

Millbrook High School

An International Baccalaureate World School



IB Middle Years Programme Personal Project Guide 2016-2017

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

OPEN MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

RISK TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, spiritual and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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Letter from the MYP Coordinator

Dear Students and Parents,

Welcome to the 2016-2017 school year! I am Jessica Collins, the IB Middle Years Programme (MYP) Coordinator for Millbrook High School. I am looking forward to working with all of you during your years in the MYP program. This program provides a framework for students to grow within their core subject areas while developing 21st century learning skills that will serve them through high school years and beyond.

All Millbrook sophomores complete the Personal Project, a culminating activity in the MYP program. The IB explains that the Personal Project encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning, and to develop an area of personal interest. The personal project provides an excellent opportunity for students to produce a truly personal and often creative product. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student.

Students will be supported by many members of the Millbrook team including their English II teachers, Media Specialists and a personal supervisor, who will help them throughout the process. Students will have goals and deadlines to help them budget and use their time wisely and will be given opportunities to conduct research and collaborate with staff and other students during the school day.

However, much of this project will be completed outside of school hours. Parents, we encourage you to review posted timelines with your student to ensure a successful, timely completion of the project.

Please review this Personal Project Guide and the school website. If you have any questions or concerns, please do not hesitate to contact me. The Millbrook administration and staff are excited about this unique opportunity for our students and look forward to working with them on their projects.

Jessica Collins
IB MYP Coordinator

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Student Timeline for Personal Project 2016-2017

August 31 – Sept 1	Introduction of Personal Project (ENG class)
September 15-16	Supervisor meets to discuss planning and investigation
_____	Research Deadline determined by English Teacher
November 17-18	Optional Deadline for Rough Draft Final PRODUCT Due Supervisor meets to practice presentations
December 1-2	Drafts Returned to Students
December 8-9	Supervisor meets to discuss process journal, academic honesty Final Deadline for Paper
December 13-16	Project Presentations

All students will be provided one hard copy of this handbook at no charge. Students are required to have this packet with them at all times. If students require an additional copy, they will be available for \$4 per handbook or printed from the school website.

What is the Personal Project?

The personal project is a culminating event in your time in the MYP. This project will give you the opportunity to share with others something that is of great interest to you and its connection to these contexts. It is the opportunity for you to reflect on your ability to initiate, manage and direct your own inquiry.

Your PP should:

- have a clear and achievable goal
- be focused on one global context
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organize and plan
- reflect your special interests, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed
- be entirely your own work—authenticity is very important and you may be required to sign a document stating that the personal project is your own work.

The personal project has four components.

1. The Process Journal
2. The Paper
3. The Product
4. The Presentation

The **Process Journal** documents the research process and development from beginning to end.

The **Paper** allows for demonstration of ethical research skills and reflection on the learning process in a written format.

The **Product** is the tangible outcome of the process – what you do or make.

The **Presentation** provides you with an opportunity to share your project with a panel of staff and students.

Each component is described in detail in the following pages.

Completion of the MYP and awarding of the MYP Certificate are based on the successful completion of each component. Each piece depends on the thorough completion of the other pieces; therefore, you should commit a significant amount of time to each aspect of the personal project.

What kinds of Personal Projects have been done?

These are examples of personal projects that have been completed by previous sophomores.

Global Context	Topic	Essential Question	Visual Aid	Product
Identities and Relationships	Rap Music	How does rap music affect a person's values and beliefs?	Powerpoint to outline the process	Lab report with a summary of findings
Orientation in Time and Space	Personal Adoption Story	How can I find or help an adopted child find his/her birth parents?	Poster with a timeline documenting the process	Brochure outlining steps to finding birth parents
Personal and Cultural Expression	Video Games	What are the benefits of video gaming?	Prezi with explanation of process	Creating a video game
Scientific and Technical Innovation	Solar Energy	How can I make solar energy more accessible for people?	Trifold outlining the process	A model of solar device
Globalization and Sustainability	Nature	How can I enhance the aesthetic environment of the school and support local insect life?	Powerpoint to outline the process	A garden
Fairness and Development	Women's Rights	What can be done locally to support international women's rights?	Prezi with explanation of process	Awareness PSA Video

What are the AIMS of the Personal Project?

