
*Guide to Completing
the 10th Grade
Personal Project*



Dear 10th Grade Parent/Guardian,

Lower Richland High School, is an authorized International Baccalaureate (IB) Middle Years Programme (MYP) and now offers a continuum of IB education with the IB Diploma and IB Career Programmes. We are excited to continue our journey for excellence and prepare our students to be inquiring, knowledgeable and caring in our global society. Richland School District One is strategically planning to ensure the continued success of all students in our ever changing world. The MYP is an exciting framework for student learning that enhances how we engage in the curriculum. Like our existing Diploma Programme (DP) Career Programme (CP) and STEAM initiative, the MYP encourages student-centered lessons, a focus on concept-based learning and inquiry, and strategies to teach students to apply their thinking in diverse circumstances in the classroom and the world.

A very important component of the MYP to promote academic growth of student learning is through a culminating project for 10th graders: the Personal Project. All 10th graders will complete an independent inquiry into a topic of their choice. The topic should be meaningful and challenging to the student. Introduced at the start of the 10th grade English course and completed by the course end. A few examples of topics include: 1) creating a YouTube series, 2) shadowing a doctor, 3) performing in a play, 4) building a computer, 5) writing a short-story, 6) organizing a fundraiser, and 7) starting a new club. The range of topics are inspired by student interest and supported by teachers and staff.

Personal Project Details:

The Personal Project is an individual project completed in the 10th grade year. It consists of three main components: a product, a process journal, and a written or oral explanation of the product. Students have the opportunity to choose their topic and enjoy learning about it, much like culminating assignment in the freshman year, the annotated bibliography, the junior year, the research proposal, and the senior year, the Senior Project (Extended essay for IB Diploma students and the Reflective Project for IB Career students).

Through this project, students:

- Demonstrate the personal abilities and skills required to produce and present an extended piece of work
- Engage in personal inquiry, action and reflection on specific topics and issues
- Reflect on learning and share knowledge, views, and opinions with others

To provide you with a more specific timeline and additional details regarding the Personal Project, we invite you to visit the school webpage under International Baccalaureate resources and view the guide, timeline, information on assessment and other resources. You may also contact the Middle Years Programme Coordinator, constantina.green@richlandone.org. We look forward to working with your student on this exciting adventure!

Sincerely,

Constantina Green

MYP Coordinator

Dr. Ericka Hursey

Principal, Lower Richland High School

Introduction to the MYP Personal Project

The Personal Project provides an opportunity for you to explore, research, and develop skills in a topic that is your own passion. This project does not have to be directly related to daily school work. Personal Projects are **PERSONAL**. They should be based on personal goals and interests of you as an individual. These are independent projects that are mostly completed outside of school.

All tenth grade students complete the Personal Project and should:

- encourage you to develop an area of personal interest.
- provide an opportunity to produce a truly personal and creative product/outcome.
- evolve around a challenge that motivates and interests you.

The Role of the Project Supervisor

Your Advocacy teacher is your supervisor for this project. You will have assignments and receive updates on Personal Project matters through Advocacy. It is important that you work with your Advocacy teacher as directed because your Personal Project tasks become a part of your ELA grades each quarter.

Your Supervisor will:

- make sure your MYP Personal Project topic meets legal and ethical standards for health and safety, confidentiality, human rights, animal welfare and environmental concerns.
- provide guidance and support through the Personal Project process
- discuss project options and share pertinent information and updates
- help confirm authenticity of the work submitted (what you submit is what the Supervisor saw you working on)
- let the MYP Coordinator know when there are obstacles to student participation or if students miss multiple deadlines

The Role of Mentors

Students may decide to seek out and use mentors in the school, or in the community, who help provide support by offering additional information and/or skills in the chosen topic area. Mentors are usually specialists in an area you need to know more about.

The Role of the Personal Project Coordinator

The MYP Coordinator is also the Personal Project Coordinator. The Coordinator's role is to ensure that all students working on the Personal Project have access to the support and documentation that they need to be successful. The Coordinator will:

- arrange for the transfer of assignments from the Supervisor to the English Instructors for grading.
- provide Advocacy lessons to help students through the Personal Project
- organize student materials to support/scaffold the process
- plan a showcase for the Personal Projects

YOUR Role

As the student, your role is the most important one! It is up to you to decide on a topic that you actually like and are interested in. You should also ask questions and seek guidance when you need help. Your role is to:

- define your own goals for your own project
- keep a process journal with weekly entries to record planning, progress, updates, and other project information
- meet with the Supervisor periodically and complete a Meeting Notes page
- stick to deadlines
- present at the showcase for Personal Projects

Overview:

How often have you ever had total control over your choice of assignment? Probably not very often. The Personal Project may be your first opportunity to have complete freedom to choose whatever topic and project of interest to you. This is your chance to learn something, be creative, develop old skills and learn new ones, and take action in your community.

