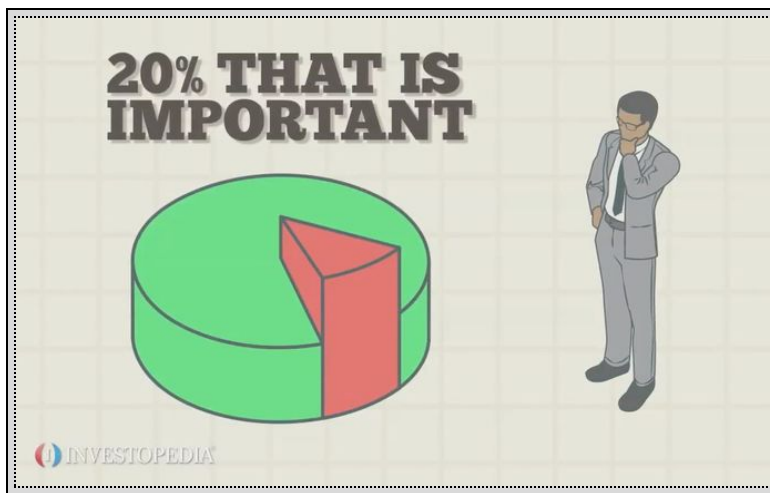


INTRODUCTION

The Pareto Project is an evolved form of project-based learning that was inspired by 20 Time and Genius Hour. It gives students an opportunity to design and implement a meaningful, personal project that spans a twelve-week period, with about 20% of the time that would otherwise be dedicated to ELA work instead dedicated to a Pareto Project.



THE 80-20 RULE



The site *Better Explained* offers [a crash course in the Pareto principle](#), which is also known as the 80-20 rule. It isn't exactly a rule, however; it is an observation that "most things in life (effort, reward, output) are not distributed evenly — some contribute more than others."

Click the link above or the image to the left to load *Better Explained*. The image itself is taken from [an article on the Pareto principle](#) at *Investopedia*.

For this project, you are going to bring one of your passions to the forefront of your academic work. You will dedicate only 20% of your Sisyphean High time to this project, but it will produce a considerable amount of evidence of your growth and learning — if not 80% exactly, certainly enough to make this among the most meaningful activities of the year.

One of your first steps will be to plan out the time you will dedicate to this project. That plan will shift as you begin the work, but you will retain a significant degree of control over how you spend your time in and out of class. Your choices must be deliberate and productive. To help, you should review the concept of interstitial learning by reading through this Medium essay:

Click the image or [this link](#) to load the essay, which explains interstitial learning.

Head Training: The 36th Chamber

Bring the (pedagogical) ruckus



Mr. Eure
Jan 25



ASSESSMENT OVERVIEW

*This project will be folded into our quarterly GAP process. As always, three other facets matter as much as the objective quality of the work itself: **growth, collaboration, and self-monitoring**, especially through metacognitive and reflective conversation and writing. The essential skills and traits of grade abatement have been updated and compressed below.*



Collegiality \Leftrightarrow Empathy | The crux of the course and the stuff of growth, especially in a collaborative learning environment. Empathy is a skill built through discussion, writing, and reading in the Humanities.

Integrity + Character | The focus on individual learning environments and experiences, especially the honesty and openness necessary to take risks. Character is built through the skills and traits below.

External
Artifacts

Close Reading \Rightarrow Internalization | Encompasses the texts analyzed for emulative purposes, the universal languages and structures memorized, and the literature read for empathy.

Critical Thinking \Rightarrow Metacognition | The problems being solved, the meaning being made, and, most importantly, the thinking that drives every iterative or individual choice.

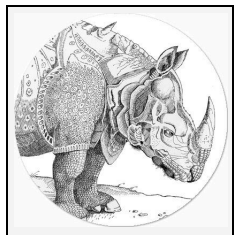
Effective Communication \Rightarrow Writing | Employs bishop composition to centralize writing, especially essay writing, among other discussions and communications.

Internal
Artifacts

Amenability \Leftrightarrow Self-Awareness | Requires an awareness and acceptance of critical and constructive feedback from all stakeholders in the atelier environment. Especially focused on radial discussion, proxy feedback, and metacognitive analysis.

Assiduousness \Leftrightarrow Self-Efficacy | How to live like an academic tardigrade: testing limits, adapting to challenges, and embracing failure as a necessary step in learning. Builds the muscles to beat down procrastination, impulsivity, and complacency.

Organization \Rightarrow Autodidacticism | The systemic, systematic, and individualized approach to getting things done. The “secret” skill that frames the rest and enables self-directed learning.



Click the image or [this link](#) to load Mind the GAP, an essay published on November 28 that contains the most recent profiles, tiers, and protocols used in the grade abatement process. For those in a hurry, here is a direct link to the profiles:

- [Grade Abatement Profiles](#)
- [Grade Abatement Profiles: Tiered Application](#)

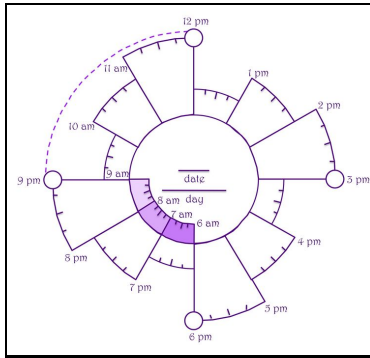
PROJECT STEPS

The following five steps must happen in sequence. While student choice is paramount, we still need to build toward those choices, just like we do in the rest of our learning.



STEP #1: TIME

Each Pareto Project will take place over a 12-week arc. The first arc this year ends on March 10; the second, on June 9. A separate calendar will help you track end-of-project dates, end-of-quarter dates, and even days off:



Click the image or [this link](#) to load the calendar, which will also be photocopied and posted in class.

Note that any changes made to this calendar will be reflected only online. No additional photocopies will be made.

Your first step is to take stock of the time you have available during those 12-week periods. This is an inventory of study halls, Saturday mornings, homework, sports practice, etc — all the responsibilities (and irresponsibilities) that consume your time. You must be organized to get the most out of this Pareto Project, and not just because organization is [the skill that frames the rest](#). Whether you use a [chronodex](#) or a daily planner, the only way you'll accomplish the goals you set for this project is if you make time for them.

Remember, too, that this project will comprise only 20% or so of the overall work expected of you. You need a separate inventory of your other ELA assignments and activities:



Click on the appropriate image to load the academic update for that course.