

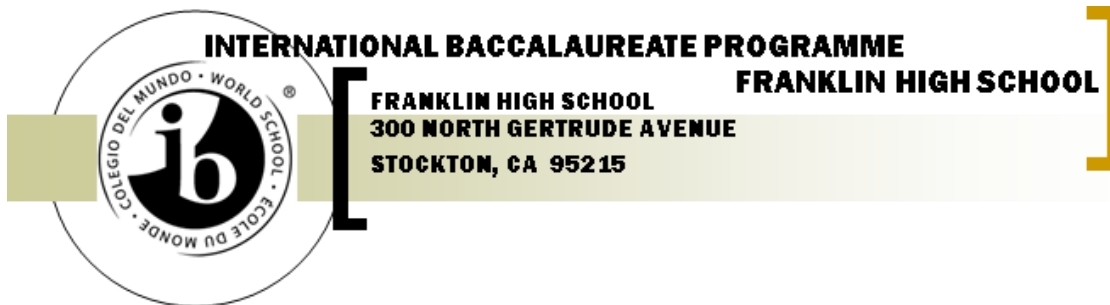


**Franklin High
School
International
Baccalaureate
Middle Years Program**

Personal Project Guide

2016-2017





August 2016

Greetings Parents/Guardians:

Congratulations to you and your child in reaching the final year of the IB Middle Years Program! This year, your child will complete an assessment called the Personal Project. The Personal Project is an individual project that assesses the student's ability to learn independently through research, planning, and development, as well as the overall completion of the project. This project is a mandatory component of the MYP process. It is necessary to complete and receive a passing score in order to enroll in the IB Diploma Program next year.

To help your child meet this goal, they have been given a Personal Project Student Guide. This booklet will help to guide your child through the entire process. Additionally, each student will have a teacher-supervisor to help them navigate the process. The project consists of three main components: a product, a process journal, and a written or oral explanation of the product. Students have the opportunity to choose their topic, which should be meaningful and challenging to the student while not taking over their already busy lives.

Any student not completing the Personal Project and/or all of the requirements leading up to the final product will be placed on social probation, and referred to the MYP Coordinator for a parent conference. Please refer to the back of the letter to see what social probation entails.

In addition, please read the Personal Project Guide for specific details on the project, and take note of the Timeline on page 17. Should you have any questions about the MYP Personal Project, please email Michelle Craven, Personal Project Coordinator at mcraven@stocktonusd.net, or Mr. Calderon, MYP Coordinator at ecalderon@stocktonusd.net.

Sincerely,

M. Craven

E. Calderon

Personal Project Coordinator

MYP Coordinator

Mr. Salas

Principal, Franklin High School

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Overview:

Welcome to the IB MYP Personal Project! This may be your only opportunity in your academic career to have complete freedom to choose whatever topic and project your heart desires. This is your chance to learn something, be creative, develop old skills and learn new ones, and take action in your community.

The MYP personal project consists of three components.

Personal project component	How it is assessed
Focus on topic leading towards a product/outcome	Evident in the presentation/report
Process journal	A selection of extracts in appendices of the report
Report	The content of the report assessed using all four criteria

Aims and Objectives:

The aims of the MYP projects are to encourage and enable you to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments.

The objectives state the specific targets that are set for learning. They define what you will be able to accomplish as a result of your study. They also align with the assessment criteria your project score is based on.

Objective A	Investigating	i. Define a clear goal and global context for the project, based on personal interests ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills
Objective B	Planning	i. Develop criteria for the product/outcome ii. Plan and record the development process of the project iii. Demonstrate self-management skills
Objective C	Taking Action	i. Create a product/outcome in response to the goal, global context and criteria ii. Demonstrate thinking skills iii. Demonstrate communication and social skills

Getting Started:

1. Documenting the Process: Your Process Journal

Your process journal is where you will document your learning throughout your project. You can keep as a word document, create a blog, video, or use any format you like to maintain it. It will be assessed using Criterion B of the Personal Project rubric.

You must provide evidence that you have addressed the four objectives to demonstrate achievement at the highest levels of the criteria.

The process journal is:	The process journal isn't:
<ul style="list-style-type: none">• used throughout the project to document its development an evolving record of intents, processes, accomplishments• a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised• a place for recording interactions with sources, for example teachers, supervisors, external contributors• a place to record selected, annotated and/or edited research and to maintain a bibliography• a place for storing useful information, for example quotations, pictures, ideas, photographs• a means of exploring ideas and solutions• a place for evaluating work completed• a place for reflecting on learning• devised by the student in a format that suits his or her needs• a record of reflections and formative feedback received.	<ul style="list-style-type: none">• used on a daily basis (unless this is useful for the student)• written up after the process has been completed• additional work on top of the project; it is part of and supports the project• a diary with detailed writing about what was done• a static document with only one format.

