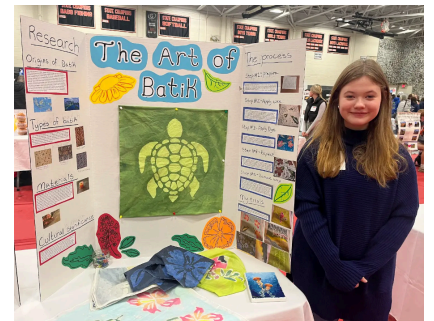




Middlebury Union High School Grade 10 Personal Project Guide



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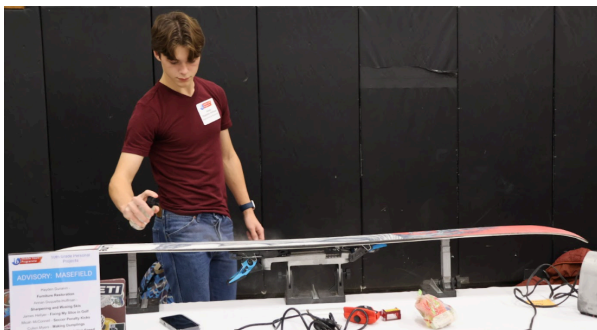
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Section I: The Basics

What is the Personal Project?

The Personal Project takes place in 10th grade, and it is the culminating event of your Middle Years Program (MYP) experience in ACSD. It is a chance for you to dedicate time and research to something that truly interests *you*.

Perhaps you've always wanted to *WRITE A PLAY*, *run a half marathon*, *weld your own utensils*, *design a video game*, *paint a self-portrait*, *design blueprints for a hunting blind*, *research your ancestry*, *build a miniature greenhouse* or *explore fashion design...*

Perhaps you want to continue learning about something that you already spend your free time doing. The personal project is all about *you* and your *learning*.

The Personal Project is:

- Self-directed
- Connected to clear goals
- Tied to one global context
- A chance to try new things
- About learning from your mistakes
- A reflective process

The Personal Project is not:

- Meant to take over one's life and free time
- Expected to be perfect
- Something that costs a lot of money (or *any* money, for that matter!)
- Part of a specific course or coursework



What are the objectives of the Personal Project?

In addition to providing you the chance to apply the skills you've developed in the MYP and exhibit the attributes of the IB Learner Profile, the **objectives of the Personal Project** relate directly to the MYP Personal Project assessment criteria:

Objective A: Planning

You should:

- i. State a learning goal for the project and explain how a personal interest led to that goal
- ii. State an intended product and develop appropriate success criteria for the product
- iii. Present a clear, detailed plan for achieving the product and its associated success criteria.

Objective B: Applying Skills

You should:

- i. Explain how the ATL skills(s) was/were applied to help achieve their learning goal
- ii. Explain how the ATL skills(s) was/were applied to help achieve their product.

Objective C: Reflecting

You should:

- i. Explain the impact of the project on themselves or their learning
- ii. Evaluate the product based on the success criteria.



What are the required components of the Personal Project?



1. The product:

Your Personal Project will result in the creation of a tangible product or outcome. This outcome might take a variety of physical forms. If your outcome is an activity or event, it should be recorded and available for review by your TA teacher and others.

You will write your own criteria for what a successful product will be, and your supervisor will assess your work based on your reflective report.



2. The report:

Your report will accompany your final product. It is a detailed analysis of your entire project, including an explanation of the process you went through, from beginning to end. The report will explain how, why and what you accomplished. You will have plenty of step-by-step support and resources to help you with this report.

Your report may be recorded orally or written out. Specific requirements of the report start on page 14.



3. The process journal

You are required to maintain a process journal throughout your project experience. This will include all of your thinking, even if you change your plan or tweak your ideas throughout the course of the project.

You will create at least one entry in your process journal each week. Eventually, you will choose specific information and evidence from some of your entries to include in your final report.