The aims of the personal project state in a general way what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of the MYP 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 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

What are the OBJECTIVES of the Personal Project?

The objectives of the personal project state the specific targets that are set for learning. They define what the student will accomplish as a result of completing the personal project.

	Description	Evidence	Assessor	Achievement Level
Criterion A: Investigating	i. define a clear goal and global context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge relevant to the project iii. demonstrate research skills.	Paper	English Teacher	Maximum 8
Criterion B: Planning	i. develop criteria for the product/outcome ii. plan and record the development process of the project iii. demonstrate self-management skills	Process Journal	Supervisor	Maximum 8
Criterion C: Taking Action	i. create a product/outcome in response to the goal, global context and criteria ii. demonstrate thinking skills iii. demonstrate communication and social skills.	Presentation	Panel	Maximum 8
Criterion D: Reflecting	i. evaluate the quality of the product/outcome against their criteria ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context iii. reflect on their development as IB learners through the project	Paper	English Teacher	Maximum 8

**Total Points Possible:
32**

General Grade Descriptors

The generic grade descriptors that illustrate the MYP 1–7 grade scale are stated below. They should be considered as broad descriptions: simpler, more generalized statements about the skills and knowledge mastered by the student. The inclusion of normative type statements such as “above average” has been avoided. The approach relies on teachers’ professional expertise in making qualitative judgments similar to those that they make every day in the classroom.

Achievement level scores are compiled to determine total points. Then appropriate grade levels can be selected based on score.

Grade	Descriptors	Boundaries
1	Minimal achievement in terms of the objectives.	0-4
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support .	5-9
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .	10-14
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.	15-19
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.	20-23
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.	24-28
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .	29-32

In order to successfully complete the Personal Project, the Middle Years Programme and meet the requirements for the Diploma Programme, **you must complete each piece and must earn at least a Grade 4.**

Role of Your Supervisor

You will be assigned a faculty member to be your supervisor. The supervisor is not expected to be an expert in your chosen topic, nor expected to do your project for you. They are experts in the research process to guide you on your journey of learning.

Student Responsibility to Supervisor
<ol style="list-style-type: none">1. Attend all scheduled meetings and contact your supervisor if you are unable to attend a meeting2. Bring your personal project handbook and process journal to all meetings3. Communicate with supervisor about goals, progress, and obstacles4. Complete "Academic Honesty Form" after each meeting5. Interact with supervisor in a positive and respectful manner6. Collaborate with the supervisor to complete student reflection
Supervisor Responsibility to Student
<ol style="list-style-type: none">1. Attend all scheduled meetings and contact student if unable to attend a meeting2. Help establish and maintain the focus of the personal project3. Provide guidance in the planning, research and completion of the personal project4. Ensure that the work is authentic5. Suggest possible global contexts to connect to the project6. Identify a clear goal and a do-able product7. Complete "Academic Honesty Form" after each meeting8. Make constructive and positive comments at each stage of the personal project9. Assess the process journal according to Criteria B

Process Journal

You are required to maintain a Process Journal of your Personal Project. Your Process Journal should outline specific criteria for your product or desired outcome. You should clearly define how you will know when you have been successful in the completion of your product. It should also have all your rough ideas (even if your ideas change over the duration of the project), rough drawings, ideas, etc. Record your progress in the journal, and use your notes/drawings to reflect on your ideas, achievements, obstacles, etc. Through documentation in the process journal, students should also demonstrate self management skills; this includes meeting deadlines, organization of materials, seeking positive criticism, and evaluation at different stages of the process.

It is anticipated that the complete process journal will be extensive. However, **between 10 and 20 individual entries** are sufficient to represent your work. When you submit your final paper you will be required to include extracts from your process journal to serve as evidence of your work. You will include 5-10 extracts in the appendices of your paper.

The process journal is assessed by the supervisor using Criteria B. In assessing the process journal, supervisors will need to consider how you have demonstrated the use of Approaches to Learning skills, including responsibility for your own learning in achieving your personal project goal and completing your personal project.

