

Name: _____



The Personal Project

Personal Project Timeline

Date	What should be done?	Advisor	Teacher
11/3/2015	Select and meet with advisor on 11/3/2015. Academic Honesty Form, page 8 is signed and turned into Advisor.		
11/4/2015	Academic Honesty Form turned in and advisor has been chosen.		
11/5/2015 – 1/11/2016	1. Brainstorm – pages 13-14		
1/12/2016	2. Complete Page 15, “Pick Your Topic.” Meet with advisor.		
1/14/2016	Topic has been selected and advisor has been made aware of topic.		
1/13/2016	3. Begin research.		
2/9/2016	4. Complete Global Context on page 21.		
2/12/2015	5. Complete Self-Assessment #1 on page 22 to take to advisor on 2/16/2016.		
2/16/2016	Meet with advisor to discuss completed Self-Assessment Rubric #1 on page 23.		
2/16/2016	6. Identify Steps to Achieving Your Goal on page 24.		
2/23/2016	7. Complete Self-Assessment #2 on page 25 to take to advisor on 3/15/2016.		
3/15/2016	Meet with advisor to discuss completed Self-Assessment Rubric #2 on page 25.		
3/16/2016	8. Start Writing!		

Date	What should be done?	Advisor	Teacher
3/29/2016	9. Complete Self-Assessment #3 on page 28 to take to advisor on 4/12/2016.		
Spring Break	Spring Break – Project is due on 4/20/2016 – May want to use this time to finish up some items.		
4/12/2016	Meet with advisor to discuss completed Self-Assessment Rubric #3 on page 29.		
4/13/2016 – 4/19/2016	Complete Last Things, on page 30.		
4/20/2015	Wrapping Up – Everything is due!!! 1. Process Journal 2. Product 3. Written Report		

Personal Project Information

What is the Personal Project?

Have you ever wanted to build a musical instrument? Discover the physics of baseball? Plan a leadership seminar? The Personal Project is **your** chance to do what **you** want to do, to show the skills that you have developed in the MYP and to apply that knowledge to your goal. The Personal Project will help you to hone these abilities and, in effect, prepare you for life and Senior Exhibition.

All grade 10 students at North High School are *required* to complete a Personal Project in the culminating year of the Middle Years Program. The Personal Project is a significant piece of work that is the product of your own initiative and creativity. You will research a topic thoroughly, create a product, and write a reflection about the process of learning and creating your product. Finally, you will share your product with the School community April 20, 2016.

When will I complete the Personal Project?

The majority of the Personal Project work will be completed **independently outside of school**. You are expected to spend an extended period of time working on the project. Many students spend fifty to sixty hours on the entire project. There will be five meetings with an advisor to make sure you are on the correct path and making progress toward your goal. The personal project is something you should enjoy doing. It will be hard work that is worthwhile.

What can I do for my Personal Project?

The project can take many different creative forms. It can be:

- an original work of art: painting, sculpture, movie, dance or music
- a science experiment
- a piece of literary fiction, collection of short stories, poetry, novella or play
- an invention or specifically-designed object
- a community service activity
- a video or multimedia presentation
- a presentation of a developed business, management or organizational plan for a company, concept or community organization
- a written piece of work on a social or psychological topic
- other reasonable idea as approved by advisor

Can I do a project with a friend?

Group projects are NOT allowed. Students may ask peers only for help.

At the conclusion of the Personal Project you will submit:

The Process Journal Extracts	The Personal Project Checklist	The Product	The Report
The process journal is a tool used for documenting the process. You must show evidence of regular use of the process journal. While legibility is important, quality is more important than neatness and presentation. The journal can be written, visual, audio or a combination of these. You will need to select ten extracts from this journal to demonstrate your mastery of the objectives	The Personal Project Checklist is a list of project deadlines and mandatory meetings with your advisor. You are required to have this signed after every meeting with your advisor. The Checklist can be found in the front of this Handbook.	This product is an original piece of work. You must define realistic specifications to measure the quality of your product. Products can be an original work of art, a model, a business plan, a campaign, a community service project, an architectural drawing, an essay, a course of study, a debate, a film or some other work.	The Report is a written document where you will review your process and reflect specifically on your learning and achievement. Finally, you will be required to give a presentation that highlights your project and what you have learned.

