Harding University High School IBMYP PERSONAL PROJECT STUDENT PROCESS JOURNAL

Freshman Guide

Orientation for incoming freshmen to be held in the Spring

This is not an optional assignment; it is a required aspect of the Middle Years Program (MYP) around the world. Over the last year, all MYP high schools across CMS have been joining other IB schools in implementing this project. Throughout Charlotte, the Personal Project (PP) is one of the continuation requirements for the IB program. (In other words, if you do not complete the Personal Project, you may not continue into IB courses in grade 11.)

The goal of the project is for each student to individually develop a focus of deep personal interest that reflects the knowledge gained over your two to five years of participation in MYP. The project should focus deeply upon ONE of the five MYP areas of interaction.

There are several important components of the overall PP.
1. **The Process Binder-** In this, you keep track of your progress on the PP. Every time you work on the project, meet with your mentor, or think about the PP you should take notes and reflect in your binder. Any time you do research, this is where you should take notes and maintain a working citation list. This is also where you note your personal opinions and feelings about what you are learning and the process you are going through.

2. **The Product-** Unlike other assignments you will work on during your education, the focus of the PP is *The PRODUCT*--the thing you make, create, present, adapt, or do. You should be trying to use the design cycle to adapt your ideas throughout the process.

3. **The Essay-** While a paper is not going to be your focus, you will still have to write one. This is a reflective essay; you are meant to describe the research you had to do to successfully complete the project, relate your project to your area of interaction, and to discuss what you have learned about yourself and your topic in creating your product. Your essay will still need to have complete "Works Cited" page and parenthetical documentation of sources.

4. **Other Aspects-**
    a. **Personal Engagement -** You MUST actively communicate with your mentor about the progress you are making with your project.
    b. **Deadlines-** Turn in any required materials on time.
    c. **Research-** Choose valid sources and cite them correctly.
    d. **Reflection-** Throughout this process you are asked to be open with yourself and others about what you have learned, what is working, what is failing, and what needs to be changed.

IBMYP Personal Project Planner

Name_____

To continue in the IB Program, you must complete a Personal Project. The project must have a clear and achievable goal, focus on ONE Area of Interaction and result in a product that reflects your personal interests and/or talents.

This planner will help you decide on your topic; use pages 2 – 4 to help brainstorm ideas.

If you are having trouble with your idea, schedule an appointment with your English teacher. Remember to bring this planner.

Project Goal/Purpose

Your goal must be:
- well-defined
- attainable
- of clear interest to you

I want to:_____

_____

_____

_____

_____

_____

_____

Areas of Interaction

(Choose a focus)
- Human Ingenuity
- Health and Social Education
- Community & Service
- Environment
- Approaches to Learning

The Areas of Interaction are the FOCUS and JUSTIFICATION for the project. You must explain your project through the Areas that best describe its purpose.

My Area of Interaction fits with my goal by:
_____

_____

_____

_____

_____

_____

_____

Your general interests—try combinations

-
  - Law, politics/government
  - Children/education
  - Research
  - Languages/Travel/Diversity
  - Decorating
  - Public speaking/lobbying
  - Health/medicine
  - Nature/environment
  - Religion/spirituality/philosophy
  - Current issues/events
  - News/journalism
  - Problem solving/inventions
  - Safety/security/law enforcement
  - Counseling/mediation/psychology
  - Future scenarios/past events

- Drama/dance/performance
- Costuming/set design
- Film/video
- Computers/software/technology issues
- Cultures/languages
- Building/construction/architecture
- Design/art/photography
- Service/organizations
- Books/creative writing/persuasion
- Crafts/hobbies/collections
- Sports/recreation/games/fitness
- Marketing/business
- Broadcasting/communications
- Culinary arts/nutrition

- Military/weapons/war
- Transportation/flight
- Music: composition/ performance/conducting
- Fashion
- Genealogy
- Event planning
- Ethics
- Animals
- Anatomy
- Chemistry/biology/physics
- Statistics/math/logic
- _____Other

Product Ideas

Your Personal Project must result in tangible evidence (a *Product*) that you have used your knowledge and skills in a creative, individual, and appropriate way. Place a check mark beside all the ideas below that may interest you in designing/presenting your *Product*.

Demonstration	Model	Video/DVD
Display/Visual	Composition	Computer product
Research report	Collection	Mural
Simulation	Game	Original music
Debate	Performance	Proposal/plan
Craft	Photo essay	Design
Club	Prototype	Speech
Experiment	Original writing	Event

Process Binder and Essay

In addition to the *Product,* you must complete two additional items: The *Process Binder* is an informal record/log of your progress that will help keep you on track. The *Essay* is a formal writing piece that documents your planning, process and results, as well as your project's connections to the Areas of Interaction.

