



Student Handbook for the Personal Project at Pal-Mac



THE PERSONAL PROJECT IS YOUR CHANCE TO

- Build a musical instrument!
- Write your own play!
- Explore a problem and do something about it!
- Create a mural!
- Invent something!
- Conduct an original experiment!
- Build a model!
- Create a photo exhibition!
- Code an original video game!
- Develop a business plan!

The three great essentials to achieve anything worthwhile are,
first, hard work; second, stick-to-itiveness; third, common sense.

- Thomas Edison

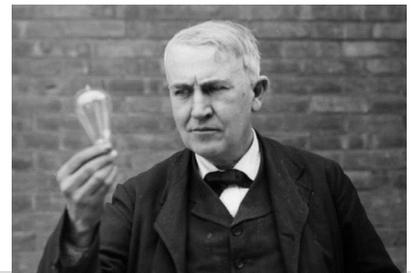


Table of Contents

Table of Contents	2-3
Personal Project Action Plan and Checklist	4
Get Ready! What is the Personal Project?	5
What it is, what it is not	5
Examples of Personal Projects	6
Aims and Objectives of the Personal Project	6
Project Aims	6
Project Objectives – Investigating, Planning, Taking Action, Reflecting	7
The three components of the Personal Project – The Process Journal, the Outcome/Product, the Report	8
Who will help me through the Personal Project?	9
LET’S GET STARTED!	10
Pre-planning: End of freshman year and summer before sophomore year	10
Begin your Process Journal – three journal entries due before you return to school in September	11
What the Process Journal is and what it is not	12
Example and link to a Process Journal entry	12
Brainstorm and finalize a topic based on personal interest	13
Choose a Global Context - with explanations and examples	14-17
Develop a SMART Goal - with a link to a SMART Goal video and examples	18
Investigating: September (Objective A)	19
First meeting with your supervisor to share summer work and to fill out the Personal Project Plan	20-21
Identify prior leaning and subject-specific knowledge relevant to your Personal Project	22
Decide on your outcome or product – with examples	23
Begin research and evaluating sources (remember to use the links on the HS library page)	24
Academic Honesty	25
Planning: October/November (Objective B)	26
Develop and finalize student-created criteria for your outcome or product	27
Plan and record development of the Personal Project by creating a timeline	28
Demonstrate self-management skills through your Project process	28
Second meeting with your supervisor to finalize criteria and timeline, share progress	29
Taking Action: December/January (Objective C)	30
Complete your outcome or product!	31
Demonstrate thinking skills through your Project process	31
Demonstrate communication and social skills through your Project process	32
Begin working on the Personal Project Report	33
Report organization and checklist	34-35
Third meeting with your supervisor to discuss your outcome or product and check progress	36

Reflecting: February/March	37
Evaluate the quality of your outcome or product against student-created criteria	38
Complete your Report	38
Reflect in your Process Journal on the Personal Project process	38
Fourth meeting with your supervisor to turn in all components of the Project	39
Personal Project Assessment Criteria	40
Appendix	41
A: Supervisor Meetings and Academic Honesty Form	42-43
B: Personal Project Coversheet	44
C: SMART Goal Planning Sheet	45
D: Personal Project Planning Sheet	46
E: Outcome/Product Criteria Example	47
F: Outcome/Product Criteria Template – Create your Criteria!	48
G: Process Journal Prompts Aligned with Objectives	49-51
H: Examples of Personal Project Ideas	52
I: Frequently Asked Questions	53
Acknowledgements	54
Personal Project Celebration!	55

PERSONAL PROJECT ACTION PLAN WITH CHECKLIST – COMPLETE WITH YOUR SUPERVISOR DURING EACH MEETING					
Action – Please follow details for each action in this handbook	Met Deadline Y/N	Needs Attention	Making Progress	Right on Track	Way Ahead
Freshman Year Introduction – May					
<input type="checkbox"/> Introduction to the Personal Project		N/A	N/A	N/A	N/A
Objective A: Investigating - Summer Work Pre-planning DUE BY 9/13					
<input type="checkbox"/> Begin Process Journal – complete at least two entries					
<input type="checkbox"/> Brainstorm and finalize topic based on personal interest					
<input type="checkbox"/> Choose a Global Context (GC)					
<input type="checkbox"/> Develop a SMART Goal					
Objective A: Investigating - September DUE BY 9/27					
<input type="checkbox"/> First meeting with supervisor to discuss and approve Process Journal, topic, GC, and SMART Goal; Statement of Intent; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal					
<input type="checkbox"/> Identify prior learning and subject-specific knowledge relevant to your Project					
<input type="checkbox"/> Brainstorm and decide on outcome/product in response to your SMART Goal and Global Context					
<input type="checkbox"/> Demonstrate research skills by beginning initial research – select relevant resources, gather information, and keep a running bibliography; record all in your Process Journal					
Objective B: Planning - October/November DUE BY 11/15					
<input type="checkbox"/> Develop and finalize student-created criteria for the outcome/product					
<input type="checkbox"/> Plan and record development process of the project					
<input type="checkbox"/> Demonstrate self-management skills by continuing the work on the outcome/product, continuing the research - select, evaluate, and acknowledge (citing/bibliography) information, and recording progress/work in the Process Journal					
<input type="checkbox"/> Second meeting with supervisor to finalize criteria, share plan, share bibliography, and progress on your outcome/product; share your Process Journal; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal					
Objective C: Taking Action - December/January DUE BY 1/17					
<input type="checkbox"/> Complete outcome/product in response to your SMART Goal, Global Context, and student-created criteria					
<input type="checkbox"/> Demonstrate thinking skills by continuing research – select, evaluate, and acknowledge (citing/bibliography) information					
<input type="checkbox"/> Demonstrate communication and social skills through your Project action					
<input type="checkbox"/> Begin work on the Report					
<input type="checkbox"/> Third meeting with supervisor to discuss the outcome/product, check progress on research and discuss the Report, share your Process Journal; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal					
Objective D: Reflecting - February/March FINAL DUE DATE: 3/21					
<input type="checkbox"/> Evaluate the quality of the outcome/product against student-created criteria					
<input type="checkbox"/> Complete the report					
<input type="checkbox"/> Reflect on how completing the Project has extended your knowledge and understanding of the topic and the Global Context; reflect on your development as an IB learner through the Project					
<input type="checkbox"/> Fourth meeting with supervisor to turn in all components; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal					
Celebrating - April 4/13					
<input type="checkbox"/> Celebrate the completion of the Personal Project!					

GET READY!

Before
everything
else, getting
ready is the
secret of
SUCCESS.

Henry Ford

QuotePixel.com

Have you ever wanted to build a guitar? Do you sometimes dream about writing your own collection of short stories? Have you recognized a problem in your neighborhood and wanted to do something about it? Perhaps you want to make a display of your photography or put on a fashion show? The Personal Project is your opportunity to engage in a major, long-term project that is all your own. You are not alone. You will have a project supervisor to help you along the way. Follow this student guide to take you through the process.

What is the Personal Project?

The Personal Project is an individual project completed in your 10th grade year. It is **your** project! **You** choose a topic you feel strongly about to show off the skills you have developed over the last four years in MYP subjects. Focus the Project through a global context lens and apply the lens to a SMART goal.

There are three main components of the Personal Project: a Process Journal, a product OR outcome, and a 1500-3000 word report.

The Personal Project is a major undertaking, requiring a minimum of 25 hours of work near the end of the freshman year and throughout the sophomore year.

The Project will be recorded on your high school transcript as complete or incomplete.

What it is, what it is not:

IT SHOULD have a clear and achievable SMART goal, be focused through one of the six global contexts, be personal and original, entirely your own work, and **it should be something that interests YOU!**

IT SHOULD NOT be part of any assessed school course work, be linked too closely with a specific subject, or take over your personal and/or social life.

Link to an IB MYP Personal Project brochure:

http://www.ibo.org/globalassets/digital-toolkit/brochures/myp-brief_personal-project_2015.pdf

Examples of MYP Personal Projects:

- ◇ Obtaining therapy dog certification
 - ◇ Writing a short story
 - ◇ Creating a movie
- ◇ Learning a new skill (instrument, language, craft, etc.)
 - ◇ Developing a fitness program
 - ◇ Coordinating a special event
 - ◇ Organizing a survey on an issue
 - ◇ Exploring family history
- ◇ Creating an original science experiment
 - ◇ Designing an object or system
 - ◇ Creating a sport or game
 - ◇ Coding a video game

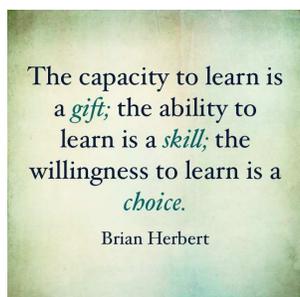
Aims and Objectives of the Personal Project

The aims of the Personal Project give you an idea of what you may expect to experience or learn. They also suggest how the Project may provide personal growth.

Project Aims:

The aims of the personal project are to encourage and enable students 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, resilience, 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
- define a SMART goal and understand the pathway to achieve that goal
 - demonstrate an understanding of global contexts throughout the project
 - reflect deeply and meaningfully on the process through a Process Journal
 - engage in personal investigation, planning, action, reflection, and celebration!