Your Advisor/ English Teacher will be assessing your project using the following components:

Personal product components	How it is assessed	Who assesses it?
1. Process Journal	A selection of extracts in the appendices of the report	Advisor
2. Personal Project Checklist	Will be monitored and used by your English teacher	English Teacher
3. Focus on the topic leading toward a product/ outcome	Evident in the presentation and/ or report	Advisor
4. Report (see next page)	The content of the report	Advisor

How long does the report have to be?

The length of the report depends on how long your presentation is planned to take. Since this is a personal project the report can take different forms.

The chart below gives guidelines for the length of the written report and presentation length times

Oral presentation (may include audio or audio-visual recording)	Length of the written report
3 minutes	1,200 – 2,800 words (approx. 6 to 8 page report double-spaced)
6 minutes	900 – 2,100 words (approx. 4 to 6 page report double-spaced)
9 minutes	600 – 1,400 words (approx. 5 to 6 page report double-spaced)
12 minutes	300 – 700 words (approx. 2 to 4 page report double-spaced)

**Oral, visual and multimedia reports MUST be recorded for possible submission to International Baccalaureate for standardization purposes.

Presentations are tentatively scheduled for April 20th.

Overall: How is the Personal Project being graded?

Once your project is completed you will be assessed in the four following areas: Investigating, Planning, Taking Action and Reflecting. There are 8 points possible in each area.

Criterion A: Investigating

Students should...

1. Define a clear goal and global context for the project, based on personal interest.
2. Identify prior learning and subject-specific knowledge relevant to the project.
3. Demonstrate research skills.

Criterion B: Planning

Students should...

1. Develop criteria for the product/ outcome.
2. Plan and record the development process of the project.
3. Demonstrate self-management skills.

Criterion C: Taking Action

Students should...

1. Create a product/outcome in response to the goal, global context and criteria.
2. Demonstrate thinking skills.
3. Demonstrate communication and social skills.

Criterion D: Reflecting

Students should...

1. Evaluate the quality of the product/ outcome against their criteria.
2. Reflect on how completing the project has extended their knowledge and understanding of the topic.
3. Reflect on their development as IB learners through the project.

The Personal Project points will be converted into an IB grade using the IB Boundary Scale and recorded on your report card at the end of the year.

IB grade	Project total point boundaries
1	1 – 5
2	6 – 9
3	10 – 14
4	15 – 18
5	19 – 23
6	24 – 27
7	28 – 32

Beginning with the End in Mind:
Select your Advisor - Choose Wisely!

Find an Advisor and Complete the Academic Honesty Form

Any teacher on campus can be an advisor to you. Find someone who you know or have had as a teacher. Fill out the form below.

Your advisor must be a North High School faculty member or administrator. You are required to meet with your advisor at least 5 times before your presentation. Your advisor will help guide you through the personal project but it is YOUR responsibility to take the initiative in organizing, recording, and reflecting on the meetings with your advisor.

Your Advisor WILL...

- Help you create specifications for your personal project.
- Assist you in establishing a timetable with deadlines.
- Review the assessment criteria with you.
- Provide advice on how to organize and use a process journal.
- Explain the importance of personal reflection and analysis.
- Give formative feedback.
- Stress the importance of positive attitudes such as initiative, willingness to correct or perfect your work, responsibility and a sense of organization.
- Review the requirements for academic honesty.

Your Advisor will NOT...

- Be obligated to make up a meeting you have missed.
- Necessarily be an expert on your topic.
- Seek out an expert for you.

