of your project will contribute to traffic safety.

Suggested Topics:

1. Motorcycle Safety & Bicycle Safety
2. Fuel Economy – How to Conserve – Alternative Fuels
3. Careers in Safety Education – Geneva Police Department, Emergency Medical Services, Geneva Fire Department
4. Restraint Systems (Child Restraints, Seatbelts, Air Bags)
5. Driver Licensing – Graduate to Safety Law/Illinois Graduated License
6. Insurance – What types are required in Illinois? Cost?
7. Pet Peeves of Drivers
8. Effects of Peer Pressure/Role of Attitudes & Positive Motivation
9. Traffic Hazards in Geneva/Tri-Cities-Dangerous Intersections
10. DUI Laws/Current Illinois Laws
14. School Bus Safety
15. Cross Country Trip Planning
16. Driving Distractions – Cell Phone, Texting, Eating, Drinking, Etc
18. Recreational Vehicle Safety/Snowmobiles/Off-roading
19. Road Rage – Emotions & Driving
20. The Driving Task & IPDE

You will be required to report the outcome of your project to the class. There are a variety of methods and techniques from which you may choose to present your project. You must choose two or more of the following methods for meeting the requirements of your presentation:

1. Power Point (Required)
2. Poster/Graphs
3. Make a Video
4. Survey & Results
5. Tape Recording & Interview
6. Role Playing/Skit
7. Panel Discussion/Debate

**Rubric:**

<table>
<thead>
<tr>
<th></th>
<th><strong>Beginning (0-5)</strong></th>
<th><strong>Developing (5-10)</strong></th>
<th><strong>Accomplished (10-20)</strong></th>
<th><strong>Exemplary (20-25)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Form</td>
<td>Proposal form is incomplete or not turned in.</td>
<td>The majority of the proposal form is completed. Detail is limited. Does not meet the two paragraph requirement.</td>
<td>Proposal form is completed and overall detailed. Limited grammar mistakes. Meets the two paragraph requirement.</td>
<td>Proposal form is completed and detailed. No grammar mistakes. Meets the two paragraph requirement.</td>
</tr>
<tr>
<td>Content of Presentation</td>
<td>Does not address proposal items.</td>
<td>Few substantive items are addressed.</td>
<td>Most areas of proposal are addressed.</td>
<td>All areas of proposal are addressed.</td>
</tr>
<tr>
<td>PowerPoint</td>
<td>Powerpoint is missing or not complete.</td>
<td>Presentation is unorganized. Tools are not used in a relevant manners. Lacking in number of slides. 10 or less slides.</td>
<td>Presentation flows well. Tools used correctly. Correct number of slides (12-15 slides). Overall presentation is interesting.</td>
<td>Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way. Correct numbers of slides (12-15).</td>
</tr>
<tr>
<td>Other Aide</td>
<td>Other aide is missing or not complete.</td>
<td>The aide connection to research is confusing and hard to understand.</td>
<td>The aide is connected to research and easily understood.</td>
<td>The aide is well planned, helps the audience understand the research and is creative.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>No eye contact with audience. Presentation is read from notes.</td>
<td>Displays minimal eye contact with audience, continually returns to notes.</td>
<td>Consistent use of direct eye contact with audience, occasionally returns to notes.</td>
<td>Holds attention of entire audience with the use of eye contact, seldom looking at notes.</td>
</tr>
<tr>
<td>References</td>
<td>No references are provided.</td>
<td>One acceptable reference is provided using MLA.</td>
<td>Two acceptable reference are provided using MLA.</td>
<td>Three acceptable references are provided using MLA.</td>
</tr>
<tr>
<td>Response to Q/A</td>
<td>No response given to Q/A.</td>
<td>Student is uncomfortable with information and struggles to answer questions.</td>
<td>Student is at ease with expected answers to all questions, without elaboration.</td>
<td>Student demonstrates full knowledge by answering all questions with explanations and elaboration.</td>
</tr>
<tr>
<td>Reflection</td>
<td>No reflection is completed on term project.</td>
<td>The majority of the reflection is completed. Detail is limited. Does not meet the two paragraph requirement.</td>
<td>Reflection is completed and overall detailed. Limited grammar mistakes. Meets the two paragraph requirement.</td>
<td>Reflection is completed and detailed. No grammar mistakes. Meets the two paragraph requirement.</td>
</tr>
</tbody>
</table>