You must show your supervisor evidence of your process documented in your journals when you meet with him/her.

- Your planning template is the start of your process journal
- Date every entry
- Aim for a minimum of one entry per week. Entries include:
 - Brainstorming and Thinking Maps
 - Notes, charts, short paragraphs
 - Annotated research
 - Bibliography of resources
 - Notes on what has been learned

- Pictures, photographs, sketches
- Artifacts from inspirational visits to museums, performances, etc.
- Self and peer assessment
 - Explanations of how the research was used in the project to reach your goal
 - Challenges/difficulties faced
 - Questions to ask your supervisor and answers received

You must **reflect on your use and development of the Approaches to Learning (see appendix) throughout your process journal!**

2. Select your supervisor with a general topic in mind.➤

- Identify a school staff member who you will meet with at least once per month (during the school year) and who will guide you through your project from start to finish.
- Choose someone you are comfortable working with.
- If you cannot find a supervisor, please meet with the Personal Project Coordinator.

3. Choose your topic. As you think about what topic to choose, consider the following questions to get you started:

- What is something that you have always wanted to learn but have never had the opportunity?
- What problems in our community would you want to solve?
- How do you like to express yourself?
- How and what can you innovate to improve our quality of life or community?

4. Select your Global Context

Inquiring into a topic through a global context enables you to develop a deeper understanding of both the topic and how it relates to the real world. The selected global context will inform the questions that you will ask as you develop your personal project. The global context will help you explain why your project matters.

<p>Identities and Relationships</p>	<p>Who am I? Who are we?</p> <p>Explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human</p> <p>Possible Explorations:</p> <ul style="list-style-type: none"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
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Project Examples:

- Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying
- How online identities impact offline relationships; a research essay
- Keeping culinary traditions; a video series following family recipes with historical relevance
- The effect of mass media on teenage identity; a short film

Orientation in Time and Space

What is the meaning of “where” and “when”?

Explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

Possible Explorations:

- Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange
- Epochs, eras, turning points and “big history”
- Scale, duration, frequency and variability
- Peoples, boundaries, exchange and interaction
- Natural and human landscapes and resources
- Evolution, constraints and adaptation

Project Examples:

- The Euclidean space perspective of the universe; a 3D model
- Explorers in search of a new world; immigration over the ages through visual texts
- The Mayflower and the dream of religious freedom; a personal family history
- Charting a family history through archives and a representational statue

**Personal and Cultural
Expression**

What is the nature and purpose of creative expression?

Explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Possible Explorations:

- Artistry, craft, creation, beauty
- Products, systems and institutions
- Social constructions of reality; philosophies and ways of life; belief systems; ritual and play
- Critical literacy, languages and linguistic systems; histories of ideas,

	<p>fields and disciplines; analysis and argument</p> <ul style="list-style-type: none"> • Metacognition and abstract thinking • Entrepreneurship, practice and competency
<p>Project Examples:</p> <ul style="list-style-type: none"> • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers • Culture and self-expression through dance at the local community arts center; a performance 	
<p>Scientific and Technical Innovation</p>	<p>How do we understand the world in which we live?</p> <p>Explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p> <p>Possible Explorations:</p> <ul style="list-style-type: none"> • Systems, models, methods; products, processes and solutions • Adaptation, ingenuity and progress • Opportunity, risk, consequences and responsibility • Modernization, industrialization and engineering • Digital life, virtual environments and the Information Age • The biological revolution • Mathematical puzzles, principles and discoveries
<p>Globalization and Sustainability</p>	<p>How is everything connected?</p> <p>Explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.</p> <p>Possible Explorations:</p> <ul style="list-style-type: none"> • Markets, commodities and commercialization

	<ul style="list-style-type: none"> • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, natural resources and public goods • Population and demography • Urban planning, strategy and infrastructure •
<p>Project Examples:</p> <ul style="list-style-type: none"> • The struggle for water in developing countries; an awareness campaign • The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation • Education as the tool to change the future of Peru; a workshop for adults • The role of the developing countries in protecting the tropical rain forest; a collection of slides 	
<p>Fairness and Development</p>	<p>What are the consequences of our common humanity?</p> <p>Explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p> <p>Possible explorations:</p> <ul style="list-style-type: none"> • Democracy, politics, government and civil society • Inequality, difference and inclusion • Human capability and development; social entrepreneurs • Rights, law, civic responsibility and the public sphere • Justice, peace and conflict management • Power and privilege • Authority, security and freedom • Imagining a hopeful future
<p>Project Examples:</p> <ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade • Open-market economies and their role in fair trade; a talk for students • Exploring the intersections of race and inequality; a radio broadcast • Asylum seekers and their right to live like us; a painting 	

Here are examples of how the global context will shape your personal project focus.