My Advisor is _____

His/ Her email address is _____

His/ Her room number is _____

Your teacher will provide you with the Academic Honesty Form which will be:

Due to English Teacher: November 4, 2015

The Process Journal

(Required as part of Personal Project)

The process journal is a tool used for documenting your journey through the Personal Project and will guide you in writing your research report. It must be used consistently to record your thoughts, plans, research, actions and reflections as you create your product. The journal may be written, visual, audio or any combination of these forms. The written form may be recorded on paper or electronically.

The Process Journal should be divided into four sections.

These sections directly correspond with the final Written Report and are designed to facilitate the process. Listed below are the four sections and **suggestions** for entries that might be included in each section.

1. Brainstorming *(Think about your goals!)*

- List your brainstorming ideas.
- Describe your goal, including the essential question, final product and what your presentation will look like.
- Explain what inspired you to select this idea.
- Explain what Approaches to Learning you used while completing your project.
- Explain the steps you will take to complete research and to create the product.
- Describe what others will learn through your project.
- List the specifications that will determine if your project is successful.
- Make a timeline that will help you accomplish your steps.
- Before and after winter vacation make a revised timeline to meet your goals.
- After winter vacation, reassess your specifications and explain if they are still accurate or if you need to revise them.
- Continue to add check-off lists, calendars and other planning devices to section.

2. Pick your Topic *(What are you interested in?)*

- What is something that will hold your interest?
- Is there something you have prior knowledge of and what to know more about?
- What interests does your advisor have?
- Can your advisor help with your topic, or have you chosen something they know nothing about?

3. Research (What are your sources and how will you apply information?)

NOTE: Prior knowledge alone does not provide sufficient depth or breadth of inquiry for the Personal Project.

- In this section you will keep notes from your sources.
- Begin by listing the information that you already know, as related to your project.
- List questions that will need to be answered through research in order to complete a thoughtful project.
- Explain how you applied research information throughout the project as you decided what actions to take.
- See the research Process section of this handbook.

4. Global Context

- In what areas can we apply your knowledge?
- How will this solve a problem?
- How will this help mankind?
- How will this impact the environment?
- How does this explain human interactions?

Steps to Achieving the Goal

- Explain each task you completed to create the final product and prepare for the presentation.
- Include documentation of the process, including: screenshots, sketches, outlines, emails, photographs and models.
- Explain how you are focusing and expanding on your essential question.
- Throughout the process, explain how you are meeting your specifications.
- Evaluate the quality of the product at different stages of the process.
- Justify decisions made during the process.
- Evaluate the outcome or product using the specifications.

4. Reflecting

Reflect on your approaches to learning:

- Explain how you stay organized. Is the method you started with the same method you ended with?
- Explain how you stayed motivated.
- Explain how well you did research and how you could improve this skill.
- Explain which resource was the most useful. Did this surprise you? If so, how can you use this type of resource in the future?
- Describe a method of time management that worked well for you.
- Explain how you learned to communicate more clearly with others and learned to take initiative.

Explain your link to the chosen Global Context (Refer to the Global Context page 9 in this handbook):

- List all that you learned about your Essential Question.
- Describe how your presentation will communicate these ideas.
- Explain the feedback you received from others and if others brought new ideas to your topic.

Reflecting on the topic:

- Explain how you have met your specifications.
- Explain how your thoughts about your topic have changed.
- Explain how your ideas about yourself have changed, as a person or local/global citizen.
- Describe how you will/ will not pursue this topic in the future. Be specific.

1. Brainstorming!

Let's get started: Brainstorming!

- ✓ Think about the questions below.
- ✓ Get input from your parents, teachers, and friends.
- ✓ Fill out this sheet completely and thoughtfully.
- ✓ Bring this form to your advisor on January 12, 2016.

1. *What kind of learner am I?*

2. *What do I enjoy doing in my spare time?*

3. *What are some things I do really well?*

4. *What are some things I would like to do better?*

5. *What ideas/issues/questions interest me?*

6. *How can I contribute to the local community?
The global community?*

7. *How can I take care of my mental and physical health?*

8. *What are my responsibilities to the environment and
how can I address them?*

Brainstorming Cont...