Further specific requirements of the process journal are outlined starting on page 12.

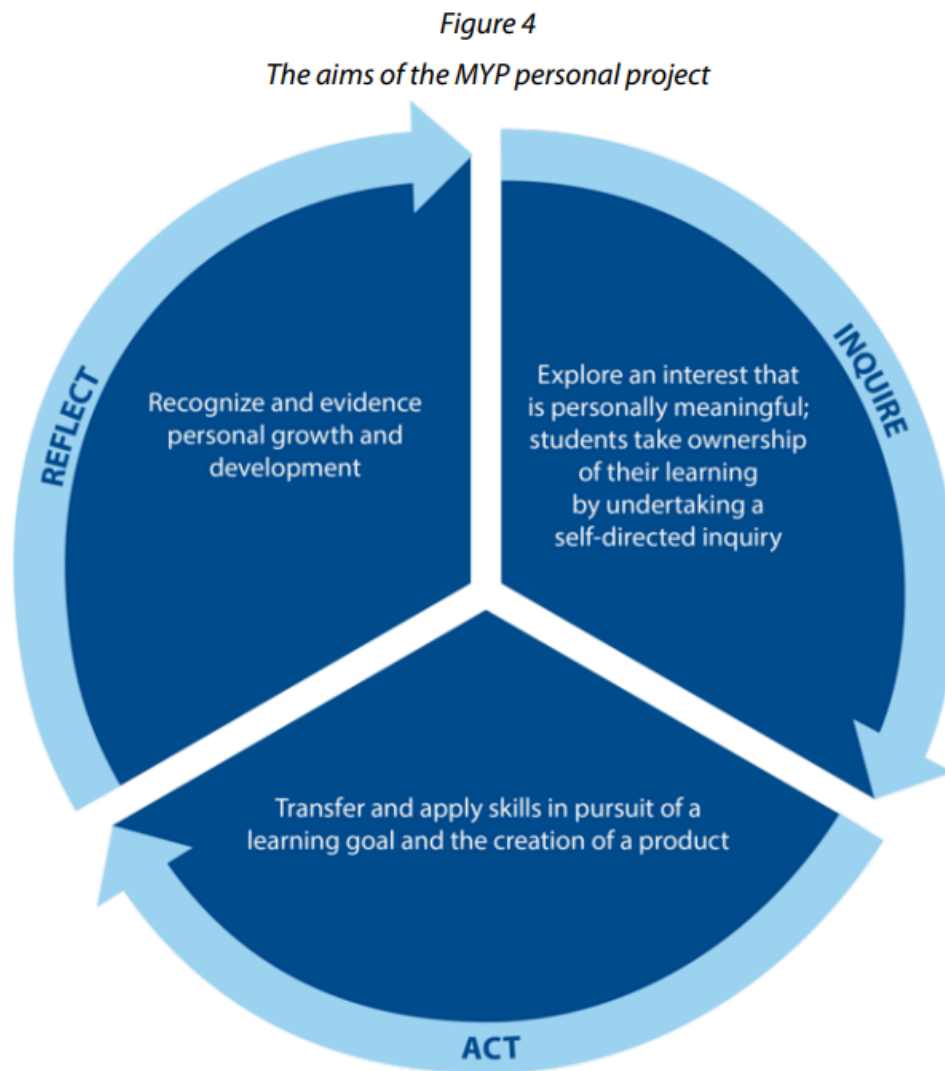


4. Presentation

The personal project will culminate in a public exhibition of your work to teachers, peers and/or parents in the MUHS gymnasium, typically in late December. Middlebury Community Television will create a documentary of the showcase for us all to enjoy!

Your journey through the personal project experience will follow the progression of the design cycle:

Inquire → Plan → Take Action → Reflect



(MYP Handbook for Students and Supervisors Guide).

The following pages will walk you through this process step-by-step.