Example: Rap

Global Context	Examples
Identity and Relationships	Why does rap speak to me?
Orientation in Space and Time	Explore the development of rap as a style of music across continents
Personal and Cultural Expression	Perform a rap song for peers and have a questions and answer session about the song, inspiration, and development

Example: Solar Energy Devices

Global Context	Examples
Scientific and Technical Innovation	Design a 3D model of a solar device with instructions for construction
Orientation in Space and Time	Investigate how, in history, different cultures have made use of energy for different needs
Globalization and Sustainability	Debate Herve Kempf's ideas about "how the rich are destroying the earth"

5. **Develop your goal (SMART: specific, measurable, attainable, relevant, time-based) AND determine your product/outcome.**

You should develop a goal that you can accomplish, but that challenges your knowledge, skills or techniques in an appropriate way. Make sure that you can achieve your goal with the time and resources available to you. Discuss your goal with your supervisor to make sure it is realistic, not too simple, or too complex. Refer to the chart below as a guide.

Challenging goal	Highly challenging goal
A student documents his or her self-taught skills of photography.	A student documents his or her neighborhood through a photography exhibition.
A student creates a durable bag using second-hand materials.	A student creates a range of bags using second-hand materials to exhibit at the local arts center.
A student writes an article on a topic of interest for a journal (school/academic/special interest) and	A student writes and publishes an original book-length feature on a topic of interest.

submits it to an audience.	
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Examples of weak versus strong goal statements:

Weak:

- I will analyze the American presidential election of 2012 by looking at demographics of voters based on age, gender, and race.

Problem: The project is too big!

- I will teach myself to speak Greek.

Problem: The project is too vague.

How will you know when you have achieved your goal? What level of proficiency do you expect to achieve? Do you want to be able to order a meal at a restaurant or comfortably give a 10 minute speech?

Strong:

- Create a preliminary strategic plan for action for a “green school” policy to potentially be implemented at OMHS by the end of the school year.
 - Why is this good? The statement is specific. A “preliminary strategic plan” is precise. The topic of the plan is identified as is the audience who will receive the plan.
- Direct and produce a community performance of the musical *Rent* ready for April 2015.
 - Why is this good? The goal is specific and will be verifiable when the play is presented as scheduled.
- I will record on video a 10 minute sports show on three fall sports that are played at OMHS.
 - Why is this good? The goal can be verified when it is presented. The number of sports to be discussed is specific.

6. Develop your Criteria for Success:

How will you know that your project is successful? This is the only time that you not only get to select your topic but also get to determine how your project will be scored. You will create your own rubric that will be used by your supervisor to evaluate your project. Working with your supervisor, you decide what constitutes a high-quality product/outcome.

You should not define your criteria until you have spent some time researching the goal. Your criteria should only be determined once you have a clear understanding of what you want to achieve and what your product/outcome will be.

Example of Criteria for Success for the following sample project:

A student documents his or her neighborhood through a photography exhibition.

- A clear artist statement explaining your vision and purpose and how they are reflected in your photographs
- Aim to answer the question: What cultural identity does my community reflect?
- A minimum of 10 photographs that reflect your vision and interpretation of your community's culture and identity
- Each photograph must fulfill aesthetic criteria: appropriate use of shadow and light, color, focus, composition

7 Develop Your Process: Determine the steps you will take to reach your goal.

Resources for Investigation and Planning (please see source analysis document in the appendix)

As you begin your project, your knowledge will influence your work. But you must show evidence of new learning throughout your project. Prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project. Therefore, research will be a necessary component of your project's process.

The number and type of resources will vary depending upon the nature of your project; however, to reach the highest levels of achievement through investigating, you must select a range of sources and a variety of source types. Your ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills.

Available sources may include: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

Photography example continued from above:

- Research important community events and their relationship to the community's culture
- Research the aesthetics of photography
- Make a calendar of the events you plan to attend
- Interview community members
-

8. Reflect! Reflect! Reflect!

- You must reflect on your learning throughout your project in order to achieve the highest score on the IB Rubrics.
- These reflections must be included in your process journal.
- Reflection topics include:
 - Your development of the IB Approaches to Learning skills (see below and ATLs in appendix). What ATL skills were your strengths prior to beginning the Personal Project? What skills did you develop as you completed your personal project.
 - Example: Research skills are an important component of your personal project. Once your project is completed you will have evaluated the reliability of sources, selected relevant and reliable sources, and created a properly cited bibliography. If you have never done this before, then you have developed your ATL Information Literacy and Thinking skills!