Criterion B: Planning

Achvmt Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	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
3-4	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
5-6	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.
7-8	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

Your personal project must include a **written report**. You are expected to express reflective thinking in a concise and precise manner. The written work **must not be less than 1,500 words and not to exceed 3,500 words**. The required structure:

1) Project Cover Page

- a) Title of project
- b) Goal of the Project
- c) Student Name
- d) School Name
- e) Name of supervisor
- f) School Year
- g) Word Count
- h) Submission Checklist

2) Table of Contents

- a) Title of each section
- b) Page numbers where each section can be found

3) Investigation and Planning

- a) Describe your topic
- b) Describe your goal and specific product. Give the specific criteria for your product.
- c) Describe your visual aid that you will use in your presentation. Be specific.
- d) Discuss the influences and prior knowledge guiding your project. Discuss what school subject has impacted you in choosing your planned project.

4) Taking Action

Describe the process you took to complete your product and incorporate your research

- i) Include specific steps
- ii) Share resources consulted
- iii) Quote and/or paraphrase sources to justify techniques used in creation of product

5) Reflecting

- a) Evaluate the quality of the product/outcome against your criteria
- b) Share successes and challenges in the process. Explain how you overcame the challenges. Be specific and detailed. This cannot be the same as d) in this section.
- c) Share how this project has extended your knowledge on the topic and your connection to the Global Context.
- d) Explain how you have grown as a learner in regards to the IB Learner Profile and Approaches to Learning skills. Be specific and detailed. This cannot be the same as b) in this section.

6) Works Cited written according to MLA, Modern Language Association, guidelines

7) Appendices

- a) Process Journal Extracts—at least 5
- b) Visual Aids used in the Presentation of the Project
- c) Academic Honesty form

Personal Project Written Report Rubric

Level	A. Investigation	D. Reflection
0	The student does not achieve a standard described by any of the descriptors below.	The student does not achieve a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> i. states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrates limited research skills. 	<ul style="list-style-type: none"> i. presents a limited evaluation of the quality of the product/outcome against his or her criteria ii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents limited reflection on his or her development as an IB learner through the project
3-4	<ul style="list-style-type: none"> i. outlines a basic and appropriate goal and context for the project, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrates adequate research skills 	<ul style="list-style-type: none"> i. presents a basic evaluation of the quality of the product/outcome against his or her criteria ii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents adequate reflection on his or her development as an IB learner through the project
5-6	<ul style="list-style-type: none"> i. defines a clear and challenging goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge generally relevant to the project iii. demonstrates substantial research skills. 	<ul style="list-style-type: none"> i. presents a substantial evaluation of the quality of the product/outcome against his or her criteria ii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents substantial reflection on his or her development as an IB learner through the project.
7-8	<ul style="list-style-type: none"> i. defines a clear and highly challenging goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrates excellent research skills. 	<ul style="list-style-type: none"> i. presents an excellent evaluation of the quality of the product/outcome against his or her criteria ii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. presents excellent reflection on his or her development as an IB learner through the project.

The Product

Once you have learned all about your topic, the next task is to decide what you are going to do with the information. This is where the product becomes important. You should spend a significant amount of time completing your product. This time should be documented in the process journal. The product is one of two things: what you do or what you make. Be careful when considering your product. **Products CAN NOT be powerpoints, prezis or trifolds.**

“What you do” can include

- Competing in a beauty pageant
- Organizing a clothing drive at your school
- Plan a concert at a retirement center
- Performing/presenting at International Festival
- Creating a mentor program for middle school students

This type of product is not tangible. You can not hold them in your hands or pass them around the table. Documenting the process in your process journal (photos, explanations) is crucial because you can not bring this in for your presentation. Make sure to include this documentation in your presentation.

“What you make” can include

- Designing and sewing a piece of clothing
- Making a musical instrument
- Developing a business plan
- Creating a blueprint for a building
- Recording a podcast series

This type of product is tangible. You can hold it in your hands and pass it around the table. However, the process journal documentation is just as important from beginning to the end.

There is a difference between a product and a presentation visual aid.