Section II: Inquire

1. Choose a Topic.

Need help coming up with a topic idea? Ask yourself these questions:

1. What are your hobbies? What do you do during your “down” time?
2. What do you do well? Sports? Music? Design? Care for animals? Work in agriculture?
3. What would you like to do better? Are there skills you’d like to develop?
4. What needs do you see in your community (neighborhood, Addison County, church, etc.)? How can you address them?

2. After choosing a topic, define a goal. A goal is a product or outcome.

The product/outcome might be an original work of art, a model, a business plan, a campaign, a blueprint or architectural drawing, an essay, a course of study, a debate, a film or some other work.

Examples of goals:

Topic	Challenging Goal	Highly Challenging Goal
Violins	Research violin making and design a violin	Research violin making, design and produce a 4 or 5 string electric violin
Fashion design	Research clothing trends and design patterns for a summer clothing collection	Research clothing trends, design patterns for a summer clothing collection, and create a slideshow to exhibit the designs.
Indonesian education	Research Indonesian education and the work of the International Humanities Foundation. Create an educational pamphlet to raise awareness and encourage donations to the Foundation.	Research Indonesian education and the work of the International Humanities Foundation. Create an educational pamphlet to raise awareness and encourage donations to the Foundation. Plus, raise \$400 to sponsor an Indonesian student through one year of University
Farming	Research crop rotation and write a proposal for crop selection, placement and rotation on a 15-acre farm in Addison County.	Research crop rotation and write a proposal for crop selection, placement and rotation on a 15-acre farm in Addison County. Produce a video documentary of farm visits and interviews with farmers.
Athletic training	Work with community experts to develop a fitness plan for cross-training between a fall and spring sport.	Develop a fitness plan for cross-training between a fall and spring sport. Create a website to share your plan with other athletes in the district.

(Adapted from *MYP Projects Guide*).

PHASE 1: FOCUS (Narrow Your Topic)

Your Topic:

Your Product:

Think about a problem you want to solve or a challenge proposed by your topic. Is your topic too broad? The following strategies (think of why, how, what, when, and where) will help you narrow your topic:

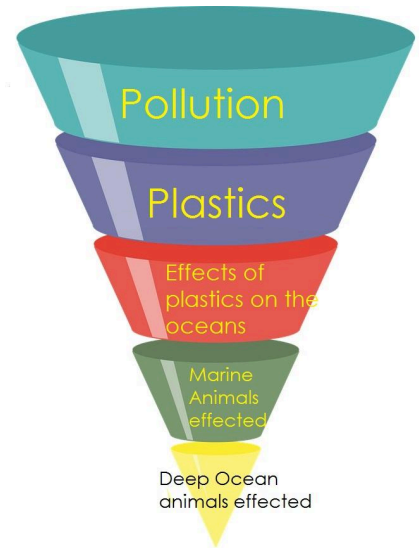
Examine a problem (why)

Propose a solution (how)

Identify a subtopic (what)

Narrow your topic by a limited time period (when)

Narrow your topic by a geographical area (where)



Describe below how you will narrow your focus.

Fill in the following sentence to summarize your focus and interest.

I am going to learn _____

because _____

in order to _____.

PHASE 2: IMMERSE (Make Connections)

Talk to others about ideas for your project. Connect your ideas to what you already know. Complete the following organizer to help you.

Connecting to your Topic

Write a title that best describes the name of your project.	
What do you know about your project topic already? Describe how or where you learned it.	
What do you find interesting about your project topic? Why does this interest you and how do you feel about it?	
Do you think learning more about your topic will be easy or difficult? Where are some places you could find information? Who are some “experts” you could talk to? (Experts are everywhere in our community!)	

Section III: Plan

1. Develop success criteria for product

After you have selected your topic, defined your product and learning goals, and started to learn more about your topic, you will need to create criteria for success. These criteria define what you think meeting your goal will look like if you are successful.

You must define realistic criteria to measure the quality of the project's final outcome or product. These must be measurable and specific enough to reflect on later in the process, after your product is complete.