(please see the ATL document in the appendix for more details)

Self-Management	Organization: managing time and tasks effectively Affective Skills (Managing state of Mind): Mindfulness, Perseverance, Stress management, self-motivation, Resilience Reflection: self-assessment, identifying strengths and weaknesses, reflect on ATL skill development (what do you do well? What needs practice?) What can you do to become a more efficient and effective learner)
Collaboration	Working effectively with others
Communication	Literacy (reading strategies; using and interpreting content-specific resources to achieve goals), using a variety of media in research of presentation, having a variety of presentation skills
Information Literacy	Information Literacy: Finding, interpreting, judging and creating information <ul style="list-style-type: none">i. Make connections between sourcesii. Use critical skills to analyze and interpret media communications Media Literacy: Interacting with media to use and create ideas and information <ul style="list-style-type: none">▪ Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)▪ Demonstrate awareness of media interpretations of events and ideas (including digital social media)▪ Seek a range of perspectives from multiple and varied sources
Thinking	Critical Thinking: Analyzing and evaluating issues and ideas Creative Thinking: Generating novel ideas and considering new perspectives Transfer: Using skills and knowledge in multiple contexts

Writing the Project Report

The MYP personal project report demonstrates -your learning throughout your project. Reflection and self-evaluation are a key component of your process journal entries and should be reflected in your project report. Some questions to consider:

- How has subject-specific learning and the transfer of this learning impacted your project?

- What have you discovered in relation to the project goal and the global context? How have you developed as a learner, specifically your awareness and development of ATL skills?

The report should be presented with the following subheadings. Use the following questions to guide what you should include within each.

Investigating

- What was your SMART goal?
- What made your goal a highly challenging goal?
- How did your personal interests influence the selection of your goal?
- What is your global context? Why did you select this global context?
- What is the relationship between your goal and the global context?
- What relevant prior knowledge did you have?
- What new understandings did you gain from your research?
- What sources did you use?
- How did you know they were credible? Accurate? Relevant? Objective?

Planning

- What were your criteria?
- Why did you select your criteria?
- What makes your criteria rigorous?
- Explain the step-by-step process and timeline you used as you worked to complete your project.
- Refer to specific process journal extracts you included in your appendix.
- How did you manage your time and resources effectively?
- What obstacles did you experience?
- How did you handle those obstacles?

Taking Action

- Describe the product/outcome that you created.
- How does your product/outcome reflect the SMART goal that you developed?
- How does your product/outcome reflect the global context you selected?
- Why did you choose to express your learning through your product/outcome?
- How did you collaborate throughout your project?
- How does your product/outcome reflect new ideas and different perspectives?

Reflecting-

- How does your product/outcome meet each criterion that you developed?
- How can you transfer your newly learned knowledge to other areas of your life?
- How has completing the project extended your knowledge and understanding of your topic?
- How has completing the project extended your knowledge and understanding of the global context you selected?
- Which IB Learner Profile Attributes did you develop throughout the project.

Possible formats for the MYP personal project report are divided into four main areas: written, electronic, oral and visual.

FORMAT	LENGTH
WRITTEN	1,500 – 3,500 words
ELECTRONIC (website, blog, slide show)	1,500 – 3,500 words
ORAL (podcast, radio broadcast, recorded)	13 – 15 minutes
VIRTUAL (film)	13 – 15 minutes

If students submit a multimedia report comprising both written and audio/visual formats, the maximum number of words and time are as follows:

TIME (audio or audio-visual recordings)		WORD LIMIT
3 minutes	AND	1,200 – 2, 800 words
6 minutes	AND	900 – 2,100 words
9 minutes	AND	600 – 1.400 words
12 minutes	AND	300 – 700 words

If a personal project involves group work, each individual student must create his or her own report clearly demonstrating his or her contribution in all stages of the personal project. Further, each student must maintain his or her own process journal.

When submitting the report for assessment, students must include: (see appendix)

- the personal project coversheet
- the completed academic honesty form
- process journal extracts

You should carefully select evidence from their process journals to demonstrate development in all criteria. You should select a maximum of 10 individual extracts to represent the key developments of your project. The extracts should demonstrate how you have addressed each of the objectives. These extracts are submitted as appendices of the report, should be numbered 1 through 10, and referenced in your report as evidence of your learning.

- any supporting visual aids used during the presentation, if applicable
- bibliography/sources.

Assessment:

The IB Personal Project Rubric is available in the appendix. You should use the rubric to understand the performance expectations for your work and to self-assess your project before you submit it.