	Products	Visual Aids
Description	something you do or make using the information you learned	Something that outlines the research process and creation of your product
Example 1	Football Camp for 7 th and 8 th graders	A powerpoint with practice plans, photos of the camp, and discussion about the process
Example 2	A scrapbook with information about 5 generations in your family tree with historical references.	A trifold with description of process and steps taken to achieve the goal
Example 3	A public service announcement on the risk factors for heart disease	A prezi that explains the research process and also includes the product

The Presentation

This piece of the personal project focuses on three areas: creation of a product/outcome, demonstration of thinking skills, and demonstration of communication skills. The levels of achievement (0-8) awarded should be based on an overall judgment of the degree to which the required qualities and behaviors are evident in the presentation.

Create a Product or Outcome

- **The Goal:** Identify initial goal, changes made throughout the process
- **Criteria for Success:** Explain criteria established for success and if that was met
- **Global Context:** Name the selected global context and explain its connection

Thinking Skills

- **Critical Thinking:** Analyze and evaluate issues and ideas
- **Creative Thinking:** Generate new ideas and consider new perspectives
- **Transfer of Knowledge:** Use skills and knowledge in multiple contexts

Communication and Social Skills

- **Visual Aid:** Easy to read, visually pleasing, correct spelling and grammar
- **Dress:** Professional attire (slacks, colored shirt, skirt, dress)
- **Communication Skills:** Articulate, coherent and concise, speaks with confidence, uses formal word choice, appropriate voice projection
- **Body Language:** Stands up straight, avoids fidgeting, good eye contact
- **Preparation:** It is clear that the student has rehearsed the presentation.

Criteria C: Taking Action

Achvmnt Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: <ul style="list-style-type: none">i. create a limited product/outcome in response to the goal, global context and criteriaii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills
3-4	The student is able to: <ul style="list-style-type: none">i. create a basic product/outcome in response to the goal, global context and criteriaii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills
5-6	The student is able to: <ul style="list-style-type: none">i. create a substantial product/outcome in response to the goal, global context and criteriaii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills
7-8	The student is able to: <ul style="list-style-type: none">i. create an excellent product/outcome in response to the goal, global context and criteriaii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills

As you prepare to present your personal project, you should plan and practice the delivery of information. A suggested structure has been provided to plan your presentation.

Introduction

- Include your name and Introduce your supervisor and his/her role
- State your goal
- Connect your goal to the Global Context
- Identify anything that influenced your topic choice
- Explain your plan for completing the project

Highlight Your Product

- Share photos of something you did
- Show an original piece of artwork
- Play an original piece of work
- Show a brief clip of a video that shows your product
- View your documentary

Personal Project Process

- Include the steps you took to complete your product
- Mention your sources and what you learned from them
- Describe success and challenges
- Mention anything that you have changed
- Reflect on the impact the project has had on you

Question and Answer

- Be prepared to answer questions from the panel about your process, product, or plan.

A few other things to keep in mind:

1. The panel of assessors will include 2 teachers and 4-5 other students.
2. You will have 7 minutes – 5 to present and 2 for questions.
3. You will need a visual to aid your presentation – it does not have to be digital, but it must be put together well. **The visual aid will be in addition to your product.**
4. If your visual aid is digital it must be saved on a flash drive.

Appendices

Appendix I: Approaches to Learning Skills

Through approaches to learning in IB programmes, you develop skills that have relevance across the curriculum that help you “learn how to learn”. Approaches to learning skills can be learned and taught, improved with practice and developed incrementally. These skills provide a common language that students and teachers can use to reflect on and articulate on the process of learning. The specific examples of skills listed in the table below are not intended to be comprehensive, only suggestions. Many more examples can be identified for each skill.

Category	Cluster	Skills	Tasks
Communication	Communication	Exchanging information through interaction	<ul style="list-style-type: none"> • give/receive feedback • negotiate ideas with peers/teachers • contribute/collaborate/share through social media platforms
		Reading writing to gather and communicate information	<ul style="list-style-type: none"> • read critically and for comprehension • make inferences • draw conclusions • paraphrase accurately • structure information in summaries/reports • understand and use mathematical notations
Social	Collaboration	Working effectively with others	<ul style="list-style-type: none"> • build and develop relationships • take responsibility for actions • delegate and share responsibility • encourage others to contribute • practice empathy • make fair decision • advocate for one's own rights and needs
Self Management	Organization	Managing time and tasks	<ul style="list-style-type: none"> • short and long term planning • use of a planner for assignments • set challenging but realistic goals • take action to achieve goals • bring necessary materials to class • maintain organized system for file storage • understand learning preferences • select and use technology effectively
	Affective	Managing state of mind	<ul style="list-style-type: none"> • develop appropriate levels of mindfulness and perseverance • manage impulsivity and anxiety • maintain self motivation through self-talk and positive thinking • develop resilience by dealing with disappointment and change
	Reflection	(re)considering the learning process and using ATL skills	<ul style="list-style-type: none"> • develop new skills and techniques for learning • be flexible in use of learning strategies • consider ethical, cultural and environmental implications