Working with your advisor, you decide what constitutes a high-quality produce/outcome. You will outline your success criteria on your Personal Project template, which is linked for you in your TA's Google Classroom.

Here are some questions to consider as you design your success criteria:

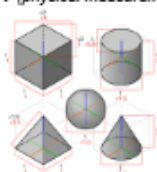
FORM & FUNCTION

What size/ dimension are you imagining? *(physical measurements, duration, number of slides, etc.)*

How will you assemble your product?

What is its purpose?

How will it work?



LOCATION

Is location important to your product?

(For example, building a fort or painting a mural are both location-dependent.)



MATERIALS & RESOURCES

What tools will you need?

What materials will you use?

What other resources will you need to find/ use?



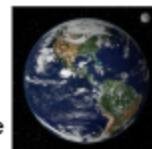
QUALITY, DURABILITY, & SUSTAINABILITY

In your mind, what should your product sound like/ taste like/ look like/ do in order to be "quality"?

(This may overlap with some of the other categories.)

How will you test your product for durability?

Do you need to consider the impact your product may have on the environment?



APPEARANCE/ AESTHETICS

What will it look like? *(color, font, texture, surface, style, etc.)*



SAFETY

What safety considerations do you need to make?



COST

Are there costs associated with creating your product?

Is there a budget you're going to try and stick to?



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?	- 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?	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?	- 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?	- Maximum of \$20 per canvas - Not for sale	Receipts to show costs of each canvas and materials

(MYP Project Teacher Support Material).

2. Make an action plan and timeline

You will need to outline the action steps you will take in order to successfully complete your project by the deadline. In order to do this, it is necessary to identify each task that needs completing, the relevant details of the task, and the deadline by which you plan to finish each task.

SAMPLE ACTION PLAN AND TIMELINE					
Task	Materials needed	People to contact	Other details	Due date	Notes about this step
Identify a race to run and register for it.	Access to Internet	N/A	I think that the Maple Run in Middlebury might be after my deadline, so I will need to look into other options.	☐ Oct. 1	I decided to register for a half marathon in Hyannis, MA in Feb. This gives me enough time to train while still finishing the project on time.
Research half marathon fitness plans	Access to the Internet, copies of <i>Runner's World</i> magazine	Librarian, PE teacher, my mom's friend who runs marathons	Once I access a variety of information, I will need to synthesize it to compare and contrast my options.	☐ Oct. 15	I was unable to access back issues of <i>Runner's World</i> magazine without subscribing, but the librarian helped me access some other free resources.
Set up a meeting during flex time to meet with my PE teacher about possible ideas	Copies of my research so far	Mr. A	I want to get some feedback about what kind of training plan is best for me.	☐ Oct. 20	We went over some options and choose a plan. We talked about doing a combination of indoor and outdoor training. I have identified target times and distances for each week of the 3-month plan.
Create progress log	Copy for home and copy for school		Having to physically log my progress will be a tangible reminder of my goals.		The log was helpful because it helped indicate where I had setbacks (a couple due to whether and one do to a brief injury)
Begin training plan	Copy of actual plan			☐ Nov. 1	Post plan on fridge at home and keep copy on my phone for quick reference
Regular Check-ins with Ms. S	Copy of progress log,	Ms. S	Even though I see Ms. S during flex time, knowing that I have a scheduled check-in with an adult every 2 weeks will help hold me accountable to my goals.	☐ Nov. 15 ☐ Dec. 1 ☐ Dec. 15 ☐ Jan. 1 ☐ Jan.15 ☐ Feb 1	
Run Race	Proper attire, gear, registration information, camera to document evidence	Talk to mom about getting a ride to the race		☐ Feb 25	

2. Record all ideas, steps, reflections in process journal

The process journal is an integral and required part of the personal project. The journal is evidence that you have been consistently engaging in the development of your project. There should be evidence of regular reflection.

