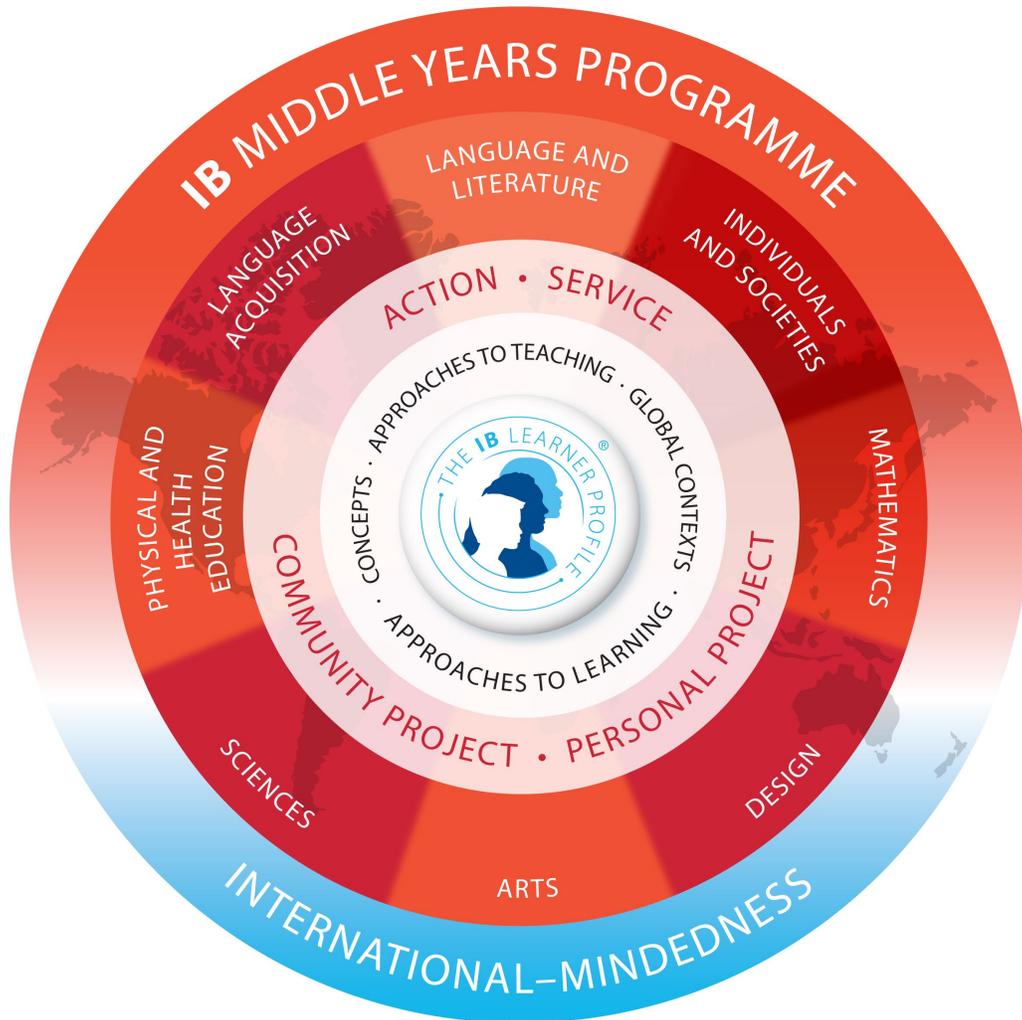


**South Lakes High School**  
**MYP Personal Project Packet**

2018-2019



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## What is the Personal Project?

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The personal project encourages students to practice and strengthen their approaches to learning (ATL) skills, develop the attributes of the IB learner profile, consolidate prior learning, develop an area of personal interest, and foster the development of independent, lifelong learners. It provides an excellent opportunity for students to produce a truly personal and creative product/outcome and demonstrate their learning in the MYP. The project offers many opportunities for differentiation and expression according to students' individual needs. The project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

The personal project enables students to engage in practical explorations through a cycle of inquiry, action and reflection. It emphasizes experiential learning, which is developed further in community and service in both the IBCP and DP. Through MYP projects, students experience the responsibility of completing a significant piece of work over an extended period of time, as well as the need to reflect on their learning and the outcomes of their work—key skills that prepare students for success in further study, the workplace and the community.

Students are expected to spend approximately **25 hours** on their personal project. This includes meeting with supervisors, independent learning through research, planning, development and completion of the project, and reporting of the project.

The aims of the MYP projects 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 do I have to produce?

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There are four main components to the personal project:

**The Process Journal** is where you should record ideas, planning, discussions, photographs, meeting schedules and outcomes with your supervisor – whatever you do that is part of the process should be kept in this document. It may be handwritten or electronic and you must produce **at least 15 entries**.