Project Objectives:

The objectives of the Personal Project state the specific learning targets that are set for learning. They define what the student will accomplish as a result of completing the project. These objectives also align with the Personal Project assessment criteria your supervisor will use to evaluate your work and with the **Personal Project Checklist** at the beginning of this handbook. The objectives are used throughout this handbook to guide the Project; they are also the basis of the Process Journal and the Report.

Objective A – Investigating

Students should:

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

Objective B – Planning

Students should:

- Develop criteria for the product/outcome
- Plan and record the development process of the Project
- Demonstrate self-management skills

Objective C- Taking Action

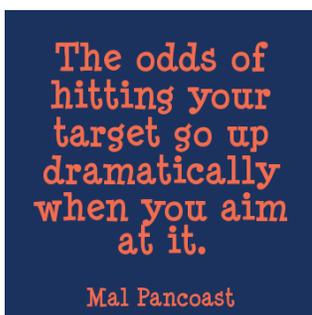
Students should:

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

Objective D – Reflecting

Students should:

- Evaluate the quality of the product/outcome against their criteria
- Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- Reflect on their development as IB learners through the project



QuotePixel.com

What do the three components of the Personal Project look like?

1. Process Journal

The Process Journal helps you plan and record the development of the Project. It also builds the Approach to Learning skill of self-management. **You are required to maintain a Process Journal of your Personal Project.** It should have all rough ideas (even if your ideas change over the duration of the project!), rough drawings, ideas, etc. It is a practical workbook where you record your progress and use your notes/drawings to **reflect** on your ideas, achievements, obstacles, etc.

2. The Product or Outcome

The Product or Outcome refers to what you actually create. It may take a variety of physical forms such as a tangible product or design. If it is an activity or event, it (the Outcome) should be recorded and available for review with your supervisor. Keep in mind, this is just one of the Personal Project components based on your SMART goal and a Global Context.

3. The Report

The purpose of the Personal Project is to go through the process of undertaking an on-going, meaningful endeavor. The Report is your account of what you learned and how well you understood the Personal Project objectives. The Report should be structured with the following sections:

Investigating
Planning
Taking Action
Reflecting

Your Report may be written (1,500-3,500 words), recorded (13-15 minutes), or filmed (13-15 minutes) and must:

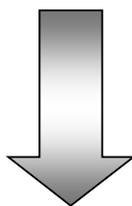
- Explain why you choose your project
- Identify the SMART goal of your project and whether you achieved it
- Articulate your planning and research
- Describe links to the Global Context you chose (mention throughout the report!)
- Describe the strengths, weaknesses, and difficulties encountered and how you overcame them
- Reflect on what you learned and what you would change if you were to do it again
- Have a bibliography in MLA format
- Contain any graphs, charts, and/or findings **if appropriate**
- Contain an Appendix with on-going photographic (or video) evidence of the development of your project **if appropriate**

Who will help me through the Personal Project?

You will have a support team at Pal-Mac to guide and support you throughout the Personal Project process. This team will consist of your Ready Block teacher, who will introduce the Project, as well as a supervisor who will meet with you at least four times throughout the year to provide feedback and guidance. You may also choose to add support from a community mentor who is familiar with your topic. The MYP Coordinator, Mrs. Wagner, will be available to help with any concerns.

Student

Independent completion of the Personal Project
Responsible for setting up at least four meetings with your supervisor and keeping a record of what takes place in your Process Journal



Supervisor

School-based educator
Meets with the student at least four times throughout the year
Provides feedback, verifies academic honesty, and evaluates the Personal Project

**THE PERSONAL PROJECT COMPONENTS WILL
BE TURNED IN BY MARCH 21, 2018**

LET'S GET STARTED!

Pre-planning: End of freshman year and summer before sophomore year

“THE SECRET OF GETTING AHEAD IS GETTING STARTED. THE SECRET OF GETTING STARTED IS BREAKING YOUR COMPLEX OVERWHELMING TASKS INTO SMALL MANAGEABLE TASKS, AND THEN STARTING ON THE FIRST ONE.”

MARK TWAIN

© Lifehack Quotes

1. Begin your Process Journal
2. Choose a topic based on personal interest
3. Choose a Global Context (GC)
4. Develop a SMART GOAL

Objective A: Investigating - Summer Work Pre-planning	Met Deadline Y/N	Needs Attention	Making Progress	Right on Track	Way Ahead
<input type="checkbox"/> Begin Process Journal – complete at least two entries					
<input type="checkbox"/> Brainstorm and finalize topic based on personal interest					
<input type="checkbox"/> Choose a Global Context (GC)					
<input type="checkbox"/> Develop a SMART Goal					

Due by September 13, 2017

I. Begin your Process Journal

Watch this video:

http://xmltwo.ibo.org/publications/MYP/m_9_persp_tsm_I407_3/m_process%20journal%20sceancast_1_e.mp4

The Process Journal helps you plan and record the development of the Project. It also builds the Approach to Learning skill of self-management. **You are required to maintain a Process Journal of your Personal Project.** It should have all rough ideas (even if your ideas change over the duration of the project!), rough drawings, ideas, etc. It is a practical workbook where you record your progress and use your notes/drawings to **reflect** on your ideas, achievements, obstacles, etc.

Suggested Format

Here are some headings you could use to help provide a structure for your journal. Please DO NOT re-type your Process Journal to make it look neat! It should be submitted as a working document. Your supervisor will use your journal to assess parts of your Personal Project.

- **Work completed each week** – this section should detail all aspects of work completed on the Personal Project in the week. Include evidence of planning and research here!
- **Resources** – you can record bibliographical details in this section. You should also record details of any conversations that took place with sources relating to the project. Include key points and ideas from conversations with your supervisor, peers, any mentors, etc.
- **Challenges/difficulties faced** – you should detail obstacles and indicate how you did or intend to deal with them. Personal reflections should be part of this section.
- **Evaluation of progress** – you should refer to your initial SMART goal in this section, and indicate whether or not you are achieving the goal(s). You may also identify any areas that need improvement at this stage.

Summer Work: Three Process Journal entries outlining the development of your topic, choice of Global Context, and SMART Goal.

* Please see Appendix G for Process Journal prompts should you need them.

The Process Journal forms the basis for the Project Report! It is vital to success!

The Process Journal is:	The Process Journal is not:
<ul style="list-style-type: none"> • used throughout the project to document its development and your development of ATL's • 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, 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

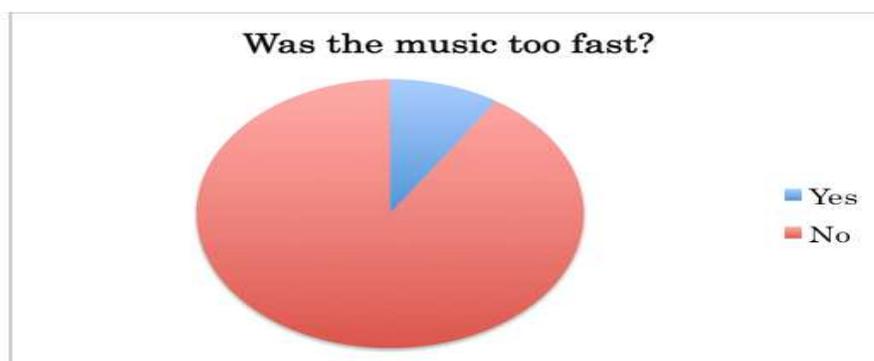
You will show your supervisor evidence of your process through your Process Journal. A typical Process Journal entry might look like this:

March 23rd 2017, (every entry should be dated)

I discussed my essay plans again with Ms. Roy, as I am thinking I would like to adapt them to include more examples. The problem is, if I do that, it will become too long. After discussions and thinking it over, I have decided to cut one of my subtopics in order to leave space for more examples.

Over the next week, I need to decide which sub topic to cut, and start researching for more examples. I will start with the library, and then search the internet. Next holidays, I plan to visit the museum and public library to get ideas and check for more resources.