Category	Cluster	Skill	Tasks
Research	Information Literacy	Finding, interpreting, judging and creating information	<ul style="list-style-type: none"> • collect, record and verify data, use data to identify solutions • evaluate sources and tools for task appropriateness • identify primary and secondary sources • present information in a variety of formats and platforms
	Media Literacy	Interacting with media to use and create ideas and information	<ul style="list-style-type: none"> • locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources • seek a range of perspectives from multiple sources • compare, contrast and draw connections among media sources
Thinking	Critical Thinking	Analysing and evaluating issues and Ideas	<ul style="list-style-type: none"> • gather information to formulate and argument • recognize assumptions and bias • interpret data • make reasonable generalizations • consider ideas from multiple perspectives • identify obstacles and challenges • identify trends and possibilities • evaluate and manage risk
	Creative Thinking	Generating novel ideas and considering new perspectives	<ul style="list-style-type: none"> • brainstorm and visually diagram to generate new ideas • consider alternatives • improve existing machines/technology • generate metaphors and analogies • generate testable hypothesis
	Transfer	Using skills and knowledge in multiple contexts	<ul style="list-style-type: none"> • use learning strategies across disciplines • make connections between subjects • apply skills in unfamiliar situations • make comparisons across subjects

Appendix 2: Essential Questions and Project Goals

Writing an Essential Question

An Essential Question states the topic or theme of your personal project. It acts as a guide so that you will read and take notes only on what's needed for your project. You must make sure your Essential Question is specific enough.

A Bit Too General	Much Better, More Specific
"When did Wu Tang Clan form?"	"What has influenced the music of Wu Tang Clan?"
"Are there teen gangs?"	"What are some ways to stop teen gang activity?"
"What helps AIDS?"	"How close are we to a cure for AIDS?"
"Where are the pro basketball teams located?"	"What does it takes to be a professional basketball (or other sport) player?"
"When did Marshall Plan happen?"	"Does the Marshall Plan still have any effect on the world's economy?"
"Where did the Crusades happen?"	"Why did Christians and Muslims fight so hard against each other during the Middle Ages?"

It is also important that you have a discussion with your English teacher about your choice to see whether or not your intentions are realistic. This may be the first time you have been asked to do a significant independent investigation. You should realize that your supervisor is not looking for work of university standard. Instead, this is an opportunity for you to demonstrate such things as the **approach you are taking**, the **methods you are using**, and **your ability to describe and justify a focus on your chosen global context**.

Challenging and Highly Challenging Personal Project Goals

When deciding on a topic and goal, you must consider your strengths and weaknesses. You must set a goal for yourself that is realistic but challenging. With the guidance of your supervisor, you must determine an outcome that you can complete independently. The table below provides some examples.

Challenging Goal	Highly Challenging Goal
A student documents his/her self-taught skills of photography.	A student documents his or her neighborhood through a photography exhibition.
A student creates a durable bag using second-hand materials.	A student creates a range of bags using second-hand materials to exhibit at the local arts center.
A student writes an article on a topic of interest for a newspaper and submits it to an audience.	A student writes and publishes an original book-length feature on a topic of interest.

It is important that you keep the goal of your personal project in mind continuously, although the goal could be modified in the light of experience gained during the process. Your topic should not be too general- it should be something that you really want to explore and that will allow you to reflect on and analyze ideas to express a personal point of view.

Appendix 3: Global Contexts for Learning

When you are choosing your topic and the goal of your project, you must remember that the personal project is your way of demonstrating your understanding of the Global Contexts for learning.

Addressing the Global Contexts

You should identify only **one** global context as the focus of your Personal Project. You should be able to justify the selected global context by using the **definition** for each of them.