Summary of what you have to do to complete the Personal Project

1.   Propose an idea for your project and get it approved. You will select a mentor who shares an interest in your topic. The mentor *can* guide and assist you but it is YOUR PROJECT. If for any reason your mentor becomes unavailable, contact Mrs. James immediately. <u>You have received a booklet of detailed instructions and will be held accountable for all aspects of the project</u> – **particularly communicating with your mentor**.

2.   When you begin working on your project KEEP A BINDER that documents your progress. Keep all work in the binder as it is necessary for writing the Essay that is to be shared with your mentor.

3.   When your project is complete, write your essay of ***no more than 4000 words*** in which you explain the story of your project: how you got your idea, background information *and* research, THE AREA OF INTERACTION that is its focus, other connections to the Area, your goal, the steps and choices, resources, etc., to the final outcome. In this essay you must also REFLECT on your work—what went well, how and why you made decisions *along* the way, how you might have done something differently, how satisfied you are with the result as well as the experience, what you learned.

The Project must be well organized and include
1. a title page,
2. table of contents,
3. written statement,
4. bibliography (works cited) and
5. supporting materials identified in an appendix.

SOURCES MUST BE CITED FOLLOWING MLA FORMAT IN THE ESSAY AND LISTED IN WORKS CITED PAGE.

Mrs. Jones, in the Harding Media Center, will also be able to assist you.

PERSONAL PROJECT BINDER (1 inch) GUIDE

Your binder should contain the items listed below; you may find other items/information which needs to be included.

- ALL handouts received from Mrs. James and/or your English teacher (including this one!)
- Any other personal project documents received or used
- Brainstorming on topic
    - including reflection on the primary topics of consideration
- Selection and description of topic, including
    - reflection on why the topic was selected
    - justification of Area of Interaction chosen
- Results of discussion with mentor on topic selection
- Specific goal for project
- Steps (and resources for each step) required to reach goal
- Research relating to the goal and the steps, including
    - printouts of any research from the internet
    - photocopies and/or notes from hardcopy resources
    - notes and questions from any interviews
    - bibliography notations for EVERY source viewed (even if you don't use it)
    - reflections on the usefulness of each source
- **Results of discussions and meetings with mentor throughout the process**
- Drafts
    - product
    - essay
- Copies of revisions suggested by mentor and other reviewer(s)
    - reflection on the revisions as to the additional steps that will be required
- Documentation of the development process (photos, or sketches, or other appropriate evidence)
- Final copy of the essay

Personal Project—the things that need to be done…

1. **Product—** You must make/create something
    * What should it be?- This depends on your topic…you could build something, create a video, write lessons on a topic, design a public awareness campaign, write a book, create a photo journal, collect case studies…
    * The **product needs to show an extension of your learning**. That means you cannot just rewrite information you collect in research as a website…you have to show that you have grown as a person, and learned something through this.

2. **Binder**—you must work on this the whole time you do your project; it is also a great way to stay organized/
    * Take notes ANY time you do ANYTHING with your project.
    * You MUST include anything pertinent to the project…
        -brainstorming lists
        -information you have collected,

-pictures of what you are building,
-things that have gone wrong,
-drafts of your written work
-to-do lists for your process
-notes from meetings with your mentor

3. **Essay**—this is your way to summarize everything you have done.
    **It should include the following…
        * A definition of your topic, with some of your research
        * An explanation of why you chose your topic
        * An explanation of how your topic fits with ONE area of interaction
        * A description of your product and the process you took to create your product
        * An explanation of what you have learned from this process (about your topic AND about yourself)
        * An explanation of what you would have done differently or more if given the chance.

    **Formatting
        * Times New Roman
        * 12 point font
        * Double-spaced
        * 1-inch margins
        * 1500 words minimum, 4000 words maximum (include word count)
        * Works cited page and internal citations required

4. **Presentation-** you will be asked to speak in front of a panel of 2-3 persons on your topic
        * You need to be the expert and be prepared to discuss your project with persons who will be evaluating your work
        *This can, and should, sound like your paper, but does not involve any memorization. It is more like talking to your parents or mentor about what you have done.
        * You will also be asked questions by the evaluators.