Aims:

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

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate skills, attitudes, 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 your accomplishments.

What do I turn in?

Personal project consists of three components:

- A product or outcome
- A Process Journal
- A report

Some of your preplanning documents will also be graded.

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

3 Components

Personal project component	How it is assessed										
<p>Focus on topic leading towards a product/outcome</p> <p>Some Examples:</p> <ul style="list-style-type: none"> • Written on a specific topic, fiction or nonfiction • Presentation of a developed business plan • Original work of art, visual or performing • Invention • Science project (not used in science class) • Film, talk show, internet • Design a model, fashion, engineering etc. 	<p>Evident in the presentation/report</p> <p>Criteria C</p>										
<p>Process journal – recorded in from start to finish of the project, format: paper, electronic, video, blog, vlog</p> <ul style="list-style-type: none"> • It is used throughout the project NOT daily • It is used for planning; it is NOT a diary • Record interviews, quotes, pictures ideas, mistakes, corrections, reflections, resources • Use to produce your report 	<p>A selection of extracts in appendices of the report</p> <p>Criterion A</p> <p>Objective A</p>										
<p>Presentation</p>											
<p>Report Formats</p> <ul style="list-style-type: none"> • Written (digital) 1,500 – 3,500 words • Electronic (website, blog, slideshow) 1,500 – 3,500 words • Oral (podcast, radio broadcast, recorded) 13 – 15 minutes • Visual (film) 13 – 15 minutes <p>Multimedia combined with written reports</p> <table border="1" data-bbox="204 1230 800 1486"> <thead> <tr> <th>Time (audio or audio-visual recording)</th> <th>Word limit</th> </tr> </thead> <tbody> <tr> <td>3 minutes</td> <td>1,200 – 2,800</td> </tr> <tr> <td>6 minutes</td> <td>900 – 2,100</td> </tr> <tr> <td>9 minutes</td> <td>600 – 1,400</td> </tr> <tr> <td>12 minutes</td> <td>300 - 700</td> </tr> </tbody> </table> <p>Required components for submission</p> <ul style="list-style-type: none"> • Product • Title Page • Completed Academic Honesty form • Process Journal Extracts • Visual aids if applicable • Bibliography 	Time (audio or audio-visual recording)	Word limit	3 minutes	1,200 – 2,800	6 minutes	900 – 2,100	9 minutes	600 – 1,400	12 minutes	300 - 700	<p>The content of the report assessed using all four objectives and criteria</p>
Time (audio or audio-visual recording)	Word limit										
3 minutes	1,200 – 2,800										
6 minutes	900 – 2,100										
9 minutes	600 – 1,400										
12 minutes	300 - 700										

Objectives

Objective A	Investigating	<ol style="list-style-type: none"> i. Define a clear goal and global context for the project, based on personal interests ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills
Objective B	Planning	<ol style="list-style-type: none"> i. Develop criteria for the product/outcome ii. Plan and record the development process of the project iii. Demonstrate self-management skills
Objective C	Taking Action	<ol style="list-style-type: none"> i. Create a product/outcome in response to the goal, global context and criteria ii. Demonstrate thinking skills iii. Demonstrate communication and social skills
Objective D	Reflecting	<ol style="list-style-type: none"> i. Evaluate the quality of the product/outcome against their criteria ii. Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context iii. Reflect on your development as learners through the project

Global Context

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

Global Context	Definition	Possible Explorations	Project Examples
Identities and relationships	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"> • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health 	<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>and well-being; lifestyle choices</p> <ul style="list-style-type: none"> • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind 	
Orientation in space and time	<p>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>	<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 and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation 	<ul style="list-style-type: none"> • The Euclidean space perspective of the universe; a 3D model • Explorers in search of a new world; The Middle Passage; immigration over the ages through visual texts • The Mayflower and the dream of religious freedom; a personal family history • Charting a family history through archives and a representational statue
Personal and cultural expression	<p>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>	<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 linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking 	<ul style="list-style-type: none"> • Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers • Culture and self-expression through dance at the local community arts center; a performance

		<ul style="list-style-type: none"> • Entrepreneurship, practice and competency 	
<p>Scientific and technical innovation</p>	<p>Explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<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
<p>Globalization and sustainability</p>	<p>Explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.</p>	<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 a specific country; 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>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>	<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 us; a painting
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Examples of how the Global Context shape the focus of the personal project focus

Topic Example: Rap

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

Topic Example: Solar Energy

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

Steps of the Personal Project

The advocacy teacher is the supervisor. The supervisor and student will meet at least once per month and the supervisor will guide students through the project from start to finish.