The Process Journal is

- an evolving record of intent, processes and accomplishments
- used throughout the project to document your development
- a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised
- a place for recording interactions with sources, e.g. teachers, mentors, supervisors, family and friends
- a place to record selected, annotated and/or edited research and to maintain a bibliography
 - a place for storing useful information e.g. quotations, pictures, ideas and 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 her needs
 - a record of reflections and formative feedback received

- used on a daily basis
- 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

The Process Journal is NOT

(MYP Personal Project: Process Journal).

The following are examples of what your process journal might contain:

- ☐ Mind maps or brainstorm
- ☐ Bullet lists to show the development of your ideas
- ☐ Charts
- ☐ Screenshots of emails or text messages
- ☐ Short paragraphs about meetings you've had or changes you are making
- ☐ Notes taken from your research (remember to accurately record sources)
- ☐ Timelines
- ☐ Rough sketches
- ☐ Annotated illustrations
- ☐ Photos of your process
- ☐ Links to video clips showing part of your process

Requirements for the process journal:

- ☐ The process journal is maintained digitally within your Google Classroom.
- ☐ A minimum of 8 entries is required in your process journal.

Assessment of the process journal:

Your process journal will not be assessed separately from your project. The journal is where you “house” your evidence! You will select information from several entries to include in your final report. Your entries should be carefully selected; these will serve as evidence of your progress toward all criteria. Again, extracts should simply be supporting documents of your progress, and they will not be individually assessed.

Section IV: Take Action

1. Create your project

The planning you have done will set you up to take action and reach your goal. As you move through your action plan, you will be taking the steps you have outlined to complete a successful project.

Remember: Your project should match your **goals** and **success criteria you have set for yourself**.

2. Focus on organization and stick with deadlines

It is important that you check your timeline on a weekly basis to ensure that you are progressing through your goals in a timely manner. You should create either a digital or a physical folder to organize your various project-related materials. Your advisor can help you organize!



Section V: Report and Reflect

The following guidelines come directly from the *Middle Years Program Projects Guide*:

Purpose of Report:

The purpose of the report is to demonstrate your engagement with your project by summarizing the experiences and skills you've learned, practiced, and gained, many of which will be recorded in your journal.

Some questions to consider as you begin compiling your report:

- How can I clearly describe what I set out to accomplish, and why this area of interest matters to me? How have I developed as a learner? How can I provide evidence to show my learning and growth? (Specifically, consider your awareness and development of ATL skills.)
- What am I proud of within my personal project? What could I have done differently?

Format of Report:

The format of the report can vary. In choosing the best format for your report, you should consider your learning preferences, personal strengths and the resources you are comfortable accessing and using. The ability to communicate clearly and concisely is essential to demonstrate the elements of the report and reach the highest levels of the criteria.

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

A written report aims to inform and explain the process of the personal project in a concise and succinct form and usually consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and conforms to the prescribed structure as outlined.

An oral report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded for internal standardization purposes and for possible submission to the iB for moderation. Students may use notes, cue cards and visual support aids for an oral presentation. Care should be taken to ensure that all elements of the report contribute towards the assessment criteria.

A visual report is usually a short film where the student addresses the key moments of his or her personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates his or her achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the onset of the project.

An electronic report can take many different forms such as a website, blog, a Prezi, PowerPoint, or other slideshow presentation. As in all other formats, students must ensure that the electronic report meets the assessment criteria and effectively demonstrates his or her engagement with the personal project.