HOW YOU WILL BE GRADED

Criterion A: Planning and development (Maximum level: 4) Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the personal project based on one or more areas of interaction. The goal may alter during the course of the personal project but students need to state and explain clearly the reason(s) for a change in goal. ***Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion.**

Criterion B: Collection of information/resources (Maximum level: 4) This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing. ***Evidence of students' achievement in this criterion will be found in the works cited page, and in the form of references throughout the essay and their product.**

Criterion C: Choice and application of techniques (Maximum level: 4) This criterion assesses students' abilities to choose techniques relevant to the personal project's goal, as defined by the key questions, or

statement of intent of the personal project. Students should justify this selection and apply the chosen techniques consistently and effectively. Students should choose a goal that is achievable. Because of circumstances that may be beyond their control, students may find unforeseen difficulties prevent successful completion of ambitious projects. These types of ambitious personal project may still result in a good level of achievement for this criterion. ***Evidence of students' achievement in this criterion will be found in the body of the work and through questioning.**

Criterion D: Analysis of information (Maximum level: 4) This criterion measures students' abilities to analyze information in terms of the personal project's goal and focus on the chosen area(s) of interaction. Students should express personal thoughts and support arguments with evidence. Students are expected to describe, and reflect on, the stages of development of the personal project and the thought processes followed. Students should reflect on the ways in which the personal project has fulfilled the initial goal. In this reflection, students should review the ways in which the project has been focused on the chosen area(s) of interaction, and on how dimensions of the area(s) have been explored and developed. Students should attempt to define new perspectives that could be investigated further through future inquiry into the topic/theme. Using their process notebook as a prompt for reflection, students will provide comments on such questions as "What have been the strengths and the weaknesses of the personal project at different stages of development?", "What would the student do differently next time?" ***Evidence of students' achievement in this criterion will be found in the conclusion and the body of the work and through questioning.**

Criterion E: Organization of the written work (**Maximum level: 4)** This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

Criterion F: Product Aesthetics (Maximum level: 4) Students are expected to generate an aesthetically pleasing piece of work that reflects extensive hard work and focus. The product should clearly identify key pieces of information without further clarification from the student. It should be well organized and neat.

Criterion G: Personal engagement (Maximum level: 4) This criterion focuses on an overall assessment of students' engagement and application of approaches to learning skills during the planning and development stages of the personal project. Qualities such as organization and commitment to the task should be considered. By their very nature these are difficult to quantify and the assessment should take into account the context in which the personal project was undertaken. The assessment should also take account of working behaviors such as the amount of encouragement required by students, the interaction between students and supervisors, the attention to deadlines and procedures, as well as the appropriate use of supporting documentation such as log books and process journals.

Student Name_____   Grading Team #_____

Criterion	Comments	0	1	2	3	4
A. Planning and development			Goal **is identified,** but there is **no indication** of how goal will be achieved.	Goal is identified and **described**, **states the focus on the chosen AOI. Simple outline** provided of how goal will be achieved.	Goal is identified and described. A.O.I connection is **described.** A **coherent account** provided of how goal will be achieved.	Goal clearly identified **within a context**, AOI Connection **developed and justified. Coherent and thorough** description of how goal will be achieved.
B. Collection of information and resources			**Few** sources of information collected, or the majority **irrelevant. Summary bibliography**, missing elements. **Few references** made in text.	**Limited amount** of **relevant** information; **limited number** of appropriate sources. Bibliography has **most elements appropriately presented**. **Some references** made where appropriate.	**Good** amount of relevant information; **extensive number** of appropriate sources. Bibliography has **important** elements presented. **Detailed references** made where appropriate.	Contains **excellent**, relevant information; **wide variety** of sources. Bibliography is **complete and well presented**, with **clear references** to sources in the text and appendices, where appropriate.
C. Choice and application of techniques			**Large parts** of the project are **irrelevant** in terms of the goal. The techniques used are **largely inappropriate** and **inadequately applied**.	The techniques chosen **vary appropriateness with some being applied to an acceptable standard**. Student **begins to provide justification** for use of techniques.	**Generally appropriate and well applied** techniques chosen. The student provides **some justification** for the use of the chosen techniques.	**Absolutely appropriate** techniques chosen, with **specific justification** for their choice and **effective** application.
D. Analysis of information, process and outcome			**Little reflection** in terms of the goal; **largely descriptive**. Process review is simply a **summary** or a **superficial review** of the development of the project in terms of the goal set at its start. **Little understanding** of the dimensions of the focus AOI.	**Some** reflection in terms of the goal. Personal thought **mostly supported** with evidence. **Adequate** review of project in terms of the goal. Review shows **reflection** on stages of the process including **adequate analysis** of the quality of product. **Some** understanding of the AOI.	**Significant** reflection in terms of the goal and AOI. Personal thought generally supported with arguments and evidence. **Consistent** review of project in terms of the goal. Review shows **significant reflection** on different stages of process. **Good analysis** of the product, and shows understanding of the focus AOI.	**Clear indication** of the depth of reflection of the student's own **ideas and vision. Truly personal response** supported with arguments and evidence. **Thorough** review of project in terms of the goal. Review shows **excellent reflection** on stages of the process. **Excellent** analysis of product and a **thorough** understanding of AOI.
E. Organization of written work			**Poor organization**, lacking a sensible order and coherent structure. Presentation of the work is **lacking** in several respects.	**Some attempt at logical organization**. Some coherent links between parts of the personal project. Presentation of the work is **often appropriate**.	**Good** attempt at logical organization. Good links between parts of the personal project. Presentation of the work is **almost always appropriate**.	**Completely coherent** organization. Ideas sequenced in a **consistently** logical manner with appropriate transitions. Overall presentation is **excellent**.
F. Product aesthetics			Product is **poorly organized**, lacks order and coherent structure. Information is **lacking** in several respects and shows little to no effort on the part of the student.	Product is **moderately well-organized**. Information is conveyed appropriately in most aspects, but clarification is necessary.	Product is **well-organized** and **shows considerable effort**. Information is conveyed adequately but may require student explanation.	Product is **extremely well-organized** and shows **considerable, thoughtful effort**. Information is conveyed in a **complete, coherent manner**, requiring no further explanation.
G. Personal engagement			**Little evidence** of any of the required qualities and working behaviors.	**Satisfactory** in terms of most of the required qualities and working behaviors.	**Good** in terms of most of the required qualities and working behaviors.	**Outstanding** in terms of the required qualities and working behaviors.