Here are some questions you might consider as you choose a global context through which to focus your project:

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific Global Context enrich my project?

One Topic Through Each Global Context

DANCE			
Global Context	FOCUS	ESSENTIAL QUESTION	PRODUCT
Identities & Relationships	Health Benefits of Dance	How does dance create a healthy person?	A Dance Pyramid (mimics food pyramid with dance style & moves)
Orientation in Time and Space	Types of dance within the 20 th century	How has dance transformed within the 20 th century?	Graphic timeline with brief dance clips
Personal and Cultural Expression	Traditional dance of my culture	How does my cultures traditional dance reflect my identity?	Video of performing dance
Scientific and Technical Innovation	Dance Shoes	How do dance shoes affect performance?	Re-design a dance shoe
Globalization and Sustainability	Dancing across the globe	Where did popular American dances originate?	Compare/Contrast video

Global Contexts for Learning

Identities and Relationships

- Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Orientation in Time and Space

- 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.

Personal and Cultural Expression

- 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.

Scientific and Technical Innovation

- 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.

Globalization and Sustainability

- 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.

Fairness and Development

- Students will explore rights and responsibilities; the relationship between communities; sharing infinite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Appendix 4: Backward Planning and Scheduling

Try using the following steps to organize the steps you need to complete a successful project:

1. Review the following calendar that begins with September and ends in December. It includes due dates, meetings dates, and deadlines.
2. In your process journal, brainstorm all of the things that need to be done to complete the project: interviews, appointments, research, phone calls, computer time, etc.
3. Edit this list and fill in your calendar with action items to be done each week.
4. Decide on 1 day a week to spend 20 minutes writing in your process journal and mark these days on the calendar. Spend this time writing ideas about your project, documenting conversations you have had, drawing sketches, etc.
5. Refer back to your calendar often. Staying on top of the mini-deadlines will make the whole process much easier from start to finish.

August 2016				
Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24 Parent Info Night 6:00p	25	26
29	30	31 <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Personal Project Introduction</div>		

September 2016

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
		Personal Project Introduction		
5 Labor Day	6	7	8	9
12	13	14	15	16
			Supervisor Meeting #1 Planning and Investigation	
19	20	21	22	23
26	27	28	29	30

October 2016

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10 Columbus Day	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31 Halloween				

November 2016

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11 Veterans Day
14	15	16	17	18
			Product Due, Optional Draft Due Supervisor Meeting #1: Pres Practice	
21	22	23	24 Thanksgiving Day	25
28	29	30		

December 2016

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
			Optional Drafts Returned with Feedback	
5	6	7	8	9
			Final Paper and Process Journal Due Supervisor Meeting #3: Academic Honesty	
12	13	14	15	16
	PERSONAL PROJECT PRESENTATIONS			
19	20	21	22	23
26	27	28	29	30

Personal Project Forms

Topic Approval Form

1. Final Topic Selection Checklist:

- My topic is personal
- My project has a clear goal
- My project is central to one Global Context
- My project is realistic
- My topic is something I can investigate and learn about

2. Proposed Topic:

--

3. Which Global Context is central to your topic?

Global Context	Explanation of how context is central to topic and how you plan to explore it

4. What is your essential question? (What question do you want to answer by doing this project?)

--

5. What is the goal of your personal project? How will you know you've been successful?

--

6. Does your topic connect to one or more subject areas? Explain.

--

7.

What form of product do you have in mind? Is it something you will do or something you will make? ** Remember, it can not be a Prezi, trifold, poster or Powerpoint!!	What for of visual aid you have in mind? How will you share your personal project process? **Here you can utilize Prezi, Powerpoint, trifolds, posters, etc.

