**The Personal Project**

*unleash your passions…*

**

Shaker Heights High School’s

Student Guide to the

IB/MYP Personal Project

2013-2014

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What is the Personal Project?

Have *you* ever wanted to build a better mousetrap? Have *you* ever wanted to build a musical instrument? Do *you* have questions about a topic that *you* have wanted to research on your own? Do *you* have a secret passion to write a play? ***Now is your chance!*** The Personal Project is **your** project to do what **you** want to do, to show the skills *you* have developed over the years in your subjects focusing on a particular lens, and applying them to a goal.

The Personal Project is an individual project completed in your 10th grade year. It consists of three main components: a project, a process journal, and a written statement. You have the opportunity to choose your topic, and enjoy learning about it as you research and develop your chosen product.

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
* Focus on, and demonstrate an understanding of, the lens of study
* Reflect on learning and share knowledge, views, and opinions

**What it is, what it is not**

**It should** have a clear and achievable goal, be focused through one lens, be personal & original, be entirely your own work, and **most importantly be something that interests YOU!**

**It should not** part of any assessed school course work, be linked too closely with any specific subject, or take over your whole personal and social life

**What can I do?**

* an invention, or specially designed object or system
* original piece of writing/art/music/drama
* exploring family histories or personal stories
* original science experiment
* the presentation of a developed business, management, or organizational plan
* create a sport or game
* research an idea (i.e. how colors affect our moods)

**It can** be written (2000-2500 words), a creation, presentation, product, or project

**It must** be well recorded in your process journal as it develops. The process is just as important as the final product

Your project may involve others, however, remember that your own contribution **must be central** to the event, and **be clearly visible**.

**What will the final Personal Project look like?**

It must include three elements: the project itself, the written statement (minimum 1000 words, unless the product is an essay), and the process journal

1. ***The Project***

The actual project itself will be submitted. It may take a variety of physical forms, such as a tangible product or design. If it is an activity or an event, it should be recorded and available for review.

1. ***Written Statement***

Besides the actual outcome of your goal, the written statement is the most important part of the Personal Project process. The written statement is your detailed analysis of your entire project and the process of development. It explains how, why, and what you did, in a well-structured and organized manner. It is up to you when you write the written statement, however, it is suggested that it should precede an essay or any written report, as it provides a clear outline of what the project will be about and how it has been organized.

All students will be provided with a template for the written statement after they have submitted their PP Goal Sheet (see pg. 18). This form will serve as a basis for project research as well as the development of the final product.

1. ***Process Journal***

You are required to maintain a process journal of your Personal Project. Your process journal should have all your rough ideas (even if your ideas change over the duration of the project), rough drawings, ideas, etc. It is a practical workbook. Record your progress in the journal, and use your notes/drawings to reflect on your ideas, achievements, obstacles, etc.

**Suggested Format**

Here are some headings you could use to help provide a structure to your journal, ensuring you make the best use of the journaling process.

* **Work Completed this Week**—this section should detail all aspects of work completed on the Personal Project in the week
	+ **Resources Consulted**: record bibliographical details in this section. You should also record details of any conversations that took place with sources relating to the project
	+ **Challenges/Difficulties Faced**: detail obstacles and indicate how you did or intend to deal with them
	+ **Evaluation of Progress**: this is where you should refer to your initial goals and indicate whether or not you are achieving them. You may also identify any areas that need improvement at this stage

Timeline

**10th Grade Personal Project**

**Personal Project groups meet during Advisory Periods (as regularly scheduled)**

**Aug 29th**: What is the Personal Project?

**Thursday, September 12th**: Open House/Curriculum Night Presentation

**Sept 26th**: Identify Passions

* HW: List of three topics by next advisory; each discussed with supervisor before next session
* **Meet with supervisor between 9/26/13 and 11/7/13** (Student brings 3 topics with them)

**Nov 7th**: “Lens” introduction

* **Meet with supervisor between 11/7/13 and 12/12/13** (Student brings final topic and “lens” with them)

**Dec 12th**: Specifications—How do you know when you have a successful project

* **Meet with supervisor between 12/12/13 and 2/6/14** (Student brings complete PP Goal Sheet (see pg. 18) with them, and then bring to 2/6 Advisory with Supervisor comments)