Harding University High School IBMYP Personal Project
Student Topic Proposal

Note: *Topic changes must be approved by mentor or English teacher; a new form must be submitted. Form must be typed; proposals will not be accepted unless submitted typed/*

NAME:_____   Date_____

English Teacher:_____   Period:_____

Student Email address :_____Student contact #: _____

Supervisor Name:_____ Supervisor's email address: _____

Supervisor's Signature: _____

Your Topic (10 words or less):_____

Area of Interaction (s) _____

In two paragraphs explain what aspects of your topic that you would like to study and what you expect your final product to be. Be sure to include how the topic you chose connects to the Area of Interaction you identified. Your proposal will be evaluated using the criteria below:

MYP Personal Project – Topic Proposal Rubric

CATEGORY	Meets Expectation	Does Not Meet Expectation
Mentor Identified	Mentor is named.	Mentor is not named.
Area of Interaction	Area of Interaction is identified and is aligned to the paper and product.	Area of Interaction is not identified and/or is not aligned to the paper and product.
Standard English conventions	Writing uses standard English conventions (grammar, spelling, punctuation) correctly and consistently.	Writing fails to use standard English conventions correctly and consistently.
Personal tone	Addresses the personal connection to the topic.	Fails to address the personal connection to the topic.
Product Plan	Identifies a proposed product that is aligned to the topic and has potential to demonstrate new learning and personal growth.	Fails to identify a proposed product that is aligned to the topic or the product may not have potential for demonstrating new learning and personal growth.

IBMYP Personal Project Time Line for Current Freshman 2010-11

Mentor/teacher Initials here:

Orientation   _____March 31

Personal Project Proposal due   _____April 12

Mentor selection by   _____April 16

April mentor check   _____April 22
Comments:

May mentor check   _____May 13
Comments:

June mentor check   _____June 7
Comments:

Summer reflection due   _____Sept 2

Summer reflection is a 1-3 page typed summary and reflection on all work completed over the summer.

September (1st draft) mentor check   **(required)**   _____Sept 24
Comments:

Rough draft to English teacher   _____Oct 22
Comments:

November mentor check   _____Nov 18
Comments:

Final paper due to English teacher   _____Dec 2

Harding University High School IBMYP Personal Project
Student Topic Proposal

Note: *Topic changes must be approved by mentor or English teacher; a new form must be submitted*

NAME:_____   Date_____

English Teacher:_____   Period:_____

Email address (please print clearly):_____

Mentor/Supervisor _____

Your Topic (10 words or less):_____

_____

Area of Interaction _____

In two paragraphs explain what aspects of your topic that you would like to study and what you expect your final product to be. (Continue on the back if necessary.)

_____

_____

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