OR



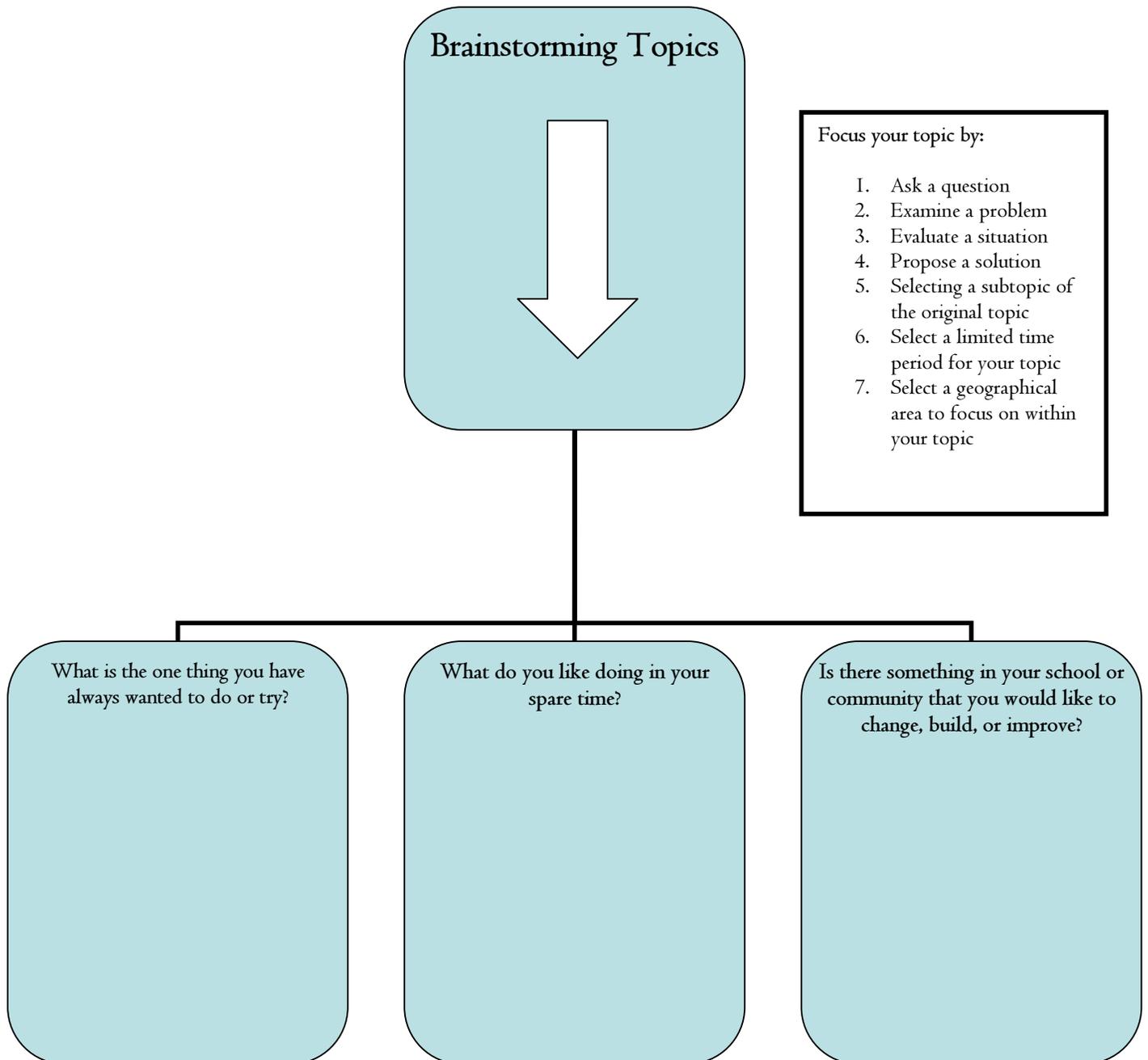
Entries can be maps, graphs, drawings, words, pictures, etc.

I am happy to see that according to my results from my four classes, the music does not seem to have been too fast for the kids to handle. I paid close attention to the music that I chose in both the appropriateness of lyrics but also the steadiness of the beats. I chose the firmest beats I could find.

See: <https://misslauraengland.files.wordpress.com/2015/04/process-journal-exemplar-taking-action.pdf> for a Process Journal example from Laura England.

2. Brainstorm and finalize a topic based on personal interest

You may know exactly what you want to do for your Personal Project, and others may struggle to think of an idea. If you are already certain of what you wish to do for your Personal Project, please skip to the next page and choose your Global Context to use as a lens throughout the Project. Use the organizer below to brainstorm, then discuss with your parents/classmates/teachers, supervisor:



Proposed Topic: _____

3. Choose a Global Context

How do I develop my Project through a Global Context?

With your supervisor's support, you will select a topic that you are passionate about, turn it into a SMART goal, then focus it through one of the six MYP Global Contexts.

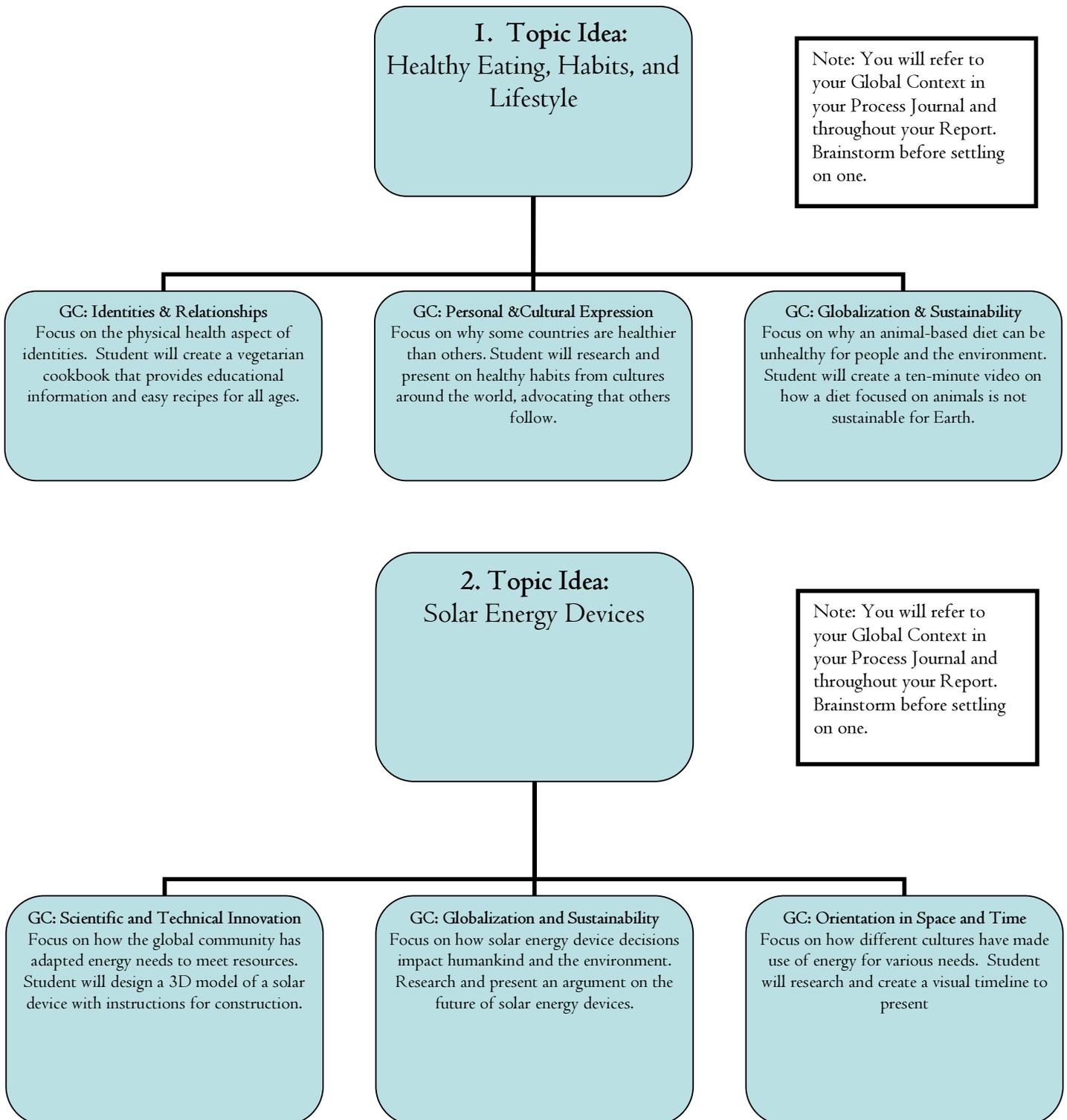
The global context you choose provides a context or lens for inquiry and research for the project. Choose only one Global Context to define your SMART goal – it will give a specific focus to your Personal Project. Here are some examples:

Global Context	Examples of Personal Projects
<p>Identities and Relationships</p> <p>Who am I? Who are we?</p> <p>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.</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; attitudes, motivation, independence; happiness -Physical, psychological, and social development; transition; health and wellbeing; lifestyle choices -Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	<ul style="list-style-type: none"> ➤ 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
<p>Orientation in Space and Time</p> <p>What is the meaning of “where” and “when?”</p> <p>Students will 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.</p> <p>Possible Explorations:</p> <ul style="list-style-type: none"> -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, interaction, evolution, adaptation -Natural and human landscapes and resources 	<ul style="list-style-type: none"> ➤ 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

Global Context	Examples of Personal Projects
<p>Personal and Cultural Expression</p> <p>What is the nature and purpose of creative expression?</p> <p>Students will 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.</p> <p>Possible Explorations:</p> <ul style="list-style-type: none"> -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 linguistics; histories of ideas, fields and disciplines; analysis and argument -Metacognition and abstract thinking -Entrepreneurship, practice, and competency 	<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 centre; a performance
<p>Scientific and Technical Innovation</p> <p>How do we understand the world in which we live?</p> <p>Students will 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 	<ul style="list-style-type: none"> ➤ Nano fibres build stronger bikes; a prototype bike with nano fibres ➤ What's the matter with the anti-matter?; an informational talk ➤ Why are genetics and genomics important to my health?; a media presentation ➤ Can stem cells replace organ transplants?; an investigative report

Global Context	Examples of Personal Projects
<p>Globalization and Sustainability</p> <p>How is everything connected?</p> <p>Students will 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 -Human impact on the environment Commonality, diversity, and interconnection -Consumption, conservation, natural resources, and public goods -Population and demography -Urban planning, strategy, and infrastructure 	<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>Students will 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 	<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 others; a painting

Examples of how a Global Context can shape and add depth to your project:



4. Develop a SMART GOAL

Watch this SMART Goal Video: <https://www.youtube.com/watch?v=3y0Jja52B2o>

Based on your proposed topic, Global Context, and exploration, develop a goal using the SMART goal graphic organizer. **BE SURE you document the process and SMART Goal in your Process Journal as one of your entries!** There is a SMART Goal Worksheet in the Appendix.