Step 1: Investigation

1. Choose a topic of interest, consider the global context and make sure the topic is specific.
2. Discuss your idea with others as you brainstorm. Consult with teachers with expertise in the topic area. Consider the following:
 - a. What materials are required?
 - b. Who should I consult?
 - c. Do I need to interview people? Who?
 - d. What type of research is required?
3. Begin writing your thoughts in your process journal.

Step 2: Preparation

1. Identify the goal of the Personal Project.
2. Which Global Context will be used?
3. What will the product be? What will you actually make to display your learning?
4. What information is required? Where will it come from?
5. What additional skills do you already have? What skills do you require?
6. How will you manage time? Make a plan.
7. Record all reflections, research and information in your process journal.

Step 3: Action

Implement the plan

1. Create a product related to the goals, global context, objectives and criteria.
2. Demonstrate approaches to learning skills as necessary:
 - a. Thinking
 - b. Communicating
 - c. Research
 - d. Self-Management
 - e. Collaboration
3. Reflect and record in your process journal.

Step 4: Reflection

Reflection occurs at every stage of the Personal Project and should be recorded in the process journal from the start of the project to the end of the project.

Questions to guide reflection:

1. What questions did you have?
2. How did you answer the questions?
3. Who helped to answer the questions?
4. What problems occurred?
5. How were the problems addressed? What skills were used to solve the problem?
6. How is knowledge increasing?

Step 5: Demonstration:

Two Requirements:

1. The report in one of the aforementioned formats.
2. The exhibition presentation in May.

Criteria

Each personal project objective corresponds to one of four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- **Criterion A:** Investigating Students define a clear goal and global context for the project, based on personal interests. Students identify prior learning and subject-specific knowledge relevant to the project. Students demonstrate research skills.
- **Criterion B:** Planning Students develop criteria for the product/outcome. Students plan and record the development process of the project. Students demonstrate self-management skills.
- **Criterion C:** Taking action Students create a product/outcome in response to the goal, global context and criteria. Students demonstrate thinking skills. Students demonstrate communication and social skills.
- **Criterion D:** Reflecting Students evaluate the quality of the product/outcome against their criteria. Students reflect on how completing the project has extended their knowledge and understanding of the topic and the global context. Students reflect on their development as IB learners through the project.

Personal Project Rubric Score	IB Grade	SC Numeric Grade	Letter Grade
32-28	7	90 – 100	A
27 – 24	6	80 – 90	B
23 – 19	5	70 – 80	C
18 – 15	4	60 – 70	D
14 – 10	3	50 – 60	F
9 – 6	2	40 – 50	F
5 – 1	1	10 – 40	F

Assessment Rubric

Personal Project	7-8	5-6	3-4	1-2
Criterion A: Investigating	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. Demonstrate excellent research skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. Demonstrate substantial research skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. Demonstrate adequate research skills. 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. Demonstrate limited research skills.
Criterion B: Planning	<p>The student is able to:</p> <ul style="list-style-type: none"> 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. 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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. 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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. 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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.
Criterion C: Taking Action	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. Demonstrate excellent 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. Demonstrate adequate 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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.	iii. Demonstrate substantial communication and social skills.	communication and social skills.	communication and social skills.
Criterion D: Reflecting	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 the global context iii. Present excellent reflection on his or her development as an IB learner through the project. 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 the global context iii. Present substantial reflection on his or her development as an IB learner through the project. 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 the global context iii. Present adequate reflection on his or her development as an IB learner through the project. 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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 the global context iii. Present limited reflection on his or her development as an IB learner through the project.

APPROACHES TO LEARNING

Communication	<i>How can students communicate through interaction?</i>	<i>How can students demonstrate communication through language?</i>
	<p>Exchanging thoughts, messages and information effectively through interaction.</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use intercultural understanding to interpret communication • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences • Interpret and use effectively modes of non-verbal communication • Participate in, and contribute to, digital social media networks • Collaborate with peers and share ideas with multiple audiences using a variety of digital environments and media 	<p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Understand and use mathematical notation • Paraphrase accurately and concisely • Preview and skim texts to build understanding • Take effective notes in class/Make effective summary notes for studying • Use a variety of organizers for academic writing tasks • Organize and depict information logically/Structure information in essays and reports
Collaboration	<i>How can students collaborate?</i>	<i>How can students demonstrate organization skills?</i>
	<p>Working effectively with others</p> <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships • Practice empathy • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions / Advocate for one's own rights and needs 	<p>Managing time and tasks effectively</p> <ul style="list-style-type: none"> ▪ Plan short- and long-term assignments; meet deadlines / Keep and use a weekly planner ▪ Create plans to prepare for summative assessments (examinations and performances) ▪ Set goals that are challenging and realistic