You can earn up to 32 points, 8 points within each of 4 criteria on the IB MYP Personal Project rubric. Once your supervisor has assessed your project using the Personal Project rubrics, your score will be determined based on the following table:

Personal Project Rubric	IB Grade
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Score	
32 – 28	7
27 – 24	6
23 – 19	5
18 – 15	4
14 – 10	3
9 – 6	2
5 – 1	1

To be awarded a certificate of completion in the MYP Programme, you must receive a score of 4 or better on your Personal Project.

Assessment Criteria

Personal Project	7-8	5-6	3-4	1-2
Criterion A: Investigating	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject- 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject- 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility

	<p>specific knowledge that is consistently highly relevant to the project</p> <p>iii. demonstrate excellent research skills.</p>	<p>knowledge generally relevant to the project</p> <p>iii. demonstrate substantial research skills.</p>	<p>specific knowledge relevant to some areas of the project</p> <p>iii. demonstrate adequate research skills.</p>	<p>ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance</p> <p>iii. demonstrate limited research skills.</p>
Criterion B: Planning	<p>The student is able to:</p> <p>i. develop rigorous criteria for the product/outcome</p> <p>ii. present a detailed and accurate plan and record of the development process of the project</p> <p>iii. demonstrate excellent self-management skills.</p>	<p>The student is able to:</p> <p>i. develop substantial and appropriate criteria for the product/outcome</p> <p>ii. present a substantial plan and record of the development process of the project</p> <p>iii. demonstrate substantial self-management skills.</p>	<p>The student is able to:</p> <p>i. develop adequate criteria for the product/outcome</p> <p>ii. present an adequate plan and record of the development process of the project</p> <p>iii. demonstrate adequate self-management skills.</p>	<p>The student is able to:</p> <p>i. develop limited criteria for the product/outcome</p> <p>ii. present a limited or partial plan and record of the development process of the project</p> <p>iii. demonstrate limited self-management skills.</p>
Criterion C: Taking Action	<p>The student is able to:</p> <p>i. create an excellent product/outcome in response to the goal, global context and criteria</p> <p>ii. demonstrate excellent thinking skills</p> <p>iii. demonstrate excellent communication and social skills.</p>	<p>The student is able to:</p> <p>i. create a substantial product/outcome in response to the goal, global context and criteria</p> <p>ii. demonstrate substantial thinking skills</p> <p>iii. demonstrate substantial communication and social skills.</p>	<p>The student is able to:</p> <p>i. create a basic product/outcome in response to the goal, global context and criteria</p> <p>ii. demonstrate adequate thinking skills</p> <p>iii. demonstrate adequate communication and social skills.</p>	<p>The student is able to:</p> <p>i. create a limited product/outcome in response to the goal, global context and criteria</p> <p>ii. demonstrate limited thinking skills</p> <p>iii. demonstrate limited communication and social skills.</p>
Criterion D: Reflecting	<p>The student is able to:</p> <p>i. present an excellent evaluation of the quality of the product/outcome against his or her criteria</p> <p>ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of</p>	<p>The student is able to:</p> <p>i. present a substantial evaluation of the quality of the product/outcome against his or her criteria</p> <p>ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of</p>	<p>The student is able to:</p> <p>i. present a basic evaluation of the quality of the product/outcome against his or her criteria</p> <p>ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of</p>	<p>The student is able to:</p> <p>i. present a limited evaluation of the quality of the product/outcome against his or her criteria</p> <p>ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of</p>

	the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project.	the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project.	the topic and the global context iii. present adequate reflection on his or her development as an IB learner through the project.	the topic and the global context iii. present limited reflection on his or her development as an IB learner through the project.
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Please see command term definitions in the appendix for clarification of required work.

Appendix:

- Personal Project Timeline p. 17
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Personal Project Timeline