S- Specific

What do you want to accomplish? Who needs to be included? Why is this a goal?

M- Measurable

How can you measure progress and know if you've successfully met your goal?

A- Achievable/Attainable

Do you have the skills required to achieve the goal? If not, can you obtain them? Is the goal something that is possible to finish with all constraints in mind?

R- Realistic/Relevant

How do you know you can achieve this goal? Is the goal relevant and realistic to the Personal Project?

T- Time-based

Can you meet the deadline?

Examples of SMART Goals:

Weak Goal	Strong Goal
I will analyze the American presidential election of 2016 by looking at demographics of voters based on age, gender, and race. Weakness: Way too big!	I will create a preliminary strategic plan for action for a "green school" policy to be potentially implemented at PMHS by the end of the school year. Strengths: Goal is specific. A "preliminary strategic plan" is precise. The topic of the plan is identified, as is the audience who will receive the plan.
I will teach myself Greek. Weakness: Goal is vague without specific actions.	I will direct and produce a community performance of the musical <i>Rent</i> ready for April 2017. Strengths: The goal is specific and will be verifiable when the play is presented as scheduled
I will teach underclassmen how to be healthy. Weakness: Goal is vague without specific actions.	I will video a 10-minute sports show on three fall sports that are played at PMHS. Strengths: The goal can be verified when it is presented. The number of sports to is specific.

Your SMART Goal:

Investigating: September

Science is fun. Science is curiosity. We all have natural curiosity. Science is a process of investigating. It's posing questions and coming up with a method. It's delving in.

Sally Ride

QuoteAddicts

5. First meeting with your supervisor to discuss and approve Process Journal, topic, Global Context, and SMART Goal; fill in the Personal Project Planning Plan; record the meeting on the Academic Honesty form (in appendix) and in your Process Journal
6. Identify prior learning and subject-specific knowledge relevant to your Project
7. Brainstorm and decide on outcome/product in response to your SMART Goal and Global Context
8. Demonstrate research skills by beginning initial research – select relevant resources, gather information, and keep a running bibliography; record all in your Process Journal

Objective A: Investigating - September	DUE BY SEP. 27, 2017	Met Deadline Y/N	Needs Attention	Making Progress	Right on Track	Way Ahead
<input type="checkbox"/> First meeting with supervisor to discuss and approve Process Journal, topic, GC, and SMART Goal; Planning Plan; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal						
<input type="checkbox"/> Identify prior learning and subject-specific knowledge relevant to your Project						
<input type="checkbox"/> Brainstorm and decide on outcome/product in response to your SMART Goal and Global Context						
<input type="checkbox"/> Demonstrate research skills by beginning initial research – select relevant resources, gather information, and keep a running bibliography						

5. First meeting with your supervisor – beginning of September (Give this page to your Supervisor by 9/27)

Share your Process Journal with your supervisor. It should contain entries on how you developed your topic and SMART Goal, and how you chose your Global Context. Discuss and fill in this **Personal Project Plan**. Give to your supervisor. **Be absolutely sure this information is in your Process Journal.**

Personal Project Plan

Project title:		
Student:		Supervisor:
SMART Goal: Formulate a statement that clearly shows your goal, based on your personal interests.		
What is the purpose of the goal? What do you hope to achieve?		
Global context: Identify the global context.		
Identify which part of the global context you will focus on.	Explain why you have chosen it, justifying the relevance of your inquiry.	
Product/outcome: What product/outcome will you create in response to the goal, global context and criteria?		
Product:		
Criteria: Which criteria will ensure my product/outcome is of excellent quality? How will I evaluate it?		
Research: What do you have to research? Be specific and list how you will collect all the information you need.	Media:	Surveys:
	Interviews:	Observations & experiences:
Process Journal: How will you record the significant findings and development of the process? Specify type of format.		
Report: How will you report it? Written/digital format/mixed media/oral presentation?		

Page Left Blank Intentionally

6. Identify prior learning and subject-specific knowledge relevant to your Project

Think about what you have learned in your current and prior MYP subjects and in other aspects of your life. How might this knowledge, understanding and/or skills be a starting place for your Personal Project?

In your Process Journal:

- Identify what you already know about your SMART Goal
- Think about what sources will help you achieve your SMART Goal – sources can include people, books, databases, the Internet (evaluate carefully), videos, and/or recordings
- Identify prior learning that is relevant to your SMART Goal such as current and previous MYP classes, family experiences, sports and/or extracurricular experiences and knowledge, hobbies, etc.

7. Decide on outcome/product

Once your supervisor has approved your topic, SMART Goal, and Global Context/Exploration, it is time to brainstorm and finalize ideas for your outcome or product.

The Product or Outcome refers to what you actually create. It may take a variety of physical forms such as a tangible product or design. If it is an activity or event, it (an Outcome) should be recorded and available for review with your supervisor. Keep in mind; this is just one of the Personal Project components based on your SMART goal and a Global Context.

Challenging Outcome/Product	Highly Challenging Outcome/Product
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 or fair.
A student writes an article on the Project's topic and submits or presents it to an audience.	A student writes and publishes an original piece of writing on the Project's topic.
A student decides to design a playground plan for young children.	A student designs a playground plan for young children and produces a model.

Please note that your Product/Outcome must be realistic. An example of an unrealistic Product/Outcome:

A student designs a playground for young children, produces a model, raises funds, and arranges for the playground to be built. (This is way beyond the scope of a 25-hour project and would require a group of dedicated people to accomplish).

Your Outcome/Product: Be sure to use your Process Journal to document how you have developed your ideas! Share your idea for an Outcome/Product with your supervisor. **START WORKING ON IT ONCE APPROVED BY YOUR SUPERVISOR.**

8. Begin research and evaluating sources

Now that you have a strong SMART Goal and have decided on a product/outcome, it is time to start researching! Mr. Yates is an invaluable source as you begin to delve into your topic. Use a method of keeping notes that works best for you: electronic notecards, physical notecards, a notebook, etc. **Keep track of your sources!!!! You must know which source your notes are coming from. Keep a running bibliography of sources – it will be handed in with your Report at the end of the Personal Project.**

Research Process:

Use the research model below and document your research progress in your **Process Journal**. This link contains a very in-depth look at a Process Journal during the Investigating phase of the Personal Project:

<https://misslauraengland.files.wordpress.com/2015/04/process-journal-exemplar-investigating.pdf>

- I. Decide what you need to research:
 - Establish research questions – what? Who? When? Where? Why?
2. Identify how you will find your sources:
 - What sources can I find that will answer my research questions? Do I need to go to the library? Find a community resource? Create a survey?
3. Locate and assess your sources:
 - How can I locate my sources and evaluate them? Who can help? (Look at the HS library website for a Personal Project link!) Sources may include experts, books, databases, Internet sources (evaluate carefully!), video and audio recordings, etc.
4. Extracting relevant information:
 - How do I extract only relevant information and make sure I don't plagiarize?
5. Notetaking and synthesizing information:
 - How can I keep track of information (notecards, etc.) and transfer the information to my product/outcome?

Go to our high school library webpage and click on the “Personal Project” link to access:

- “Criteria for Evaluating Sources”
- “MLA 8 Citing” guide
- “Effective Citing Checklist”

Academic Honesty

You will fill out a Personal Project Academic Honesty form and turn it in with your Project. The form is in the appendix – it is also where you record your meetings with your supervisor. Your Report should be uploaded to Turnitin (ask your Lang&Lit teacher or Mr. Yates for help) before submitting to your supervisor. Plagiarism is a serious offense. Proof of plagiarism will result in a loss of credit for the Project and a parent meeting.

Academic Honesty

Academic honesty means the use of one's own thoughts and materials in the writing of papers, taking of tests, and other academic work. Students at Palmyra-Macedon are expected to work within the expectations of the classroom teachers to complete tasks and fully cite or reference intellectual property. Students who assist other students to plagiarize, copy, or complete work that falsely represents the contributions of an author share equal responsibility.

Collusion

Collusion may be defined as allowing others to copy or use your work to turn in as their own without the teacher's permission. Students working collaboratively must contribute equally if all group members submit their names and take credit for the work submitted.

Plagiarism

Students are expected to give full credit (citations) for copied, adapted, and paraphrased material including images, maps, charts, tables, data sets, musical compositions, movies, translators, computer source codes, and song lyrics. Intentional or unintentional use of another's work without proper, clear, and explicit acknowledgement is considered plagiarism.