8. **What is your motivation for this topic? What influenced you to choose this topic?**

9. **What do you already know about this topic? What do you need to investigate?**

10. **How do you plan to achieve this goal? Be Specific.**

11. **What research sources will you need to complete this project? Be specific.**

English Teacher Signature: _____

Student Signature: _____

Review of Topic, Essential Question, and Global Context

Personal Project Topic	
Essential Question	
Global Context	Context: Explanation:

Develop Your Plan

	Guiding Question	Detail Questions
Criteria for Product Evaluation	What are your expectations for your product and visual aid?	<p>If completed successfully, what will your product look like?</p> <p>If completed successfully, what elements will your product include?</p> <p>What type of visual aid will you use to present your project?</p> <p>Why is this tool the most effective in presenting your process and product?</p>

	Guiding Questions	Detail Questions
Plan for Process	How will you manage your time while completing the product?	<p>How much time do you think it will take to complete your product?</p> <p>When will you complete your product (e.g. after school, on Saturdays, etc)?</p> <p>Your product is due in 8 weeks: how much time will you dedicate per week to make sure your product is done on time?</p>

	Guiding Questions	Detail Questions
Plan for Process	How will you manage your resources while completing the product?	<p>Who will you need to talk to get guidance for your product?</p> <p>What will you do during class visits to the media center?</p> <p>What kinds of sources do you plan to use?</p> <p>How do you expect your supervisor to help you?</p> <p>How will you acquire any necessary funds to complete your product?</p>

Characteristics of a Successful Presentation

Keep these general guidelines in mind as you prepare for your presentation. All of this advice comes from comments on previous presentations.

What to Do	What Not to Do
<ul style="list-style-type: none"> • make eye contact • answer questions with confidence • make a clear connection to your Area of Interaction • show evidence of having rehearsed your presentation • explain a personal connection to your project • talk from your knowledge rather than reading to the audience • speak loudly enough • dress professionally • speak with confidence and passion • have strong voice projection • have a smooth flow in your presentation by weaving the pieces of your project and presentation together • have a professional appearance for a tri-fold • make your topic interesting • engage everyone in your audience • present data if possible • organize your presentation well • be calm • explain your process clearly • be an expert • elaborate when you are asked questions • pronounce words correctly • open the time for questions • exhibit the use of a variety of resources (research) • reflect ingenuity and creativity 	<ul style="list-style-type: none"> ○ rely too much on notecards ○ chew gum ○ put your hands in your pockets ○ wear shorts or jeans ○ have a weak visual ○ fail to explain technical vocabulary ○ have vague word choice or explanation ○ read off the Prezi or Powerpoint (which indicates lack of practice for the presentation) ○ lack clear project purpose ○ have video with poor sound quality ○ toggle through the video rather than embed needed clips in a Prezi or Powerpoint ○ show no enthusiasm ○ cover your face with your notes ○ have a video on your phone rather than on the computer ○ say fillers such as <i>um, ahh, uh, like</i> ○ have no visual ○ speak too fast ○ provide very few details or too many details ○ have video that does not work ○ use uncertain words such as <i>something like that</i> ○ go over the time limit significantly ○ have too many words on a Prezi or Powerpoint slide ○ wear short or tight clothing ○ move around too much ○ sit during the presentation ○ fill the presentation time with too much video ○ have unedited video ○ lack structure to the presentation

This piece of the personal project focuses on three areas: creation of a product/outcome, demonstration of thinking skills, and demonstration of communication skills. The levels of achievement (0-8) awarded should be based on an overall judgment of the degree to which the required qualities and behaviors are evident in the presentation.

Create a Product or Outcome

- **The Goal:** Identify initial goal, changes made throughout the process
- **Criteria for Success:** Explain criteria established for success and if that was met
- **Global Context:** Name the selected global context and explain its connection

Thinking Skills

- **Critical Thinking:** Analyze and evaluate issues and ideas
- **Creative Thinking:** Generate new ideas and consider new perspectives
- **Transfer of Knowledge:** Use skills and knowledge in multiple contexts

Communication and Social Skills

- **Visual Aid:** Easy to read, visually pleasing, correct spelling and grammar
- **Dress:** Professional attire (slacks, colored shirt, skirt, dress)
- **Communication Skills:** Articulate, coherent and concise, speaks with confidence, uses formal word choice, appropriate voice projection
- **Body Language:** Stands up straight, avoids fidgeting, good eye contact
- **Preparation:** It is clear that the student has rehearsed the presentation.