You have heard all about the requirements for the personal project, so let's get started.

Look at page 13 in your handbook and answer the questions here. There are no wrong answers! You do not have to use complete sentences just get all your thoughts down in this journal. The purpose of brainstorming is to get as many ideas down on paper as you can; then you can look at all your ideas before deciding on one topic.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

2. Pick Your Topic (Choose Wisely!)

There comes a time when you just have to make a choice. Now is the time! Fill out the sections below to let your advisor know what your project is going to be. Refer to pages 9 & 13 in your handbook to help.

My topic is:

The product or outcome will be:

The criteria I will use to evaluate my product/ outcome will be...

To earn an A, my project will include:

To earn a B, my project will include:

3. Research – The Process

Read all of the following steps before beginning:

Step 1: Planning

In your journal, answer the following questions:

- What do you already know?
- What do you want to know more about?
- What are the key terms and critical questions to guide your research? If you are unsure ask the librarian or your advisor for advice.

Step 2: Locating and Gathering:

In your journal, explain your process as you complete the applicable tasks below:

- Visit the library. Where does the librarian advise you to begin?
- Speak to a specialist. This might be a neighbor, a relative, a company representative or more. If you do not know a specialist, who might introduce you to one?
- Find a web site that is reliable.
- Which books are helpful?
- Which newspapers have relevant articles?
- Are there magazines and journals that focus on your area of interest?
- Find documentaries or movies that might provide information.
- Is there a North student who previously completed an exemplary project on this topic?
- Visit a museum that is relevant to your subject.

Step 3: Selecting and Assessing: the Annotated Bibliography

- First, a full MLA citation should be created for each source.
 - If you need help creating MLA form citations try the following web sites:
 - <https://owl.english.purdue.edu/>
 - <http://www.citefast.com>
 - <http://www.citationmachine.net>
 - <http://www.noodletools.com>
 - The short paragraph can also be copied and pasted in to the Selection of Sources section of the **written report**.
- Assess the sources' reliability in a paragraph that will become part of the annotated bibliography.

Now you are ready to begin.....

You need to know everything you can about your project. You need to know all about its past, present and future. Look on the Internet, read articles, watch videos, do interviews to gain background information and information that will help you create your product or outcome. Make sure you write down the sources you used because you will need to cite them in your report.

From the Internet – make sure you write the URL so you can find the site again!

URL: _____

Summary of what you found:

URL: _____

Summary of what you found:

URL: _____

Summary of what you found:

Books/ Newspaper Articles/ Journals – When citing any written work, you must know the title, author and when the work was written.

Title: _____

Author: _____

Date: _____

Summary of what you found:

Title: _____

Author: _____

Date: _____

Summary of what you found:

Title: _____

Author: _____

Date: _____

Summary of what you found:

Interviews - People who gave you information about your project:

Name: _____

Summary of what you found:

Name: _____

Summary of what you found:

Name: _____

Summary of what you found:

Any other notes about your research:

4. Global Context: An Overview

Global Context	Examples of personal projects
Identities and relationships Students will 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.	<ul style="list-style-type: none"> • An awareness campaign about digital citizenship and cyber bullying. • A research essay on how online identities impact offline relationships. • A short film on the effects of mass media on teenage identities.
Orientation in space and time Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations, and migrations; the relationships between and the interconnectedness of individuals and civilizations from personal, local and global perspectives.	<ul style="list-style-type: none"> • A 3-D model of the Euclidean space perspective of the universe. • A display of immigration over a given time period. • A display of photographs that demonstrate the changing times.
Personal and cultural expression Students will explore the ways in which we discover and/or express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<ul style="list-style-type: none"> • A short film that shows how video games are an expression of our culture. • A dance performance that expresses self-awareness and culture.
Globalization and sustainability Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	<ul style="list-style-type: none"> • An awareness campaign about the struggle for water in developing countries. • A visual presentation of the financial crises of Europe and the European Economic Community of the United States.
Scientific and technical innovation Students will explore the natural world and the interactions between people and the natural world; how humans use their understanding of scientific principles; the impact of the environment on human activity; how humans adapt the environment to meet their needs.	<ul style="list-style-type: none"> • An informational talk about anti-matter. • A power point on genetics and their importance to a person's health. • An investigative report about the use of stem cells being used in organ transplants.
Fairness and development Students will explore rights and responsibilities; sharing finite resources with other people and with other living things' access to equal opportunities.	<ul style="list-style-type: none"> • A radio broadcast that explores the intersection of race and inequality. • A painting depicting asylum seekers and their right to live like us.

Global Context Cont... What is the global context that encompasses your project?

Your project needs to make a connection with what you have learned to the real world and state how it is connected to the world. Look at page 11 and 20 in your handbook to read about the 6 different Global Contexts and choose one that best reflects your project. Complete the statement below...

The global context that best reflect my project is:

Because

[illegible]

5. Reflection – Self Assessment 1

Now it is time to think about how you are doing so far. Answer the following questions and reflect on how your project is coming along. Be sure to review this with your advisor and have him/her sign off that this has been completed.

1. Title of your project:_____
2. Global Context:_____
3. How much time have you spent working on your project? _____ hours
4. How have you documented the process?_____
5. What is the greatest strength of your project? _____

6. What do you need to do better? How will you improve this? _____

7. What have you learned through your research? Which source was the most useful and reliable? _____

8. What is the greatest difficulty you have had in completing your project?

9. What new ideas have you learned from the process?

Self Assessment #1

Complete this with your advisor. Be sure the questions from page 22 are answered before you arrive to meet with your advisor.

Due Tuesday, February 16th

Name: _____

Advisor: _____

Complete this side with your advisor.

Approaches to Learning	Unsatisfactory	Satisfactory	Good	Excellent
Communicated with advisor on a regular basis.				
Sought help when necessary.				
Worked independently.				
Organized time effectively.				
Met deadlines.				
Effort.				

MYP Assessment Criteria	Criteria Domains	Maximum Achievement Level	Achievement Level
A	Investigating	8	
B	Planning	8	
C	Taking Action	8	
D	Reflecting	8	

My goal is to have a presentation that is _____ minutes long and a report that is _____ words in length.

6. Steps to Achieving your Goal

Now that you have been working on completing your project, review your progress. Make a “To Do List” below. Write everything down that you still need to do. Have you completed your research yet? What other information do you need? Do you need to talk to anyone that can help you with your project? What materials do you need to create your outcome? Do you need to spend time writing your report? Have you completed a process journal in this handbook or in another location? Have you created deadlines for yourself to make sure everything gets done? Are you on schedule? Do you need to revise your timeline? Be realistic about what you need to do and how long it will take.

My To Do List:

[illegible]

7. Reflection – Self Assessment 2

Complete the following self-assessment to take with you when you meet with your advisor. This will help you review what you have done and what you need to do. Some of the answers may be the same from Self- Assessment #1.

1. Title of your project: _____
2. Global Context: _____
3. How much time have you spent working on your project? _____ hours
4. How have you documented the process? _____
5. What is the greatest strength of your project? _____

6. What do you need to do better? How will you improve this? _____

7. What have you learned through your research? Which source was the most useful and reliable? _____

8. What is the greatest difficulty you have had in completing your project?

9. What new ideas have you learned from the process?

Self Assessment #2 – Rubric

Let's look back again on how you are doing. The answer the following questions and reflect on how your project is coming along. Some of your answers will be the same but some will be different. Be honest with yourself and your advisor. (Be sure to review this with your Advisor and have them sign off that this was completed.)