There are four common forms of plagiarism:

1. The duplication of an author's words without quotation marks and accurate references or footnotes. This includes translations from other languages.
2. The duplication of an author's words or phrases with footnotes or accurate references, but without quotation marks.
3. The use of the author's ideas in paraphrase without accurate references or footnotes.
4. Submitting a paper in which exact words are merely rearranged.

Intellectual Property

Intellectual Property refers to work that is "owned" by someone as is the case with patents, registered designs, trademarks, moral rights, copyrights, and intellectual and creative expression.

Planning: October/November



9. Develop and finalize student-created criteria for the outcome/product
10. Plan and record development process of the Project by creating a timeline
11. Demonstrate self-management skills by continuing the work on the outcome/product, continuing the research and recording all work in the Process Journal
12. Second meeting with your supervisor to finalize criteria, share plan, bibliography, progress on your outcome/product, and Process Journal

Objective B: Planning - October/November	DUE BY NOV. 15, 2017	Met Deadline Y/N	Needs Attention	Making Progress	Right on Track	Way Ahead
<input type="checkbox"/> Develop and finalize student-created criteria for the outcome/product						
<input type="checkbox"/> Plan and record development process of the project by creating a timeline						
<input type="checkbox"/> Demonstrate self-management skills by continuing the work on the outcome/product, continuing the research - select, evaluate, and acknowledge (citing/bibliography) information, and recording progress/work in the Process Journal						
<input type="checkbox"/> Second meeting with supervisor to finalize criteria, share plan, share bibliography, and progress on your outcome/product; share your Process Journal; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal						

9. Develop and finalize student-created criteria for the outcome/product

Now that you have selected your topic, created your SMART goal, chosen one Global Context, and started your research, **you will create criteria to measure the quality of your project's final outcome/product**. The criteria you create represent the targets that you have given yourself to complete an outstanding Project. It measures what represents a high-quality outcome/product. **See Appendices E for an example; F for template.**

When creating your criteria, ask yourself the following questions:

1. How will I know when I have achieved my goal?
2. How can I judge the quality of my outcome/product?

For example, the goal may be to design a personal fitness programme to prepare for a half-marathon. The project is aiming to increase fitness through a training schedule, with the outcome of demonstrating increased fitness by successfully running a half-marathon. The criteria might include a proposed running schedule with interim projected running times, and the final running time the student hopes to achieve in the half-marathon. The outcome might be documented through a fitness chart, diary entries, running times and a series of photos of the actual marathon (all documented in the Process Journal). The criteria should challenge you, but be sure they are realistic and achievable.

Your criteria may take the form of a checklist or rubric and must be documented in your process journal. You will use the checklist or rubric to assess the final outcome/product.

Example of how to create criteria from the IB:

http://xmltwo.ibo.org/publications/MYP/m_9_persp_tsm_I407_3/designing_criteria_e.pdf

ACTION: You will create a rubric much like this one to evaluate your outcome/product – put in Process Journal and keep a Google Doc or Word doc to turn in with your outcome/product.

Achievement Level	Criterion One	Criterion Two	Criterion Three	Criterion Four	Criterion Five
Excellent 7-8	My Photography BlogSpot has 8 images that capture the color and activity at Parap Markets in an excellent manner.	My photographs show an excellent demonstration of perspective, composition, color balance and lighting.	My BlogSpot is excellently aesthetically pleasing.	My photograph headings are simple and descriptive in an excellent manner	My photography BlogSpot reflects the colorful and multicultural characteristics of Darwin in an excellent manner.
Substantial 5 – 6	My Photography BlogSpot has 8 images that capture the color and activity at Parap Markets substantially.	My photographs show a substantial demonstration of perspective, composition, color balance and lighting.	My BlogSpot is substantially aesthetically pleasing.	My photograph headings are substantially simple and descriptive.	My photography BlogSpot substantially reflects the colorful and multicultural characteristics of Darwin.
Adequate 3 – 4	My Photography BlogSpot has 8 images that capture the color and activity at Parap Markets adequately.	My photographs show an adequate demonstration of perspective, composition, color balance and lighting.	My BlogSpot is adequately aesthetically pleasing.	My photograph headings are adequately simple and descriptive.	My photography BlogSpot adequately reflects the colorful and multicultural characteristics of Darwin.
Limited 1 – 2	My Photography BlogSpot has 8 images that capture the color and activity at Parap Markets in a limited manner.	My photographs show a limited demonstration of perspective, composition, color balance and lighting.	My BlogSpot is very limited in its ability to aesthetically please.	My photograph headings are simple and descriptive in a limited manner.	My photography BlogSpot reflects the colorful and multicultural characteristics of Darwin in a limited manner.
No evidence 0					

10. Plan and record development process of the Project by creating a timeline

Determine the steps you will take to reach your goal. In your Process Journal, create a timeline for the completion of your Personal Project. Follow the timeline to create and develop your project. Include the following:

- All due dates!
- Meetings with your supervisor (set them up ahead of time!)
- How will you manage your other commitments and still meet deadlines?
- A process for developing your outcome or product (What do you need to do? Materials? Cost?)
- A process for making sure you are keeping your **Process Journal** up to date – perhaps this means every time you check an item off the checklist, you go to your Process Journal and document the work, successes, difficulties, reflections? Decide what works best for you!
- A process for developing your Report – be sure you know what is expected.
- A system for handing in the components of the Project
- A plan for celebrating the completion of the Project – how will you share your work with your family, teachers, peers, communities, and underclassmen? Is it a digital presentation? A poster board? People will want to see what you've done – be proud of your work and showcase it!

II. Demonstrate self-management skills (an Approach to Learning Skill) by continuing the work on the outcome/product, continuing the research – select, evaluate, and acknowledge (citing/bibliography) information, and recording progress/work in the Process Journal

Self-management skills to develop and reflect on throughout the Personal Project (document in your Process Journal):

Organization skills - How can students demonstrate organization skills and manage time and tasks effectively throughout the Project process?

Affective skills - How can students manage their own state of mind?

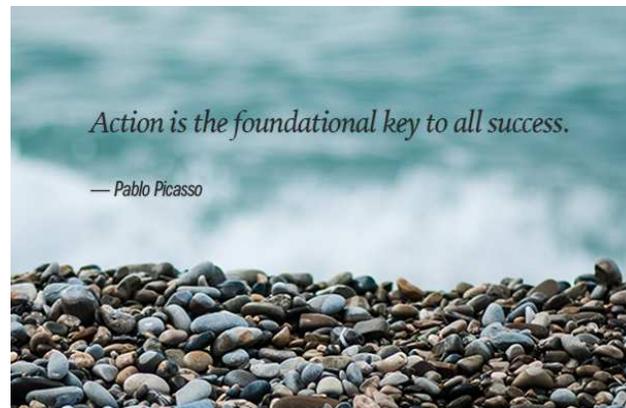
Reflection skills - How can students be reflective?

I2. Second meeting with your supervisor to finalize criteria, share timeline, and progress on your outcome/product, share bibliography, share Process Journal; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal

With your supervisor:

- Finalize your outcome/product criteria – be sure it is in your PROCESS JOURNAL and in a rubric (Google Doc, Schoology, or Word).
- Share your timeline (should be in your Process Journal) that forms a plan to complete the Project.
- Share an update about the progress of your outcome/product
- Share your research sources and running bibliography (should be in your Process Journal and in a document).
- Share your Process Journal, which should be a documentation of your work (including research), thoughts, successes, and difficulties. Several entries by this point. It is vital that your Process Journal is your go to place to record your Personal Project development – you will use it to complete the Report.
- Check off items for Objective B on the checklist at the front of this handbook
- Document your meeting on the Academic Honesty form in the Appendix and in the Process Journal.

Taking Action: December/January



- I3. COMPLETE the outcome/product in response to your SMART Goal, Global Context, and student-created criteria
- I4. Demonstrate thinking skills by continuing research – select, evaluate, document sources and information
- I5. Demonstrate communication and social skills through your Project action
- I6. Begin work on the Report
- I7. Third meeting with supervisor to discuss the outcome/product, check progress on research, discuss the Report, and share your Process Journal; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal

Objective C: Taking Action- December/January DUE BY JAN 17, 2018	Met Deadline Y/N	Needs Attention	Making Progress	Right on Track	Way Ahead
<input type="checkbox"/> Complete outcome/product in response to your SMART Goal, Global Context, and student-created criteria					
<input type="checkbox"/> Demonstrate thinking skills by continuing research – select, evaluate, and acknowledge (citing/bibliography) information					
<input type="checkbox"/> Demonstrate communication and social skills through your Project action					
<input type="checkbox"/> Begin work on the Report					
<input type="checkbox"/> Third meeting with supervisor to discuss the outcome/product, check progress on research and discuss the Report, share your Process Journal; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal					

I3. COMPLETE the outcome/product in response to your SMART Goal, Global Context, and student-created criteria



On completing your outcome/product!

I4. Demonstrate thinking skills (Approach to Learning Skill) by continuing research – select, evaluate, and acknowledge (citing/bibliography) information

Thinking skills to develop and reflect on throughout the Personal Project (document in your Process Journal:

Critical thinking skills - How can students critically assess and solve problems encountered during the Project process?

Creative thinking skills - How can students be creative?