Criteria C: Taking Action

Achvmt Level	Level Descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1-2	The student is able to: iv. create a limited product/outcome in response to the goal, global context and criteria v. demonstrate limited thinking skills vi. demonstrate limited communication and social skills
3-4	The student is able to: iv. create a basic product/outcome in response to the goal, global context and criteria v. demonstrate adequate thinking skills vi. demonstrate adequate communication and social skills
5-6	The student is able to: iv. create a substantial product/outcome in response to the goal, global context and criteria v. demonstrate substantial thinking skills vi. demonstrate substantial communication and social skills
7-8	The student is able to: iv. create an excellent product/outcome in response to the goal, global context and criteria v. demonstrate excellent thinking skills vi. demonstrate excellent communication and social skills

Achievement Level: _____

Please Include Notes for the Presenter:

Reflection on Process (2 Pages)

Name: _____ Supervisor: _____ English Teacher: _____

Project Topic: _____

Essential Question: _____

Final Product: _____

Approaches to Learning Skill	Achievement Level			
<u>Organization</u> : organizes time effectively, works independently, meets deadlines, sets goals	1	2	3	4
<u>Collaboration</u> : collaborates with supervisor, seeks help when necessary	1	2	3	4
<u>Communication</u> : uses a variety of media to gain information, interprets variety of texts, informs others using a variety of media	1	2	3	4
<u>Information Literacy</u> : gains information from several sources, identifies quality sources, references sources in paper/presentation	1	2	3	4
<u>Reflection</u> : self-aware of successes and limitations, keeps process journal, reflects at different stages	1	2	3	4
<u>Thinking</u> : generates ideas, plans, asks questions, identifies problems, creates solutions	1	2	3	4

Achievement Scale: 1=Minimal, 2=Some, 3=Satisfactory, 4=Well-Developed

Answer the following questions in complete sentences.

a. Look at the criterion section of your planning sheet on page 33 of your handbook. Evaluate the quality of the product/outcome against your criteria.

b. Successes/Challenges

1. What were your greatest successes in the process of completing your project?

2. What were your greatest challenges in the process of completing your project?

c. Extension of Knowledge

1. What have you learned that you didn't know before about your topic?

2. How did your product connect to your Global Context?

d. Growth of IB Learner Profile Traits/Approaches to Learning Skills

1. Look at page 2 for the IB Learner Profile traits. Which of these traits have improved because of this project? Explain.

2. Look at Approaches to Learning chart on the previous page. Which of these skills have improved because of this project? How?

Student Name: _____ **School Name:** _____

English Teacher Name: _____ **Supervisor Name:** _____

Student: This document records your progress and the nature of your discussions with your supervisor. You will meet with your supervisor five times throughout the process.

Supervisor: You are asked to have five supervision sessions with each student. After each session students should make a summary of what was discussed you should sign and date these comments.

Date	Main Points Discussed	Signature/Initial
Meeting 1 September 15-16		Student: Supervisor:
Meeting 2 November 17-18		Student: Supervisor:
Supervisor Overall Comments		

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 in written oral or visual (hard copy and/or electronic materials).

Student Signature: _____ Date: _____

Supervisor / English Teacher Declaration

I confirm, to the best of my knowledge, the material submitted is the authentic work of the student.

Supervisor Signature: _____ Date: _____

English Teacher Signature: _____ Date: _____

Works Cited

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- Paisley IB Magnet School. "Guide to the Year V Personal Project: Student Manual 2010." Paisley IB Magnet School. N.p., 2010. Web. 3 Dec. 2012. <<http://wsfcs.k12.nc.us/Page/17019>>.
- Suzhou Singapore International School. "Student Personal Project Guide 2007." *Suzhou Singapore International School*. N.p., 2007. Web. 21 Sept. 2011. <<http://www.ssis-suzhou.net>>.

**Use the following template pages as your process journal.
Remember to include the date with each entry.**

DATE: _____

Process Journal—Complete at least 4 boxes for each process journal.

Each box needs at least 3 sentences or 3 well-developed bullet points.

What I have done since the last process journal	What I need to do in the next week
Evaluate the quality and pace of my work on the project	Miscellaneous: Diagram, storyboard, drawing, etc.
Details from interactions with human sources, such as teachers, supervisor, parents, experts	Useful information that I have learned, such as quotes or ideas

DATE: _____

Process Journal—Complete at least 4 boxes for each process journal.

Each box needs at least 3 sentences or 3 well-developed bullet points.

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