**The Product** is the actual project, product, or outcome you produce. It is how you show other people what you investigated. This might be an actual product (model, electronic article, artwork, creative writing, performance) or visuals of the outcome (photographs of an event you organized). **It may not be part of any assessed school course work (you may not use a Science Fair project).**

**The Project Report** explains how, why, and what you did, as well as what you learned from the process. It can be **written, electronic, oral, visual, or multimedia**.

**The Personal Project Fair** is where you display your project. You must come up with a way of visually presenting your project (tri-folds, photographs, models, etc.) and prepare a brief talk about your goals and process.

## What are the **Global Contexts** and how do they impact my project?

The global context helps the student engage in a cycle of inquiry and a process that leads him or her from academic knowledge to thoughtful, principled action.

Global Context	Examples of Personal Projects
<p><b>Identities and Relationships:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying</li> <li>• How online identities impact offline relationships; a research essay</li> <li>• Keeping culinary traditions; a video series following family recipes with historical relevance</li> <li>• The effect of mass media on teenage identity; a short film</li> </ul>
<p><b>Orientation in Space and Time:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• The Euclidean space perspective of the universe; a 3D model</li> <li>• Explorers in search of a new world; immigration over the ages through visual texts</li> <li>• The Mayflower and the dream of religious freedom; a personal family history</li> <li>• Charting a family history through archives and a representational statue</li> </ul>
<p><b>Personal and Cultural Expression:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture</li> <li>• The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers</li> <li>• Culture and self-expression through dance at the local community arts centre; a performance</li> </ul>
<p><b>Scientific and Technical Innovation:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Nano fibers build stronger bikes; a prototype bike with nano fibers</li> <li>• What's the matter with the anti-matter?; an informational talk</li> <li>• Why are genetics and genomics important to my health?; a media presentation</li> <li>• Can stem cells replace organ transplants?; an investigative report</li> </ul>
<p><b>Globalization and Sustainability:</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• The struggle for water in developing countries; an awareness campaign</li> <li>• The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation</li> <li>• Education as the tool to change the future of Peru; a workshop for adults</li> <li>• The role of the developing countries in protecting the tropical rain forest; a collection of slides</li> </ul>
<p><b>Fairness and Development:</b></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> <li>• Supporting fair trade: Cocoa trade in Ghana; awareness campaign for our school cafeteria to promote fair trade</li> <li>• Open-market economies and their role in fair trade; a talk for students</li> <li>• Exploring the intersections of race and inequality; a radio broadcast</li> <li>• Asylum seekers and their right to live like us; a painting</li> </ul>

## Reporting the Project

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

Format	Length
Written	1500-3500 words
Electronic (website, blog, slideshow)	1500-3500 words
Oral (podcast, radio broadcast, recorded)	13–15 minutes
Visual (film)	13–15 minutes
Multimedia (Written or Electronic AND Oral or Visual)	see table below for combinations of time and word count

If the product/outcome of a personal project is in written form, such as an essay or novel, this is distinct from the project report.

A **written** report aims to inform and explain the process of the personal project and usually consists of sections with subheadings.

An **oral** report can take many different forms such as podcast, interview and radio broadcast. Oral reports must be recorded. Students may use notes, cue cards and visual support aids for an oral presentation.

A **visual** report is usually a short film where the student addresses key moments of his or her personal project, informed by process journal entries. The film must be structured to demonstrate achievements in the development of the personal project.

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

For students submitting **multimedia reports** comprising both written and audio/visual formats, the maximum number of words and time of audio/visual presentations correlate in the manner shown below.

Time (audio or audio-visual recording)		Word limit for written report
3 minutes	and	1,200–2,800 words
6 minutes	and	900–2,100 words
9 minutes	and	600–1,400 words
12 minutes	and	300–700 words

If a personal project involves group work, each individual student must create his or her own report clearly demonstrating his or her contribution in all stages of the personal project. Further, each student must maintain his or her own process journal.

When submitting the **report** for assessment, students must include:

- the personal project cover sheet
- the completed academic honesty form
- process journal extracts
- any supporting visual aids used during the presentation, if applicable
- bibliography/sources.

## What should my Process Journal look like?

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Your journal may be typed or handwritten, kept electronically or in a notebook. Be sure to date each entry.

### Your process journal is:

- used throughout the project to document its development
- an evolving record of intents, processes, accomplishments
- a place to record initial thoughts and developments, brainstorming, lines of inquiry and further questions raised
- a place for recording interactions with sources, for example teachers, supervisors, external contributors
- a place to record selected, annotated and/or edited research and to maintain a bibliography
- a place for storing useful information, for example quotations, pictures, ideas, photographs
- a means of exploring ideas and solutions
- a place for evaluating work completed
- a place for reflecting on learning
- devised by the student in a format that suits his or her needs
- a record of reflections and formative feedback received.