Transfer skills - How can students transfer skills and apply information to make decisions and create components of the Project?

I5. Demonstrate communication and social skills **(Approach to Learning Skills)** through your Project action

Communication and Social Skills to develop and reflect on throughout the Project
(document in your Process Journal):

Communication Skills:

Exchanging thoughts, messages and information effectively through interaction - How can students communicate through interaction with the Project supervisor and others?

Reading, writing and using language to gather and communicate information - How can students demonstrate communication through reading sources? Through written work?

Social Skills:

Working effectively with others - How can students collaborate with peers and Project supervisor to complete the Project?

I 6. Begin working on the Report

REMEMBER: the Report and the outcome/product are NOT the same thing. These are guidelines for the report NOT the outcome/product!

The purpose of the Personal Project is to go through the process of under-taking an on-going, meaningful endeavor. The Report is your account of what you learned and how well you understood the Personal Project objectives. The Report should be structured with the following sections. They mirror the sections in this handbook:

- Investigating
- Planning
- Taking Action
- Reflecting

Possible formats for the Personal Project Report:

FORMAT	LENGTH
WRITTEN	1,500-3,500 words
ELECTRONIC (website, blog, slideshow, etc.)	1,500-3,500 words
ORAL (podcast, radio broadcast, recorded)	13-15 minutes
VIRTUAL (film)	13-15 minutes

Your Report must:

- Include a bibliography in MLA format of all sources you actually utilized
- Contain any graphs, charts, and/or findings **if appropriate**
- Contain an Appendix with ten Process Journal extracts and on-going photographic (or video) evidence of the development of your project **if appropriate**

See next page for Report organization

Report organization and checklist:

Organize your Report in four sections (the Objectives). Answer the guiding questions below in each section while writing your report. YOU MUST USE YOUR PROCESS JOURNAL TO ANSWER THE QUESTIONS! Refer to the Process Journal throughout your Report. You are not just providing short answers – you are providing a report that flows and provides a detailed account of the learning process and reflection throughout the Personal Project.

See an example of a Report here:

http://xmltwo.ibo.org/publications/MYP/m_9_persp_tsm_I407_3/PP_example_04_en.pdf

Label the first part of your Report: Objective A: Investigating

Developing your Goal:

- What is your SMART Goal? You must state your goal VERY clearly in the Report.
- Explain why your SMART Goal is highly challenging for you.
- Based on your topic, which Global Context did you choose? How did the Global Context guide your research and investigation in a meaningful way? Why did you choose to focus your Report this way?

Identifying Prior Learning and Subject-Specific Knowledge Relevant to your Project:

- How did you identify prior learning relevant to your SMART Goal such as current and previous MYP classes, family experiences, sports and/or extracurricular experiences and knowledge, hobbies, etc.? Be specific! Give examples.
- Did this knowledge/learning help with the Personal Project process? How?

Brainstorm and Decide on your Outcome or Product:

- How did you develop an idea for your outcome or product?
- How does the outcome or product connect to your SMART Goal and Global Context?

Demonstrate Research Goals:

- How did you establish research questions – what? Who? When? Where? Why?
- What sources did you seek out and use? How do you know they are credible? Write a detailed evaluation of some of the sources you used – think about how you evaluated them. Describe your bibliography.
- What new understandings did you gain from your research? How did they help you complete the Project?
- Did you use a consistent documentation format (should be MLA). Explain your use of in-text references.

Label the second part of your Report: Objective B: Planning

Student-created Criteria for Success on the Outcome/Product:

- What criteria have you developed to evaluate your outcome or product? Is the criteria rigorous?
- How did you decide on the criteria to judge the quality of your outcome/product?
- What format did you use for your criteria? A checkoff list? A rubric (better option)?

Planning the Process of the Project – the Timeline/Plan:

- Describe what you included in your timeline.
- Did you stick to the timeline? If so, how did you manage your time? If not, what challenges did you have and how did you work to overcome them?
- Did you have to adjust the timeline? Did you share those adjustments with your supervisor?
- Did the timeline help you accomplish your SMART Goal and components of the Project?

Demonstrate Self-management Skills:

- Reflect honestly on your ability to manage yourself. Did you have to use self-management skills to adjust work on your outcome/product, research, and/or while documenting progress in your Process Journal?
- Were there any times that you considered not finishing the Personal Project? How did you overcome them?
- Did you seek out help and support while completing the three components of the Personal Project?

Label the third part of your Report: **Objective C: Taking Action**

Creating and Completing your Outcome or Product:

- Describe the completion process of your outcome or product.
- Did it come out the way you hoped? What would you do differently? Why?
- How did creating an outcome or project help achieve/reflect your SMART Goal?
- Does your finished outcome or product respond to your Global Context? How?

Demonstrate Thinking Skills:

- How did you critically assess and solve problems encountered during the Project process?
- How did working on the Project allow you to be creative? Was this a risk for you?
- How did you transfer skills and apply prior knowledge to make decisions and create components of the Project?

Demonstrate Communication and Social Skills:

- Describe who you interacted with in order to complete the Personal Project. How did you communicate? Face-to-face, texts, calls, email, social media? Which method of communication did you find more effective? How did you communicate your thoughts and questions clearly and positively?
- How did you react to feedback and/or constructive criticism from your supervisor and/or others?
- Describe your literacy skills to communicate your Project – Reading, Writing, Listening, Speaking.
- What was the most effective social interaction with another person while completing the Project? Why?
- How did you collaborate with others throughout your Project?

Begin Work on the Report:

- After you completed your outcome or product, you discussed the Report with your supervisor. Describe how you planned the Report. Describe the role the Process Journal played in developing the Report.

Label the fourth part of your Report: **Objective D: Reflecting**

Evaluating the Quality of the Outcome or Product Against Student-created Criteria:

- How did your outcome or product meet each criterion that you created? Give a detailed explanation of each criterion and reflect honestly on how well your outcome/product achieved each of criterion strands.
- Overall, are you satisfied with your outcome or product evaluation? If you fell short in meeting any of your criteria, explain why? If you exceeded any of your criteria, explain why.
- Include evidence from others about the quality of your outcome/product if you can. Did you conduct a survey to find out what people thought of your Project?

Reflect on how Completing the Project has Extended your Knowledge and Understanding of your Topic and Global Context:

- Reflect back on your previous knowledge and describe and explain how your knowledge and understanding of the topic you research has deepened. What did you think then, and what do you think now. Why has it changed?
- Reflect on the Global Context. To what extent do you have a deeper appreciation of it now? How did it shape your Project?
- How will you use what you learned by completing the Personal Project in the future? In what areas of your life?

Reflect on your Development as an IB Learner through the Project:

- Reflect on your personal development. How did you grow as an IB learner by completing the Personal Project?
- Think about the IB Learner Profile attributes and discuss the ones that you newly developed and/or further developed by completing the Project: Thinker, Knowledgeable, Caring, Risk-taker, Principled, Inquirer, Open-minded, Communicator, Balanced, Reflective, Resilient. It is VITAL that you give specific examples and evidence.
- Make this section detailed, thoughtful, honest, reflective, and specific – without getting flowery.
- Refer to the appendices in this part of the Report – they are your evidence of growth!

17. Third meeting with your supervisor to check progress on research, discuss the Report, and share your Process Journal; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal.

With your supervisor:

- Share your research – all notes and sources.
- Share your bibliography – it should be in MLA format (see the Personal Project link on the HS library page for help – or, see Mr. Yates.
- Be very sure you understand the Report and how it should be organized! This is the component of your Personal Project that is evaluated with all four IB MYP Personal Project criteria. It is the evidence of your Project.
- Share your Process Journal – it is a glimpse of your entire Project process.
- Document the meeting on the Academic Honesty form found in the Appendix and in your Process Journal.

Reflecting: February/March



18. Evaluate the quality of the outcome/product against student-created criteria
19. Complete and submit the Report
20. Reflect on how completing the Project has extended your knowledge and understanding of your topic and the Global Context; reflect on your development as an IB learner through the Project
21. Fourth meeting with supervisor to turn in all components; document the meeting on the Academic Honesty form signed by you and your supervisor, then turn it in as well

Objective D: Reflecting - February/March	DUE BY MAR. 21, 2018				
<input type="checkbox"/> Evaluate the quality of the outcome/product against student-created criteria					
<input type="checkbox"/> Complete and submit the report					
<input type="checkbox"/> Reflect on how completing the Project has extended your knowledge and understanding of the topic and the Global Context; reflect on your development as an IB learner through the Project					
<input type="checkbox"/> Fourth meeting with supervisor to turn in all components; document the meeting on the Academic Honesty form in the Appendix and in your Process Journal					

18. Evaluate the quality of the outcome/product against student-created criteria

- Evaluate the quality of your completed outcome/project against the criteria you established in the Planning stage. Use the rubric in your Process Journal and mark it up.
- Reflect on what you learned from the outcome/product process and work – document your reflection in the **Process Journal** next to your marked up rubric

19. Complete your Report (See pages 33-34 to check organization)

Happiness does not come from doing easy work but from the afterglow of satisfaction that comes after the achievement of a difficult task that demanded our best. -Theodore Isaac Rubin

20. Reflect in your Process Journal on how completing the Project has extended your knowledge and understanding of your topic and the Global Context; reflect on your development as an IB learner through the Project

- Reflect on your personal development. How did you grow as an IB learner by completing the Personal Project?
- Think about the IB Learner Profile attributes and discuss the ones that you newly developed and/or further developed by completing the Project: Thinker, Knowledgeable, Caring, Risk-taker, Principled, Inquirer, Open-minded, Communicator, Balanced, Reflective, Resilient. It is VITAL that you give specific examples and evidence.
- Make this section detailed, thoughtful, honest, reflective, and specific – without getting flowery.