Length requirements of Report:

Format	Document (File types: .doc, .docx, .pdf, .rtf) Recording (File types: .mp3, .m4a, .mp4)
Written	15 pages, 11-point font size, .75-inch margins
Electronic (website, blog, slideshow)	15 pages (all images must be clearly visible)
Oral (podcast, radio broadcast, recording)	10 minutes (+ up to 5 written pages)
Visual (film, documentary)	10 minutes (+ up to 5 written pages)

For students submitting multimedia reports comprising both written and audio/visual formats, the required number of words and time of audio/visual presentations correlate in the manner shown in this table.		
Time (audio or audio-visual recording)		Document (File types: .doc, .docx, .pdf, .rtf)
2 minutes	AND	Up to 13 pages
4 minutes	AND	Up to 11 pages
6 minutes	AND	Up to 9 pages
8 minutes	AND	Up to 7 pages
10 minutes	AND	Up to 5 pages

Structure of Report:

Criterion A (Planning)

This section is where you clearly state your learning and product goals, explain why you chose them, and describe your action plan and success criteria.

Criterion B (Applying Skills)

This includes evidence and explanation of how you used several ATL skills throughout your process to achieve your learning and product goals.

Criterion C (Reflecting)

This is where you reflect on your process and measure your product against your success criteria.

Bibliography

You must include a bibliography that follows MLA (Modern Language Association) format. You may use in-text citations, footnotes/endnotes or other recognized systems to credit the ideas of others in your work.

Assessment of Report:

Criterion A, Planning

Achievement Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states a learning goal ii. states their intended product iii. presents a plan that is superficial or that is not focused on a product.
3-4	The student: i. states a learning goal and outlines the connection between personal interest(s) and that goal ii. states their intended product and presents basic success criteria for the product iii. presents a plan for achieving the product and some of its associated success criteria.
5-6	The student: i. states a learning goal and describes the connection between personal interest(s) and that goal ii. states their intended product and presents multiple appropriate success criteria for the product iii. presents a detailed plan for achieving the product and most of its associated success criteria.
7-8	The student: i. states a learning goal and explains the connection between personal interest(s) and that goal ii. states their intended product and presents multiple, detailed appropriate success criteria for the product iii. presents a detailed plan for achieving the product and all of its associated success criteria.

Definitions:

Learning goal: What students want to learn as a result of doing the personal project

Product goal: What students will create for their personal project

Presents: Offer for display, observation, examination or consideration

State: Give a specific name, value, or other brief answer without explanation or calculation

Outline: Give a brief account or summary

Describe: Give a detailed account or picture of a situation, event, pattern or process

Explain: Give a detailed account including reasons or causes



Criterion B, Applying Skills

Achievement Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states which ATL skill(s) was/were applied to help achieve their learning goal ii. states which ATL skill(s) was/were applied to help achieve their product.
3-4	The student: i. outlines which ATL skill(s) was/were applied to help achieve their learning goal, with superficial evidence examples or evidence ii. outlines which ATL skill(s) was/were applied to help achieve their product, with superficial evidence examples or evidence.
5-6	The student: i. describes how the ATL skill(s) was/ were applied to help achieve their learning goal, with reference to examples or evidence ii. describes how the ATL skill(s) was/ were applied to help achieve their product, with reference to examples or evidence.
7-8	The student: i. explains how the ATL skill(s) was/ were applied to help achieve their learning goal, supported with detailed examples or evidence ii. explains how the ATL skill(s) was/ were applied to help achieve their product, with reference to examples or evidence

Definitions:

Learning goal: What students want to learn as a result of doing the personal project

Product goal: What students will create for their personal project

ATL skill(s) clusters: One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer

State: Give a specific name, value, or other brief answer without explanation or calculation

Outline: Give a brief account or summary

Describe: Give a detailed account or picture of a situation, event, pattern or process

Explain: Give a detailed account including reasons or causes



Criterion C, Reflecting

Achievement Level	Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student: i. states whether the product was achieved. ii. states the impact of the product on themselves or their learning
3-4	The student: i. states whether the product was achieved, partially supported with evidence or examples. ii. outlines the impact of the project on themselves or their learning
5-6	The student: i. evaluates the product based on the success criteria, partially supported with evidence or examples. ii. describes the impact of the project on themselves or their learning
7-8	The student: i. evaluates the product based on the success criteria, fully supported with specific evidence or detailed examples. ii. explains the impact of the project on themselves or their learning