**Feb 6th**: Evaluating Resources

* HW: Collect at least three resources and evaluate for next time
* **Meet with supervisor between 2/6/14 and 3/6/14** (Student brings what they have so far with them )

**Mar 6th**: Pair/Share Project

**Apr 10th**: Expectations for May 28th, Personal Project Night

**May 22nd**: Tie up loose ends

**Wednesday, May 28th @ 7pm**: Personal Project Night

\*\*Students are required to meet with supervisor 4 times, but are not limited to only 4 meetings

Picking a Topic and the Lens

With the assistance of your advisory teacher and supervisor you will select a topic that you are passionate about, turn it into a goal, and then focus it through one of the MYP lenses to complete your project.

One topic can be explored through many contexts, or lenses. The lens you select will determine the direction of your project. Review each of the lenses below, and look to the next page to see how each lens can put a different spin on the same topic.

**The Lenses**

In the Middle Years Programme there are several “lenses” through which we view our learning. Below each of the lenses are some guiding questions to clarify what each lens means.

* ***Self Identity***
	+ Who am I? What does it mean to be human? What are my beliefs and values? Why am I like I am?
* ***Time, Place & Space***
	+ What are the turning points in human history? What’s the relationship between individuals and societies? How has humanity changed?
* ***Communication & Expression***
	+ How do I express ideas, beliefs, culture, etc? What is human creativity?
* ***Environments (natural, built and community)***
	+ How do humans interact with their environments? How is scientific understanding used to adapt our environments to our needs?
* ***Interconnectedness of the World***
	+ What’s the relationship between local and global experiences? How are humans interconnected? How does what we do impact those around us?
* ***Building a sustainable World***
	+ How do we share finite resources with each other and Nature? How do we resolve conflict and mediate conflict in our World?

**Example**

To see how the lens you select may affect the execution of your goal, consider John’s goal of developing a song to be played at the Relay for Life charity event. The lens he chooses may alter the pathway and product of the goal.

**Passion:** Music and Helping Others

**Topic:** The Fight against Cancer

**Goal:** To develop a song which will be played at the Relay for Life charity event

Learn how to mix a non-lyrical song using Frooty Loops, Audacity or iMusic. Make a song to get the crowd pumped up for the race.

Use sounds / styles to make a song that incorporates all of the major cultures of Cleveland.

**Make a song for the “Relay for Life” walking event to support cancer research.**

***Communication & Expression***

Create song lyrics to honor your grandma that survived cancer to inspire and uplift those at the race.

***Self Identity***

***Interconnectedness of the World***

Role of the Supervisor

A supervisor will advise you throughout the project, meet you on a regular basis and make sure you complete the various stages of the project according to the deadlines. Your supervisor need not necessarily be an expert in what you want to do, but will be able to guide and help you as needed. The supervisor will also sign the timetable as you complete the steps of the project.

You may decide with your school supervisor to have another person from outside of the school who can give you more expert help.

**Supervisor Meetings**

Both the supervisor and student need to acknowledge the importance of regular contact and agree on appropriate meeting times (before school, after school, study centers, etc…). Different projects will require different contact between the student and supervisor, however, each student must meet his/her supervisor the minimum amount of times as listed.

**Meeting Objectives**

|  |  |
| --- | --- |
| **Date** | **Meeting Objectives** |
| 1st MeetingBy September 26th | Establish that this teacher will be your supervisor and have them complete the Supervisor Commitment form (see pg. 17) |
| 2nd MeetingBetween September 26th and November 7th | Bring a list of passions/ideas & Process Journal Take-Away: Formulate three topics |
| 3rd MeetingBetween November 7th and December 12th  | Bring final topic and “lens” & Process JournalTake-Away: Project’s first steps |
| 4th MeetingBetween December 12th and February 6th  | Bring completed Goal Sheet & Process JournalTake-Away: Goal Sheet with Supervisor comments and suggestions  |
| 5th MeetingBetween February 6th and March 6th | Bring Process Journal & evidence of projectTake-Away: Next steps to get to the finish line |

Assessment

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Evidence Obtained from…** | **Maximum Score** |
| **A**: Use the Process Journal | Process Journal | 4 |
| **B**: Define the Goal | Report | 4 |
| **C**: Select Sources | Report | 4 |
| **D**: Apply Information | Report | 4 |
| **E**: Achieve the Goal | Product and Report | 4 |
| **F**: Reflect on Learning  | Report | 4 |
| **G**: Report the Project | Report | 4 |