2I. Fourth meeting with supervisor to turn in all components of the Personal Project – by: **MARCH 21, 2018**

At your fourth meeting, your supervisor will collect:

1. The Personal Project Coversheet (found in Appendix)
2. The completed and signed Academic Honesty Form (found in Appendix)
3. Evidence of the actual outcome or product - You can include (a copy of) the product itself, or extracts of the product, or up to five still images or 30 seconds of video of the outcome/product
4. Your Report with:
 - I. A title page that includes:
 - Title of your Personal Project
 - Your name
 - The date
 - If the Report is a paper, include the word count
 - Supervisor's name
 - School name (Palmyra-Macedon High School)
 - IB World School code: 50320
 2. A Table of Contents explaining where everything is with a page number
 3. The actual Report (paper, audio, or video recording meeting length guidelines)
 4. An Appendix is used to attach information, which is too broad to include in your Report. The information included in the Appendix must support Report content
 - a maximum of ten excerpts from your Process Journal:
 - carefully select a maximum of ten individual entries to represent key developments of the Project
 - each should demonstrate how you have addressed each of the objectives (A-D)
 - the excerpts are submitted as appendices of the Report, and should be numbered I-10, and referenced in your Report as evidence of your learning
 - photographs, graphs, drawings, data, maps, questionnaires, newspaper articles, etc. that support your research and Report (if applicable)
 - any key pieces of research you wish to include in its original form
 - if you write a short story, blog, etc., include it in the Appendix
 5. A bibliography in MLA format – You may use in-text citations, footnotes/endnotes or other recognized systems to credit the ideas of others in your work.

Your supervisor will use what he/she has collected to see evidence of the following four criteria. Your score on each criterion factors into your final Personal Project achievement level.

Personal Project Assessment Criteria (Aligns with Objectives and Actions in this Handbook)

Criterion	Achievement Level I-2	Achievement Level 3-4	Achievement Level 5-6	Achievement Level 7-8
Criterion A: Investigating	The student is able to: i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills	The student is able to: i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills	The student is able to: i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills	The student is able to: i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills
Criterion B: Planning	The student is able to: i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills	The student is able to: i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills	The student is able to: i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills	The student is able to: i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills
Criterion C: Taking Action	The student is able to: i. create a limited product/outcome in response to the goal, global context and criteria ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills	The student is able to: i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills	The student is able to: i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills	The student is able to: i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills
Criterion D: Reflecting	The student is able to: i. present a limited evaluation of the quality of the product/outcome against his or her criteria ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context iii. present limited reflection on his or her development as an IB learner through the project	The student is able to: i. present a basic evaluation of the quality of the product/outcome against his or her criteria ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context iii. present adequate reflection on his or her development as an IB learner through the project	The student is able to: i. present a substantial evaluation of the quality of the product/outcome against his or her criteria ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context iii. present substantial reflection on his or her development as an IB learner through the project	The student is able to: i. present an excellent evaluation of the quality of the product/outcome against his or her criteria ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context iii. present excellent reflection on his or her development as an IB learner through the project

Achievement Level 0 for all criteria indicates that the student does not achieve a standard described by any of the descriptors.

Appendix

On the following pages, you will find some of the key documents you will need throughout the Personal Project process:

- A. Academic Honesty Form – this is where you record meetings with your supervisor.
- B. Personal Project Coversheet
- C. SMART Goal Worksheet
- D. Personal Project Planning Sheet
- E. Outcome/Product Criteria Example
- F. Outcome/Product Criteria Template
- G. Process Journal Prompts (if you need some help)
- H. Personal Project Ideas
- I. Frequently Asked Questions

Appendix A: Supervisor Meetings & Academic Honesty Form

MYP Personal project: Hand in this form during the fourth meeting with your supervisor

Student name							
Student number							
School name	Palmyra-Macedon High School						
School number			5	0	3	2	0
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:	

MYP Projects Academic Honesty Form

Meeting 3			Student: Supervisor:
Meeting 4			Student: Supervisor:
Supervisor comment			
Student declaration 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).			
Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature			Date
Supervisor's signature			Date

Appendix B: Personal Project Cover Sheet

Student name										
Student number										
School name	Palmyra-Macedon High School									
School number						5	0	3	2	0
Supervisor name										

Title of Personal Project:

SMART Goal of the Personal Project:

Length (word count and/or presentation time):

Included when Submitting the Project During Fourth Meeting with Supervisor:

A completed academic honesty form

A Person Project Coversheet

Maximum of Ten Process journal extracts in Appendix

Any supporting visual aids used during the presentation, if applicable, in Appendix

Bibliography/Sources in MLA Format

Appendix C: SMART Goal Planning Sheet

Watch this SMART Goal Video: <https://www.youtube.com/watch?v=3y0Jja52B2o>

<p>S- Specific</p> <p>What do you want to accomplish?</p> <p>Who needs to be included?</p> <p>Why is this a goal?</p>	
<p>M- Measurable</p> <p>How can you measure progress and know if you've successfully met your goal?</p>	
<p>A- Achievable</p> <p>Do you have the skills required to achieve the goal? If not, can you obtain them?</p> <p>Is the goal something that is possible to finish with all constraints in mind?</p>	
<p>R- Realistic/Relevant</p> <p>Is the goal relevant and realistic to the Personal Project?</p> <p>How do you know?</p>	
<p>T- Time-based</p> <p>Can you meet the deadline?</p>	

Appendix D: Personal Project Planning Sheet

Personal Project Plan

Project title:		
Student:		Supervisor:

SMART Goal: Formulate a statement that clearly shows your SMART Goal, based on your personal interests.	
What is the purpose of the goal? What do you hope to achieve?	
Global context: Identify the global context.	
Identify which part of the global context you will focus on.	Explain why you have chosen it, justifying the relevance of your inquiry.
Product/outcome: What product/outcome will you create in response to the goal, global context and criteria?	
Product:	
Criteria: Which criteria will ensure my product/outcome is of excellent quality? How will I evaluate it?	

Research: What do you have to research? Be specific and list how you will collect all the information you need.	Media:	Surveys:
	Interviews:	Observations & experiences:
Process Journal: How will you record the significant findings and development of the process? Specify type of format.		
Report: How will you report it? Written/digital format/mixed media/oral presentation?		

Appendix E: Outcome/Product Criteria Example



Goal: To research iconic local landmarks and then create five pieces of artwork representing the different scenes.

Prompts	Student-designed criteria	Test or method of evaluation
Form: What will your project look like? What materials will you use? What size will your project be? What tools will you use? How will you assemble your project?	<ul style="list-style-type: none"> ▪ Each of the 5 canvases will depict a different iconic local landmarks ▪ Materials - oil paints and canvases ▪ Minimum canvas size of 50cmx90cm 	Questionnaire - Can viewers of the canvas identify the scenes? Verify through product packaging Direct measurement of each canvas
Function: What is the purpose of your project?	<ul style="list-style-type: none"> ▪ Provide aesthetic pleasure to the viewer 	Questionnaire - incorporate questions related to aesthetic pleasure. Local artist/s to review my artwork and provide feedback
User/Audience: Who is your project for? What needs do you expect your project to satisfy? Where/why will your project be used?	<ul style="list-style-type: none"> ▪ General public ▪ Represent the local landmarks ▪ To be displayed in the local community hall 	Photographic evidence to establish the artworks are hanging in the hall
Costs: How much will your project cost to make? How much will you sell it for? How much profit could be made on your item/project?	<ul style="list-style-type: none"> ▪ Maximum of \$20 per canvas ▪ Not for sale 	Receipts to show costs of each canvas and materials

Appendix F: Outcome/Product Criteria Template

You try it! Create your criteria:



Your SMART Goal:

Prompts while creating criteria	Student-designed criteria	Test or method of evaluation
Form: What will your project look like? What materials will you use? What size will your project be? What tools will you use? How will you assemble your project?	▪	
Function: What is the purpose of your project?	▪	
User/Audience: Who is your project for? What do you want your project to do? Where/why will your project be used?	▪	
Costs: How much will your project cost to make? How much will you sell it for? How much profit could be made on your item/project?	▪	

Appendix G: Process Journal Prompts Aligned with Objectives



Watch a video on the Personal Project Process Journal:

http://xmltwo.ibo.org/publications/MYP/m_9_persp_tsm_I407_3/m_process%20journal%20sceencast_I_e.mp4

Here are some ideas on how to organize your Process Journal – remember that you need to address all four Objectives in your Report:

First Section in your Process Journal: Objective A: Investigating

Developing your Goal:

- What is your SMART Goal? You must state your goal VERY clearly in the Report.
- Explain why your SMART Goal is highly challenging for you.
- Based on your topic, which Global Context did you choose? How did the Global Context guide your research and investigation in a meaningful way? Why did you choose to focus your Report this way?