	<ul style="list-style-type: none"> • Manage and resolve conflict and work collaboratively in teams • Build consensus • Make fair and equitable decisions • Listen actively to other perspectives and ideas / Give and receive meaningful feedback • Negotiate effectively • Encourage others to contribute / Exercise leadership and take on a variety of roles within groups 	<ul style="list-style-type: none"> ▪ Plan strategies and take action to achieve personal and academic goals ▪ Bring necessary equipment and supplies to class ▪ Keep an organized and logical system of information files/notebooks ▪ Use appropriate strategies for organizing complex information ▪ Select and use technology effectively and productively
Self-Management	Affective	Reflection
	<i>How can students manage their own state of mind?</i>	<i>How can students be reflective?</i>
	<p>Managing state of mind</p> <ul style="list-style-type: none"> ▪ Mindfulness: Practice focus and concentration, strategies to develop mental focus and to overcome distractions, being aware of body–mind connections ▪ Perseverance Demonstrate persistence and perseverance and delaying gratification ▪ Emotional management Practice strategies to overcome impulsiveness and anger, prevent and eliminate bullying, and reduce stress and anxiety ▪ Self-motivation Practice analyzing and attributing causes for failure, managing self-talk, and positive thinking ▪ Resilience Practice: “bouncing back” after adversity, mistakes and failures; “failing well”; dealing with disappointment and unmet expectations; dealing with change 	<p>(Re)considering the process of learning; choosing and using ATL skills</p> <ul style="list-style-type: none"> ▪ Develop new skills, techniques and strategies for effective learning ▪ Identify strengths and weaknesses of personal learning strategies (self-assessment) ▪ Demonstrate flexibility in the selection and use of learning strategies ▪ Try new ATL skills and evaluate their effectiveness ▪ Consider content: What did I learn about today? What don’t I yet understand? What questions do I have now? ▪ Consider ATL skills development: What can I already do? How can I share my skills to help peers who need more practice? What will I work on next? ▪ Consider personal learning strategies: What can I do to become a more efficient and effective learner? How can I become more flexible in my choice of learning strategies? What

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

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

Important Terms

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

Command terms

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

PERSONAL PROJECT ROLES AND RESPONSIBILITIES

Stakeholders	Responsibilities
10th Grade Students	<ul style="list-style-type: none"> • Define a clear goal and global context for the project, based on personal interests. • Maintain a process journal including at least one entry per week. This must contain measurable, student-generated success criteria for the product/outcome, as well as a record of the planning and development of the project. • Meet with the supervisor once a month to review progress and complete a Meeting Notes page (to be included in the process journal) at each meeting. • Produce an appropriately challenging and high-quality product/outcome. • Produce a written report according to IB Personal Project criteria, including reflection and response to the project criteria. This must follow the format of a formal academic report as provided in your project guide. • Adhere to internal deadlines set by the Personal Project Coordinator. • Prepare a suitable format for presenting the project at the Personal Project Exhibition in the spring.
Project Supervisors Advisory Teachers	<ul style="list-style-type: none"> • Meet with students at least once a month to review progress and provide feedback and complete a Meeting Notes page (to be included in the process journal) at each meeting. • Attend an introductory professional development session with the Personal Project Coordinator in the fall. • Attend a marking session with the Personal Project Coordinator in the spring and mark students' projects according to the criteria in the Personal Project guide. • Inform the Personal Project Coordinator about student progress, especially when students miss meetings or deadlines. • Deliver brief, lessons to 10th grade students on aspects of the Personal Project. • Monitor and record student progress.
IB MYP Personal Project Coordinator	<ul style="list-style-type: none"> • Set internal deadlines for student completion of different stages of the project. • Write and distribute plans for brief lessons to 10th grade students on aspects of the Personal Project. • Monitor student progress. • Lead an introductory professional development session for project supervisors in the fall. • Lead a marking session for project supervisors in the spring. • Prepare and promote the Personal Project Showcase in the spring.