Due Tuesday, March 15, 2016

Name: _____

Advisor: _____

Complete this side with your advisor.

Approaches to Learning	Unsatisfactory	Satisfactory	Good	Excellent
Communicated with advisor on a regular basis.				
Sought help when necessary.				
Worked independently.				
Organized time effectively.				
Met deadlines.				
Effort.				

MYP Assessment Criteria	Criteria Domains	Maximum Achievement Level	Achievement Level
A	Investigating	8	
B	Planning	8	
C	Taking Action	8	
D	Reflecting	8	

My goal is to have a presentation that is _____ minutes long and a report that is _____ words in length.

8. START WRITING!!!!

If you have not started writing your report, now is the time to begin.

The report you write is a written summary of the complete process you have gone through to complete your project. It should include the following:

- Introduction to your project – What did you choose, what is your global context and why you choose the project?
- Overview of your project - What did you do to complete your project? Make sure you include everything: the research you did, the planning you did, the “To Do List” you created, how many times you changed your mind about what your outcome was going to be, what elements your outcome had to have to be considered “good”. This part of your report will be long. Make sure you include the study skills you used to complete your project as well.
- An overall reflection of your outcome - How did your project turn out? Do you think you did a good job? Why or why not? If you had to do this again, what would you change? What would you do the same? What does your advisor think about how you did?

9. Reflection – Self Assessment 3

Time is running out for you to complete your project! How are you doing? Answer the following questions and reflect on how your project is coming along again. Some of your answers will be the same but some will be different. Be honest with yourself and your advisor. (Be sure to review this with your Advisor and have them sign off that this was completed.)

1. Title of your project: _____
2. Global Context: _____
3. How much time have you spent working on your project? _____ hours
4. How have you documented the process? _____
5. What is the greatest strength of your project? _____

6. What do you need to do better? How will you improve this? _____

7. What have you learned through your research? Which source was the most useful and reliable? _____

8. What is the greatest difficulty you have had in completing your project?

9. What new ideas have you learned from the process?

Complete the Self Assessment #3 with your Advisor

Due Tuesday April 12th

Name: _____

Advisor: _____

Complete this side with your advisor.

Approaches to Learning	Unsatisfactory	Satisfactory	Good	Excellent
Communicated with advisor on a regular basis.				
Sought help when necessary.				
Worked independently.				
Organized time effectively.				
Met deadlines.				
Effort.				

MYP Assessment Criteria	Criteria Domains	Maximum Achievement Level	Achievement Level
A	Investigating	8	
B	Planning	8	
C	Taking Action	8	
D	Reflecting	8	

My goal is to have a presentation that is _____ minutes long and a report that is _____ words in length.

10. “Last Things” - The Last thing you need to do.....

One more thing to do in this journal or the journal you have kept somewhere else 😊

Go through your Process Journal and highlight 2 or 3 examples in this journal that demonstrate each of the following: *Investigating, Planning, Taking Action, and Reflecting.*

- **Mark examples of Investigating in pink highlighter.**
- **Mark examples of Planning in yellow highlighter.**
- **Mark examples of Taking Action in green highlighter.**
- **Mark examples of Reflecting in blue highlighter.**

“Wrapping Up”

On April 20, 2016 you will finish your MYP Personal Project. You will need to turn in three items when you present:

1. Your Process Journal-

- It can be a separate document or this handbook.

2. Your Product

- This can be a variety of items.
- Something you created, built, or made.
- You should have worked with your advisor to determine an appropriate product based on your project.

3. Your Written Report

- As a reminder :

Oral presentation (may include audio or audio-visual recording)	Length of the written report
3 minutes	1,200 – 2,800 words (approx. 3 to 4 page report single-spaced)
6 minutes	900 – 2,100 words (approx. 2 to 3 page report single-spaced)
9 minutes	600 – 1,400 words (approx. 2.5 to 3 page report single-spaced)
12 minutes	300 – 700 words (approx. 1 to 2 page report single-spaced)