Identifying Prior Learning and Subject-Specific Knowledge Relevant to your Project:

- How did you identify prior learning relevant to your SMART Goal such as current and previous MYP classes, family experiences, sports and/or extracurricular experiences and knowledge, hobbies, etc.? Be specific! Give examples.
- Did this knowledge/learning help with the Personal Project process? How?

Brainstorm and Decide on your Outcome or Product:

- How did you develop an idea for your outcome or product?
- How does the outcome or product connect to your SMART Goal and Global Context?

Demonstrate Research Goals:

- How did you establish research questions – what? Who? When? Where? Why?
- What sources did you seek out and use? Write a detailed evaluation of some of the sources you used.
- What new understandings did you gain from your research? How did they help you complete the Project?
- Did you use a consistent documentation format (should be MLA). Explain your use of in-text references.

Second Section in your Process Journal: Objective B: Planning

Student-created Criteria for Success on the Outcome/Product:

- What criteria have you developed to evaluate your outcome or product? Is the criteria rigorous?
- How did you decide on the criteria to judge the quality of your outcome/product?
- What format did you use for your criteria? A checkoff list? A rubric (better option)?

Planning the Process of the Project – the Timeline:

- Describe what you included in your timeline.
- Did you stick to the timeline? If so, how did you manage your time? If not, what challenges did you have and how did you work to overcome them?
- Did you have to adjust the timeline? Did you share those adjustments with your supervisor?
- Did the timeline help you accomplish your SMART Goal and components of the Project?

Demonstrate Self-management Skills:

- Reflect honestly on your ability to manage yourself. Did you have to use self-management skills to adjust work on your outcome/product, research, and/or while documenting progress in your Process Journal?
- Were there any times that you considered not finishing the Personal Project? How did you overcome them?
- Did you seek out help and support while completing the three components of the Personal Project?

Third Section in your Process Journal: Objective C: Taking Action

Creating and Completing your Outcome or Product:

- Describe the completion process of your outcome or product.
- Did it come out the way you hoped? What would you do differently? Why?
- How did creating an outcome or project help achieve/reflect your SMART Goal?
- Does your finished outcome or product respond to your Global Context? How?

Demonstrate Thinking Skills:

- How did you critically assess and solve problems encountered during the Project process?
- How did working on the Project allow you to be creative? Was this a risk for you?
- How did you transfer skills and apply prior knowledge to make decisions and create components of the Project?

Demonstrate Communication and Social Skills:

- Describe who you interacted with in order to complete the Personal Project. How did you communicate? Face-to-face, texts, calls, email, social media? Which method of communication did you find more effective? How did you communicate your thoughts and questions clearly and positively?
- How did you react to feedback and/or constructive criticism from your supervisor and/or others?
- Describe your literacy skills to communicate your Project – Reading, Writing, Listening, Speaking.
- What was the most effective social interaction with another person while completing the Project? Why?
- How did you collaborate with others throughout your Project?

Begin Work on the Report:

- After you completed your outcome or product, you discussed the Report with your supervisor. Describe how you planned the Report. Describe the role the Process Journal played in developing the Report.

Fourth Section in your Process Journal: Objective D: Reflecting

Evaluating the Quality of the Outcome or Product Against Student-created Criteria:

- How did your outcome or product meet each criterion that you created? Give a detailed explanation of each criterion and reflect honestly on how well your outcome/product achieved each of criterion strands.
- Overall, are you satisfied with your outcome or product evaluation? If you fell short in meeting any of your criteria, explain why? If you exceeded any of your criteria, explain why.
- Include evidence from others about the quality of your outcome/product if you can. Did you conduct a survey to find out what people thought of your Project?

Reflect on how Completing the Project has Extended your Knowledge and Understanding of your Topic and Global Context:

- Reflect back on your previous knowledge and describe and explain how your knowledge and understanding of the topic you research has deepened. What did you think then, and what do you think now. Why has it changed?
- Reflect on the Global Context. To what extent do you have a deeper appreciation of it now? How did it Shape your Project?
- How will you use what you learned by completing the Personal Project in the future? In what areas of your life?

Reflect on your Development as an IB Learner through the Project:

- Reflect on your personal development. How did you grow as an IB learner by completing the Personal Project?
- Think about the IB Learner Profile attributes and discuss the ones that you newly developed and/or further developed by completing the Project: Thinker, Knowledgeable, Caring, Risk-taker, Principled, Inquirer, Open-minded, Communicator, Balanced, Reflective, Resilient. It is VITAL that you give specific examples and evidence.
- Make this section detailed, thoughtful, honest, reflective, and specific – without getting flowery.
- Refer to the appendices in this part of the Report – they are your evidence of growth!

Appendix H: Examples of Personal Project Ideas

Personal Project Ideas
Designing public spaces in the school
Recovering my physical condition after injury
Improve our school's recycling efforts
Allergy management through health & sports
Compose and produce 4 songs using "Logic Pro"
Learning a new instrument
Responsibility when driving
How to gain muscle and lose fat
Make a ukulele and educate others on its cultural background
How to benefit from reusing plastic
Become a volunteer for the Red Cross and promote it
Improve my physical condition through nutrition
Performing in a play
How photography can change peoples' perception
Entertainment for children in hospitals
Educating children with famous people who promote healthy lives and drug prevention
Creating my own Art Exhibition based on the purity of the Adirondacks
To jump 1:40 metres with my new horse
Improve my physical endurance by finding the effect of different genre of music while exercising
Improve my asthma status by doing and journaling effects from exercise
Learn to dive - finding ways to move to the next level
To help the community in the prevention of sport injuries
How nutrition affects my achievement in sports
Design an obstacle-free house
Organize a 5k race
Raise awareness of the beauty of NYS and its value in terms of tourism
Motivation for high achieving sports students at school
Analyze if the school works as a community
Raise awareness of the need of using sun block to prevent skin disease.
Achieve healthy eating habits
Explore how modifying different variables in photography to achieve the desired effects
Educate students to have healthy habits
Improve art skills through learning new techniques
Study alternative ways of electrical conduction
School based Podcasting
Prepare to run a 10K race
Create a YouTube series on animal care
Learn how to do a graffiti and create social awareness of how it isn't vandalism but urban art.
Build my own computer

Appendix J: Frequently Asked Questions

Q: Can I work in a team?

A: Yes, you may work with a partner or in a small group, but you each must have a substantial independent portion of the Project. Each member of the group must maintain their own Process Journal and submit their own Report. The Outcome or Product of the group may be shared if it is significant enough to warrant the efforts of multiple people.

Q: How important are the Global Contexts in the Personal Project?

A: VERY! The GLOBAL CONTEXTS are the heart of the project. You will notice that some of the assessment criteria are based on your understanding of the Global Context you chose.

Q: Can I switch my supervisor?

A: You must see the Personal Project Coordinator and/or the MYP Coordinator, Mrs. Wagner, to discuss the reason you would like to change your supervisor.

Q: What am I getting out of completing the Personal Project?

A: The Personal Project gives you an opportunity to demonstrate your learning in a way that is completely up to you. The sense of accomplishment and esteem that most students get from doing a Personal Project is incredible. For some, it is the most important thing that they do in school, because it shows them real-life examples of how to apply what they have learned in and out of school to something that is completely their own. The Personal Project incorporates the following:

- The Design Cycle** (from Design and TV/Broadcasting)
- The Process Journal** (which is similar to the Arts journals)
- Research Skills** (from all subjects)
- Essay Writing** (from Language and Literature and Individuals and Societies)
- Personal Engagement** (similar to Arts and Health and Physical Education)
- Reflection on techniques** (Math, Science)
- Communication of your work** (from all subjects)

Q: What happens if I just don't do the Project?

A: You will receive an incomplete for the Personal Project on your transcript which is a record of your accomplishments in high school.

Acknowledgements

This handbook was put together by the MYP Coordinator of the Palmyra-Macedon High School. Special thanks to the following schools for their review, resources, and/or contributions to this document:

Corning Painted Post High School, Coordinator, Cathy Honness, Corning, NY, U.S.A.

Glenlyon Norfolk School, Victoria, Canada.

Hilton High School, Coordinator, Diane Campbell, Hilton, NY, U.S.A.

The International Baccalaureate Organization, Cardiff, Wales.

Konosberg International School, Konosberg, Norway.

Long Island University, New York, U.S.A.

Meade High School, Ft. Meade, MD, U.S.A.

Mulgrave Independent School, West Vancouver, BC, Canada.

Shaker Heights High School, Shaker Heights, OH, U.S.A.

Victoria Shanghai Academy, Hong Kong, China.



The Personal Project Celebration!

How does a Pal-Mac sophomore leave a legacy? How do they show off their passion for a topic? Through the International Baccalaureate Middle Years Programme Personal Project! The Personal Project is the chance for sophomores to apply all they have learned in the five-year MYP by choosing a topic, setting a SMART Goal, and completing research to create an outcome or product they will proudly display during our Personal Project Celebration.

April 13, 2018



Photos courtesy of Bloomfield Hills High School, 2015.