Due Date	Expectations
August 22, 2016	Handbook Sent Home
August 29, 2016	Supervisor Agreement Form due to Watson/Craven
September 1, 2016	Final Topic Proposal Due to Watson/Craven
September 23, 2016	<ul style="list-style-type: none">Choose a global context & create a SMART goal.Continue your Research. Discuss your progress & challenges with your supervisor.Continue writing in your process journal. You should have at least <u>6</u> entries. MEET WITH YOUR SUPERVISOR AND RECORD THE MEETING ON YOUR ACADEMIC HONESTY FORM.(Evidence Check # 1)
October	<ul style="list-style-type: none">Continue your Research. Discuss your progress & challenges with your supervisor.Develop your project's criteria.Develop & Begin implementing a action plan for creating/doing your project.Continue writing in your process journal. You should have at least <u>9</u> entries.
November 7, 2016	<ul style="list-style-type: none">Bring everything you have completed thus far to Watson/Craven (class points)Continue implementing your Action plan to create/do your project.If needed, discuss challenges with your supervisor and work on developing solutions.Continue writing in your process journal. You should have at least <u>12</u> entries.Decide on a format for your report. Begin creating the draft for your report by doing the Investigation section.
December 16, 2016	<ul style="list-style-type: none">MEET WITH YOUR SUPERVISOR AND RECORD THE MEETING ON YOUR ACADEMIC HONESTY FORM.(Evidence Check # 2)Continue writing in your process journal. You should have at least <u>15</u> entries.Continue developing the draft of your report. Do the Planning section.
February 17, 2017	<ul style="list-style-type: none">TURN IN A DRAFT OF THE 1ST 2 SECTIONS OF YOUR REPORT TO CRAVEN/WATSON.Finalize your project.Add to your process journal as necessary.Select (with the help of your supervisor) the 10 process journal extracts that will be included with your report.Continue developing the draft of your report. Do the Taking Action section.
March 17, 2017	<ul style="list-style-type: none">Finish developing the draft of your report. Do the Reflecting section.Email your draft to your supervisor for feedback.Complete the MYP Personal Project Coversheet.
April 14, 2017	<ul style="list-style-type: none">Develop a way to display and/or present your project at the Showcase.MEET WITH YOUR SUPERVISOR AND RECORD THE MEETING ON YOUR ACADEMIC HONESTY FORM.(Evidence Check # 3)
April 17, 2017	<ul style="list-style-type: none">TURN IN YOUR FINAL DRAFT TO WATSON/CRAVEN.Presentation Dates & Showcase TBA

Supervisor

Meeting Notes

DATE	MAIN POINTS DISCUSSED	SIGNATURE/INITIALS

Evaluating Sources

Please use this format to evaluate every source you use as you work on your personal project.

1. Credibility (Origin)	Who is the source's author? What are the author's credentials? Who is the publisher?
2. Currency	What is the date of publication? For websites, when was the site last updated?
3. Point of view or bias (Purpose or Limitations)	What is the intended purpose? Is it easy to make out the author's opinions?
4. Coverage	Is the work a primary or secondary source?
5. Relevance and value	What have you learned from this source? How will it help you achieve your product/outcome?

Citing Your Sources/Creating your Bibliography

Citing your sources is critical to ensure your project's credibility. It also gives credit to the people whose ideas you are using/borrowing and is central to your development as a principled and ethical writer. Proper citation is necessary to avoid plagiarism/violations of the academic honesty policy and the potential academic consequences resulting from plagiarism.

You must cite your research at the end of your project in the bibliography using MLA formatting. Below are resources that will guide you in properly citing your sources.

<https://owl.english.purdue.edu/owl/resource/747/01/>

The Purdue University Online Writing Lab (OWL) is your one-stop site for all things writing related. This site will take you to the MLA citation page but look around and you will find other valuable writing tips and tools. Be sure to use the appropriate citation format for your type of source (magazine, book, website, etc.)

www.easybib.com/

<http://www.bibme.org/>

These sites automatically generate citations based on the information you enter.

<http://www.citationmachine.net/>

Works Cited Page Example: (note not only the format of the content but also the spacing and indentations used)

Works Cited

"Blueprint Lays Out Clear Path for Climate Action." *Environmental Defense Fund*. Environmental Defense Fund, 8 May 2007.

Web. 24 May 2009.

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web.

25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May

2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *rogerebert.com*. Sun-Times

News Group, 2 June 2006. Web. 24 May 2009.

GlobalWarming.org. Cooler Heads Coalition, 2007. Web. 24 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International*

Journal of Sustainable Development and World Ecology 14.1 (2007): 27-36. Print.

An Inconvenient Truth. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Taken From: *The Purdue OWL*. Purdue U Writing Lab, 2010. Web. 2 June 2014.

Important Terms

Glossary of terms	MYP definitions
Appendix	Supplementary material at the end of a text that usually includes supporting documents or additional information. The appendix follows your bibliography. Your personal project excerpts will be included in your project report's appendix along with any pictures, sketches, etc. that demonstrate your progress along the way.
Bibliography	An alphabetical list of every source used to research the project
Criteria	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student
List of references	An alphabetical list of only those sources that are cited in the project presentation or report
Outcome	The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign
Process journal	A generic term to refer to the documentation that students develop during the process of completing the MYP project
Product	The end result of the student's personal project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model
Report	A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible

Command terms

Command terms	MYP definitions
Create	To evolve from one's own thought or imagination, as a work or an invention
Define	Give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application
Develop	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
Formulate	Express precisely and systematically the relevant concept(s) or argument(s)
Identify	Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature
Justify	Give valid reasons or evidence to support an answer or conclusion
Outline	Give a brief account

MYP Personal Project COVERSHEET

Student Name
Student number
School name
School number
Supervisor name

Title of the project:

--

Goal of the project:

--

Length (word count and/or presentation time):

--

Included when submitting the project

A completed academic honesty form

Process journal extracts

Any supporting visual aids used during the presentation, if applicable

Bibliography/sources ☐

MYP Personal project ACADEMIC HONESTY FORM

Student name

Student number		
School name		
School number		
Supervisor name		
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>		
Date	Main points discussed	Signature/initials
Meeting 1		Student: Supervisor:
Meeting 2		Student: Supervisor:
Meeting 3		Student: Supervisor:
Supervisor comment		
<p>Student declaration</p> <p>I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p> <p>Supervisor declaration</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>		
Student's signature	Date	
Supervisor's signature	Date	



International Baccalaureate Middle Years Programme
MYP Personal Project 2016-2017
Supervisor Information and Agreement



To the student: Please give this form to your project supervisor to read and complete. After having them sign this agreement, please return it to the PP coordinator.

Student Name: _____

POSSIBLE topic (you don't have to commit yet): _____

To the supervisor:

All students in the International Baccalaureate Middle Years Programme are expected to complete a personal project as their culminating 10th grade experience. The personal project can take many forms—a work of art, a science experiment, a community service project—but it is a long-term project based in an area of interest for the student. As a supervisor, you will need to

- **Become familiar with the deadlines and assessment criteria for the project.**
- **Attend a few mandatory supervisor meetings during the school year.**
- **Meet with your student on a regular basis (typically at least once each month) between now and March 2017 to monitor progress, give feedback, and offer suggestions for next steps.**
- **Contact the personal project coordinator if your student is not fulfilling the requirements for the project.**
- **Complete a final evaluation of your student's work using the IB MYP assessment criteria for the personal project and submit it to the personal project coordinator.**

Before signing, please check off the following:

- ☐ I have read and agree to the above supervisor requirements.
- ☐ The student and I have exchanged contact information and discussed the best ways to stay in communication about the project.
- ☐ The student and I have decided on a first meeting date in order to begin the personal project process.

Our first project meeting date will be _____

Supervisor name: _____

***Supervisor signature** _____

****Your signature on this form indicates agreement to the duties listed above.***

Parent / Guardian Signature: _____

Parent/ Guardian Telephone: _____

Parent/ Guardian Email: _____

Communication	<i>How can students communicate through interaction?</i>	<p>Exchanging thoughts, messages and information effectively through interaction .</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Participate in, and contribute to, digital social media networks • Collaborate with peers and share ideas with multiple audiences using a variety of digital environments and media
	<i>How can students demonstrate communication through language?</i>	<p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class/Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Organize and depict information logically/Structure information in essays and reports
Collaboration	<i>How can students collaborate?</i>	<p>Working effectively with others</p> <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships • Practice empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions / Advocate for one's own rights and needs • Manage and resolve conflict and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas / Give and receive meaningful feedback • Negotiate effectively • Encourage others to contribute / Exercise leadership and take on a variety of roles within groups

Self-Management	<p>Organization</p> <p><i>How can students demonstrate organization skills?</i></p>	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> Plan short- and long-term assignments; meet deadlines / Keep and use a weekly planner Create plans to prepare for summative assessments (examinations and performances) Set goals that are challenging and realistic Plan strategies and take action to achieve personal and academic goals Bring necessary equipment and supplies to class Keep an organized and logical system of information files/notebooks Use appropriate strategies for organizing complex information Select and use technology effectively and productively
	<p>Affective</p> <p><i>How can students manage their own state of mind?</i></p>	<p>Managing state of mind</p> <ul style="list-style-type: none"> Mindfulness: Practice focus and concentration, strategies to develop mental focus and to overcome distractions, being aware of body–mind connections Perseverance Demonstrate persistence and perseverance and delaying gratification Emotional management Practice strategies to overcome impulsiveness and anger, prevent and eliminate bullying, and reduce stress and anxiety Self-motivation Practice analyzing and attributing causes for failure, managing self-talk, and positive thinking Resilience Practice: “bouncing back” after adversity, mistakes and failures; “failing well”; dealing with disappointment and unmet expectations; dealing with change
	<p>Reflection</p> <p><i>How can students be reflective?</i></p>	<p>(Re)considering the process of learning; choosing and using ATL skills</p> <ul style="list-style-type: none"> Develop new skills, techniques and strategies for effective learning Identify strengths and weaknesses of personal learning strategies (self-assessment) Demonstrate flexibility in the selection and use of learning strategies Try new ATL skills and evaluate their effectiveness Consider content: What did I learn about today? What don’t I yet understand? What questions do I have now? Consider ATL skills development: What can I already do? How can I share my skills to help peers who need more practice? What will I work on next? Consider personal learning strategies: What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What factors are important for helping me learn well?