**Criterion A: Use the process journal**

Students should:

* demonstrate organizational skills showing time- and self-management
* communicate and collaborate with the supervisor
* demonstrate information literacy, thinking and reflection.

|  |  |
| --- | --- |
| **Level of Achievement** | **Descriptor** |
| 0 | The student has not reached a standard described by any of the descriptorsgiven below. |
| 1 | The student demonstrates **minimal**:• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection. |
| 2 | The student demonstrates **some**:• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection. |
| 3 | The student demonstrates **satisfactory**:• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection. |
| 4 | The student demonstrates **well-developed**:• organizational skills through time and self-management• communication and collaboration with the supervisor• information literacy, thinking and reflection. |

**Criterion B: Define the Goal**

Students should:

* identify and explain a topic based on personal interest
* justify one focus area of interaction as a context for the project
* outline a clear, achievable, challenging goal
* create specifications that will be used to evaluate the project’s outcome/product.

The specifications for the product/outcome created by the student, in consultation with the project supervisor, are used to evaluate the success of the project. These student-created specifications for their product link to Criterion E, in which the student evaluates his or her product.

|  |  |
| --- | --- |
| **Level of Achievement** | **Descriptor** |
| 0 | The student has not reached a standard described by any of the descriptorsgiven below. |
| 1 | The student:• **identifies** the topic of interest, a focus area of interaction and a **limited** goal• **creates minimal** specifications to evaluate the project’s outcome/product **or** none at all. |
| 2 | The student:• **outlines superficially** the topic of interest, the focus area of interaction and an **achievable** goal• creates specifications for evaluating the project’s outcome/product, however they **lack definition**. |
| 3 | The student:• **describes clearly** the topic of interest, the focus area of interaction and an **achievable** and **appropriately challenging** goal• creates **satisfactory** specifications for evaluating the project’s outcome/product. |
| 4 | The student:• **justifies effectively** the topic of interest, the focus area of interaction and an **achievable** and **appropriately challenging** goal• creates **appropriately rigorous** |

**Criterion C: Select Sources**

Students should:

* select varied, relevant sources to achieve the goal
* evaluate sources.

Evidence will be seen in the body of the report and the bibliography.

|  |  |
| --- | --- |
| **Level of Achievement** | **Descriptor** |
| 0 | The student has not reached a standard described by any of the descriptorsgiven below. |
| 1 | The student:• selects **very few** relevant sources to achieve the goal• demonstrates **minimal** evaluation of sources. |
| 2 | The student:• selects **some** relevant sources to achieve the goal• demonstrates **some** evaluation of sources. |
| 3 | The student:• selects **a satisfactory variety** of relevant sources to achieve the goal• demonstrates **satisfactory** evaluation of sources.  |
| 4 | The student:• selects **a wide variety** of relevant sources to achieve the goal• demonstrates **well-developed** evaluation of sources. |

**Criterion D: Apply Information**

Students should:

* transfer and apply information to make decisions, create solutions and develop understandings in connection with the project’s goal.

|  |  |
| --- | --- |
| **Level of Achievement** | **Descriptor** |
| 0 | The student has not reached a standard described by any of the descriptorsgiven below. |
| 1 | The student demonstrates **minimal**:• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project’s goal. |
| 2 | The student demonstrates **some**:• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project’s goal. |
| 3 | The student demonstrates **satisfactory**:• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project’s goal. |
| 4 | The student demonstrates **well-developed**:• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project’s goal. |

**Criterion E: Achieve the Goal**

Students should:

* evaluate the outcome/product against their own specifications for success.