Notes about the impact of the product:

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skill(s) or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

Definitions:

Learning goal: What students want to learn as a result of doing the personal project

Product goal: What students will create for their personal project

ATL skill(s) clusters: One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer

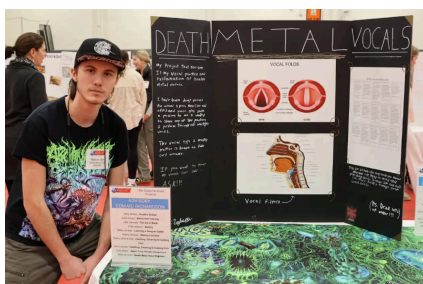
State: Give a specific name, value, or other brief answer without explanation or calculation

Outline: Give a brief account or summary

Describe: Give a detailed account or picture of a situation, event, pattern or process

Explain: Give a detailed account including reasons or causes

Evaluate: Make an appraisal by weighing up the strengths and limitations



Section VI: Frequently Asked Questions

1. Can I complete my project with a partner or in a group?

Some projects may involve group work, but each individual student must create their own report clearly demonstrating their particular contribution in all stages of the personal project. Further, each student must maintain their own process journal.



2. Can I propose a personal project that is linked to subject-specific learning?

Yes, although the project must not be part of a particular class assignment you are currently doing. The project's topic may begin from a subject-specific inquiry, but the project must be further developed through your independent learning.

3. Does a “variety of source types” mean I should limit the number of internet sources included, in favor of books, articles, interviews, etc.?

No. In some cases access to physical materials may be difficult. You can include multiple sources from the Internet, which should include a variety of formats and materials (for example: books, short videos, reports, archives, interviews, films, data sets, journals, infographics, articles and presentations). A range of sources can also encompass variety in origin, purpose, value and limitations (bias). Remember that people can be excellent resources for learning many things; we can help connect you to members of our community who are experts in their fields. There may be members of your family or friend group who can help you as well. Leveraging someone's expertise is a wonderful way to research!

4. Is the product/outcome assessed by my TA teacher?

No, the product is not assessed; your report is. However, evidence of your product must be provided in your report. As part of your project, you must determine and produce a final product/outcome and evaluate it against the criteria you have defined for its success.

5. Who are my “point people” at MUHS for the personal project?

Your TA advisor is your main point of contact, as is Eileen Sears, MYP Coordinator at MUHS. Remember, too, that plenty of people in your life can share their expertise. This includes teachers, staff, coaches, family, friends, and community members. If you aren't sure who could be an “expert” for your project, please ask your TA advisor for advice.

6. Is the personal project mandatory? How am I scored?

Yes, the personal project is the capstone project for the MYP and an MUHS graduation requirement. You will receive a 0-8 score on each of the three criteria when the MUHS faculty scores your report in the spring, and must earn at least a 3 in each criterion in order to pass the Personal Project. This is recorded on your MUHS transcript as Pass/ Fail only.

Here is the timeline of important events for the Class of 2027. This will give you an idea of how to plan your time to complete the project and report.