Due Date		Expectations
Semester 1	Semester 2	
September 2020	January 2021	<ul style="list-style-type: none"> ○ Introduction to the Personal Project ○ Meet Supervisor/Roles and Responsibilities ○ Academic Honesty ○ Criterion A: Process Journal/Decide on a format for your process journal. ○ Global Context: Identities and Relationships; Orientation in Space and Time ○ Write down questions you might have. ○ Brainstorm ideas for the personal project.
October 2020	February 2021	<ul style="list-style-type: none"> ○ Global Contexts: Scientific and Technical Innovation and Globalization and Sustainability ○ Criterion B: Planning ○ Research ○ Begin recording in your process journal. Write <u>at least 2</u> entries. Review these with your supervisor.
November 2020	March 2021	<ul style="list-style-type: none"> ○ Global Context: Fairness and Development Personal and Cultural Expression ○ Discuss your progress and challenges with your supervisor. Continue your research. ○ Criterion C: Taking Action ○ Continue writing in your process journal. You should have <u>at least 4</u> entries. Review these with your supervisor. ○ Continue your research. Discuss your progress and challenges with your supervisor.
December 2020	April 2021	<ul style="list-style-type: none"> ○ Finalize your project goal with your supervisor by choosing a global context and creating a goal. ○ Develop your project's criteria for success. ○ Criterion D – Reflection ○ Develop and begin implementing an action plan for creating/doing your project. ○ Continue writing in your process journal. You should have <u>at least 6</u> entries. Review these with your supervisor. ○ Decide on a format for your report. Begin creating the draft of your report by doing the Investigating section. ○ Develop the draft of your report. Do the Taking Action section
January 2021	May 2021	<ul style="list-style-type: none"> ○ Send the draft of the first two sections of your report to your supervisor for feedback. ○ Finalize your project. ○ Add to your process journal as necessary. ○ Select—the 5 process journal extracts that will be included with your report. ○ Finish developing the draft of your report. Do the Reflecting section. ○ Finalize your report/Complete the MYP personal project coversheet.
May 2021		<ul style="list-style-type: none"> ○ Develop a way to display and/or present your project at the expo. ○ Attend the Personal Project Exhibition.

MYP PERSONAL PROJECT ACADEMIC HONESTY FORM

Student name		
Student number		
School name Lower Richland High		
School number 002313		
Supervisor name		
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>		
Date	Main points discussed	Signature/initials
Meeting 1		Student: Supervisor:
Meeting 2		Student: Supervisor:
Meeting 3		Student: Supervisor:
Supervisor comment		
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

MYP PERSONAL PROJECT COVERSHEET

Student Name
Student number
School name Lower Richland High
School number 002313
Supervisor name

Title of the project:

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Goal of the project:

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Length (word count and/or presentation time):

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Included when submitting the project

A completed academic honesty form

Process journal extracts

Any supporting visual aids used during the presentation, if applicable

Bibliography/sources

Process Journal Entry # _____ **Date:** _____

Academic Honesty means _____

Examples of academic dishonesty are _____

Possible consequences of academic dishonesty are _____

The personal project must include: 1. _____
2. _____ 3. _____
4. _____ 5. _____

Reflection

Questions I have	Answers	Who helped me answer the questions
Problems I have	Solutions	ATL skill used to solve the problem (thinking, communication, collaboration, research, self-management)

I learned	I want to learn

Process Journal Entry # _____ Date: _____

My understanding/definition of the personal project is _____

The topic I think I would like to work on is _____

_____ because _____

The format I think I will use is _____

_____ because _____

Process Journal Entry # _____ Date: _____

The six global context are:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The global context I think I will use is _____.

This global context addresses _____

The global context fits my topic because _____

Process Journal Entry # _____ **Date:** _____

Reflection

Questions I have	Answers	Who helped me answer the questions
Problems I have	Solutions	ATL skill used to solve the problem (thinking, communication, collaboration, research, self-management)

I learned	I want to learn

Process Journal Entry # _____ **Date:** _____

In order to investigate my topic I need to answer the following questions:

What materials are required? _____

Who should I consult? _____

Do I need to interview people? Who? _____

What type of research is required? _____

Process Journal Entry # _____ Date: _____

Reflection

Questions I have	Answers	Who helped me answer the questions
Problems I have	Solutions	ATL skill used to solve the problem (thinking, communication, collaboration, research, self-management)

I learned	I want to learn

Process Journal Entry # _____ Date: _____

In order to prepare for my topic I need to answer the following questions:

Identify the goal of the Personal Project. _____

Which Global Context will be used? _____

What will the product be? What will you actually make to display your learning? _____

What information is required? Where will it come from? _____

What additional skills do you already have? What skills do you require? _____

How will you manage time? Make a plan. _____

Where will I find my research? _____

Process Journal Entry # _____ **Date:** _____

Reflection

Questions I have	Answers	Who helped me answer the questions
Problems I have	Solutions	ATL skill used to solve the problem (thinking, communication, collaboration, research, self-management)

I learned	I want to learn