The final level awarded is decided in collaboration by the student and supervisor. It is crucial that the specifications are developed by the student before completing the project (see Criterion B). The student must discuss any changes in the specifications that took place during the process in his or her report. Where a student does not complete the outcome/product because of factors outside of his or her control, Criterion E applies to the stage that the project reached.

|  |  |
| --- | --- |
| **Level of Achievement** | **Descriptor** |
| 0 | The student has not reached a standard described by any of the descriptorsgiven below. |
| 1 | The student evaluates the quality of the outcome/product.The outcome/product is of **very limited** quality and meets **few** of the specifications. |
| 2 | The student evaluates the quality of the outcome/product.The outcome/product is of **limited** quality and meets **some** of the specifications. |
| 3 | The student evaluates the quality of the outcome/product.The outcome/product is of **satisfactory** quality and meets **many** of the specifications. |
| 4 | The student evaluates the quality of the outcome/product.The outcome/product is of **high** quality and meets **most or all** of the specifications. |

**Criterion F: Reflect on Learning**

Students should:

* reflect on how completing the project has extended their knowledge and understanding of the topic **and** the focus area of interaction
* reflect on how they have developed as a learner by completing the project.

This criterion addresses the quality of ideas expressed not the quality of language used.

|  |  |
| --- | --- |
| **Level of Achievement** | **Descriptor** |
| 0 | The student has not reached a standard described by any of the descriptorsgiven below. |
| 1 | The student demonstrates **minimal**:• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project. |
| 2 | The student demonstrates **some**:• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project. |
| 3 | The student demonstrates **satisfactory**:• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project. |
| 4 | The student demonstrates **well-developed**:• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction• reflection on how he or she has developed as a learner by completing the project. |

**Criterion G: Report the Project**

Students should:

* organize the project report according to the required structure
* communicate clearly, coherently and concisely, within required limits
* acknowledge sources according to recognized conventions.

This criterion will include judgments about presentation, writing (or speaking) conventions, mechanics, grammar, word choice, voice, audience, for example.

|  |  |
| --- | --- |
| **Level of Achievement** | **Descriptor** |
| 0 | The student has not reached a standard described by any of the descriptorsgiven below. |
| 1 | The student demonstrates:• **minimal** organization of the project report according to the required structure• communication, which is **rarely** clear, coherent and concise and may not meet required limits• **inaccurate** use of recognized conventions to acknowledge sources or **no acknowledgement** of sources. |
| 2 | The student demonstrates:• **some** organization of the project report according to the required structure• communication, which is **sometimes** clear, coherent and concise and is within required limits• **some** accurate use of recognized conventions to acknowledge sources. |
| 3 | The student demonstrates:• **satisfactory** organization of the project report according to the required structure• communication, which is **generally** clear, coherent and concise and is within required limits• **generally** accurate use of recognized conventions to acknowledge sources. |
| 4 | The student demonstrates:• **consistent** organization of the project report according to the required structure• communication, which is clear, coherent and concise and is within required limits• **accurate** use of recognized conventions to acknowledge sources, possibly with minor errors. |

Appendix

In the following pages you will find some of the key documents you will need throughout the Personal Project process

**Supervisor Commitment Form due September 26 in Advisory**

Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email and/or phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best time to meet: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date/Location of 2nd Meeting (between 9/26 & 11/7): **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This chart to be filled out as you meet with your supervisor throughout the year**

|  |  |  |
| --- | --- | --- |
| **Date** | **Date of Meeting & Supervisor’s Initials**  | **Meeting Objectives** |
| 1st MeetingBy September 26th |  | Establish that this teacher will be your supervisor and have them complete the Supervisor Commitment form  |
| 2nd MeetingBetween 9/26 and 11/7 |  | **Bring** a list of passions/ideas & Process Journal **Take-Away**: Formulate three topics |
| 3rd MeetingBetween 11/7 and 12/12  |  | **Bring** final topic and “lens” & Process Journal**Take-Away**: Project’s first steps |
| 4th MeetingBetween 12/12 and 2/6  |  | **Bring** completed Goal Sheet & Process Journal**Take-Away**: Goal Sheet with Supervisor comments and suggestions  |
| 5th Meeting2/6 and 3/6 |  | **Bring** Process Journal & evidence of project**Take-Away**: Next steps to get to the finish line |

**PP Goal Sheet due February 6 in Advisory**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed topic area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specific links with one lens: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the goal of your project: What do you wish to do? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is your personal motivation to set this goal to your topic? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What form of presentation do you have in mind? (i.e. essay, work of art, report of experiment) Give a brief description: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What kind of material do you require for this project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What expertise will you require for your project, and do you have an idea of who you would consult? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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In what way do you intend to share your Personal Project for public use or other? \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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