Date	Item
September 5	Intro to project / students begin brainstorming topics
September 6 (FLEX YOUR STUDENTS TO TA- it's a FRIDAY.)	Continue narrowing topics, defining goals and planning with your TA advisor. One-on-one meetings with advisors should begin, if they haven't already.
September 12	Learning Goal and Product Goals due by tomorrow (Questions 1, 2 & 3 in Part A of report template). <i>Begin working on success criteria with your TA advisor if time allows. Continue one-on-one meetings with advisors.</i>
September 13 (FLEX YOUR STUDENTS TO TA- it's a FRIDAY.)	Learning Goal and Product Goals due today (Questions 1, 2 & 3 in Part A of report template). <i>Begin working on success criteria with your TA advisor if time allows. Continue one-on-one meetings with advisors.</i>
September 19	Work on success criteria: How will you know if your project is successful? Continue one-on-one meetings with advisors.
September 26	Final version of your criteria due today (Question 4 in Part A of report template).
October 3	Panorama survey in TA (do instead of action plan today)
October 4 (FLEX YOUR STUDENTS TO TA- it's a FRIDAY.)	Begin action plan! (Question 5 in Part A of report template)
October 17	Action plans due today (Question 5 in Part A of report template) Continue checking in with your advisor. They should be offering you feedback about your ideas, challenges, and what you've written for Part A in the report template.
October 18 (FLEX YOUR STUDENTS TO TA- it's a FRIDAY.)	Please meet for advisory and go over journal (Question 5 in Part A of report template) Meet back in TA today as a flex day (Friday) to go over how to use the journal to document your evidence. You should begin working on your project already, if you haven't started yet. You have until November 15! (This due date was changed from November 8 to the 15th to account for not having a regular TA time last week.)
October 18 - November 15	Students <i>take action</i> : During this timeframe, you are following your own action plans in order to meet your learning and product goals within this five-week timeframe. There will be formal check-ins with advisors during this time. You can also look at ATL questions on Part B to guide your conversations with your advisor and enrich your journal entries! PROJECTS ARE DUE by November 15.

Week of November 18-22, informal project presentations in TA	Students present their products in their TAs in a show-and-tell format to tell others what they did. TA teachers schedule these within TA. (This is pretty informal, but will allow everyone in TA to see what the products are and celebrate them!) <i>Teachers: Think about when you are going to schedule these- we recommend Thursday and Friday.</i>
November 21	Plan for exhibition!
December 5	Plan for exhibition!
Thursday, December 12 (Snow day: Friday, December 13)	PERSONAL PROJECT EXHIBITION IN THE MUHS GYMNASIUM
Week of December 16	Reflection- take notes on what happened during exhibition/ what they learned
January 2	No personal project work- first day back from winter break.
January 9	Section A of the report is now due. (You already did this before the exhibition.) Begin working on Section B of report. Advisors should offer verbal and/ or written feedback on Section A.
January 16	Continue working on Section B of report. Section B must be finished by next Thursday. Advisors should continue to offer verbal and/ or written feedback on Sections A & B.
January 23	Section B of the report is now due. Begin working on Section C of report.
January 30	Continue working on Section C of the report.
February 6	Section C of the report is now due. Students can begin finalizing details of their reports. Advisors should continue to offer verbal and/ or written feedback on Section C.
By Friday, February 21	Final draft of the report due to your advisor (submitted through TA's Google Classroom and linked into Gr 10 Personal Project master grid by advisor). Advisors and students will work together on final aspects of the requirements: <i>bibliography, proofreading, academic honesty form, address any last-minute feedback from advisors, etc..</i>)
March 31	MUHS faculty scores all Grade 10 personal project reports in small groups during inservice time. You will receive your scores and comments within two weeks of this scoring day, as well as on your Q4 report card.

In creating this handbook, the following resources were cited, referenced, or consulted:

England, Laura and Johnson, Angela Stancar. Personal Project: MYP 4 and 5. Hodden Education, 2022.

"IB MYP Personal Project Guide." Millbrook High School, 2017. Handbook.

"MYP: From Principles Into Practice." *International Baccalaureate Organization*, 2022, Cardiff, Wales.

"Personal Project Guide." Gar-Field High School, 2017. Handbook.

"Personal Project: Process Journal." *Personal Project LibGuide*, Mater Christi College, 14 Nov. 2017, materchristi.libguides.com/personal_project2016/17/process_journal. Accessed 14 May 2018.

"Projects Guide." *Program Resource Center, International Baccalaureate Organization*, 2024, ibpublishing.ibo.org.

"MYP Personal Project Teacher Support Material." *Program Resource Center, International Baccalaureate Organization*, 2024, ibpublishing.ibo.org.