		<ul style="list-style-type: none"> ▪ Focus on the process of creating by imitating the work of others ▪ Consider ethical, cultural and environmental implications ▪ Keep a journal to record reflections
Research	<p>Information Literacy</p> <p><i>How can students demonstrate information literacy?</i></p>	<p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> ▪ Collect, record and verify data ▪ Access information to be informed and inform others ▪ Make connections between various sources of information ▪ Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information ▪ Use memory techniques to develop long-term memory ▪ Present information in a variety of formats and platforms ▪ Collect and analyze data to identify solutions and make informed decisions ▪ Process data and report results ▪ Evaluate and select information sources and digital tools based on their appropriateness to specific tasks ▪ Understand and use technology systems ▪ Use critical literacy skills to analyze and interpret media communications ▪ Understand and implement intellectual property rights ▪ Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions ▪ Identify primary and secondary sources
	<p>Media Literacy Skills</p> <p><i>How can students demonstrate media literacy?</i></p>	<p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> ▪ Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) ▪ Demonstrate awareness of media interpretations of events and ideas (including digital social media) ▪ Make informed choices about personal viewing experiences ▪ Understand the impact of media representations and modes of presentation ▪ Seek a range of perspectives from multiple and varied sources ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats ▪ Compare, contrast and draw connections among (multi)media resources

Thinking	Critical Thinking	<p>Analyzing and evaluating issues and ideas</p> <ul style="list-style-type: none"> ▪ Practice observing carefully in order to recognize problems
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	<p><i>How can students think critically?</i></p>	<ul style="list-style-type: none"> ▪ Gather and organize relevant information to formulate an argument ▪ Recognize unstated assumptions and bias ▪ Interpret data ▪ Evaluate evidence, arguments and propositions ▪ Draw reasonable conclusions and generalizations; Test generalizations and conclusions ▪ Revise understanding based on new information and evidence ▪ Evaluate and manage risk ▪ Formulate factual, topical, conceptual and debatable questions ▪ Consider ideas from multiple perspectives ▪ Develop contrary or opposing arguments ▪ Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding ▪ Propose and evaluate a variety of solutions ▪ Identify obstacles and challenges ▪ Use models and simulations to explore complex systems and issues ▪ Identify trends and forecast possibilities ▪ Troubleshoot systems and applications
	<p>Creative Thinking</p> <p><i>How can students be creative?</i></p>	<p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> ▪ Use brainstorming and visual diagrams to generate new ideas and inquiries ▪ Consider multiple alternatives, including those that might be unlikely or impossible ▪ Create novel solutions to authentic problems ▪ Make unexpected or unusual connections between objects and/or ideas ▪ Design new machines or improvements to existing machines, media and technologies ▪ Apply existing knowledge to generate new ideas, products or processes ▪ Make guesses, ask “what if” questions and generate testable hypotheses ▪ Create original works and ideas; use existing works and ideas in new ways ▪ Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments ▪ Practice visible thinking strategies and techniques ▪ Generate metaphors and analogies
	<p>Transfer</p> <p><i>How can students transfer skills and knowledge across disciplines and subject groups?</i></p>	<p>Using skills and knowledge in multiple contexts</p> <ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding (make connections) across multiple subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions • Transfer current knowledge to learning of new technologies • Change the context of an inquiry to gain different perspectives

MYP Personal Project

Student Commitment Contract

Name: _____

I have read the Handbook and I understand the expectations of the Personal Project and I will abide by them. I will regularly meet with my supervisor and I will present work to be discussed and assessed. **I will abide by all due dates and accept the consequences if I do not meet those deadlines.** I understand the term plagiarism and I will not engage in it.

Student Signature: _____ Date: _____

As the parent of _____, I agree to support them in all aspects of the Personal Project. I have read the Personal Project Handbook and understand the Timeline and the consequences for not meeting deadlines and/or not completing the project.

Parent Signature: _____ Date: _____

PARENT COPY (Keep for your records)

MYP Personal Project

Student Commitment Contract

Name: _____

I have read the Handbook and I understand the expectations of the Personal Project and I will abide by them. I will regularly meet with my supervisor and I will present work to be discussed and assessed. **I will abide by all due dates and accept the consequences if I do not meet those deadlines.** I understand the term plagiarism and I will not engage in it.

Student Signature: _____ Date: _____

As the parent of _____, I agree to support them in all aspects of the Personal Project. I have read the Personal Project Handbook and understand the Timeline and the consequences for not meeting deadlines and/or completing the project.

Parent Signature: _____ Date: _____

SCHOOL COPY- (PLEASE RETURN TO SCHOOL SIGNED AND COMPLETED)