### Your process journal is not:

- used on a daily basis (unless this is useful for the student)
- written up after the process has been completed
- additional work on top of the project; it is part of and supports the project
- a diary with detailed writing about what was done
- a static document with only one format.

### Selecting Process Journal Extracts:

Students should select a maximum of **10 individual extracts** to represent the key developments of the project. The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information.

### An extract may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analyzed in the report, he or she could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process.

Who is my supervisor and what does he/she do?

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### **Supervisor Selection:**

- Your supervisor **must be a staff member (teacher, coach, counselor, administrator) from SLHS or Langston Hughes.**
- You must meet with your supervisor at least **three times** during the process.
- If you have a supervisor in mind, you **MUST ASK** the staff member in person or via email.
- If you cannot find a supervisor on your own, a staff member will be assigned to you based on your topic.

### **Supervisor Responsibilities:**

Your supervisor will:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- provide guidance in the process and completion of the project, including
  - a timetable with deadlines
  - the assessment criteria (rubric)
  - the importance of personal analysis and reflection
  - formative feedback
  - requirements for academic honesty

### **It is YOUR responsibility to set up meeting times with your supervisor.**

- You must initiate the conversation about when to meet, and you must follow through.
- Email is a great way to stay in touch with your supervisor.
- You should log each meeting with your supervisor in your journal with a description of what you discussed and how it affected your project.
- You must log each meeting with a supervisor on the academic honesty form before you turn in your final project.

### **What do I do now?**

- **Select a supervisor by October 1<sup>st</sup>.**
  - Register your supervisor and topic in the google doc provided by the MYP Coordinator.
- Select a **topic.**
- Select a possible **outcome/product.**
- Choose a **format** (written, electronic, oral, visual, multimedia) for your **project report.**
- Start keeping a **process journal.**

## How will I be graded?

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These criteria will be used by your supervisor to score your project in February 2016.

### Criterion A: Investigating

In the personal project, students should:

- define a clear goal and global context for the project, based on personal interests
- identify prior learning and subject-specific knowledge relevant to the project
- demonstrate research skills.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors below.
1-2	The student is able to: i <b>state</b> a goal and context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility ii <b>identify</b> prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance iii <b>demonstrate</b> limited research skills.
3-4	The student is able to: i. <b>outline</b> a <b>basic and appropriate</b> goal and context for the project, based on personal interests ii. <b>identify basic</b> prior learning and subject-specific knowledge relevant to <b>some</b> areas of the project iii. <b>demonstrate adequate</b> research skills.
5-6	The student is able to: i. <b>define</b> a <b>clear</b> and <b>challenging</b> goal and context for the project, based on personal interests ii. <b>identify</b> prior learning and subject-specific knowledge <b>generally relevant</b> to the project iii. <b>demonstrate</b> substantial research skills.
7-8	The student is able to: i. <b>define</b> a <b>clear</b> and <b>highly challenging</b> goal and context for the project, based on personal interests ii. <b>identify</b> prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project iii. <b>demonstrate excellent</b> research skills.

## Criterion B: Planning

In the personal project, students should:

- develop criteria for the product/outcome
- plan and record the development process of the project
- demonstrate self-management skills.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>develop limited</b> criteria for the product/outcome ii. <b>present a limited or partial</b> plan and record of the development process of the project iii. <b>demonstrate limited</b> self-management skills.
3-4	The student is able to: i. <b>develop adequate</b> criteria for the product/outcome ii. <b>present an adequate</b> plan and record of the development process of the project iii. <b>demonstrate adequate</b> self-management skills.
5-6	The student is able to: i. <b>develop substantial</b> and <b>appropriate</b> criteria for the product/outcome ii. <b>present a substantial</b> plan and record of the development process of the project iii. <b>demonstrate substantial</b> self-management skills.
7-8	The student is able to: i. <b>develop rigorous</b> criteria for the product/outcome ii. <b>present a detailed and accurate</b> plan and record of the development process of the project iii. <b>demonstrate excellent</b> self-management skills.

## Criterion C: Taking action

In the personal project, students should:

- create a product/outcome in response to the goal, global context and criteria
- demonstrate thinking skills
- demonstrate communication and social skills.
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Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>create a limited</b> product/outcome in response to the goal, global context and criteria ii. <b>demonstrate limited</b> thinking skills iii. <b>demonstrate limited</b> communication and social skills.
3-4	The student is able to: i. <b>create a basic</b> product/outcome in response to the goal, global context and criteria ii. <b>demonstrate adequate</b> thinking skills iii. <b>demonstrate adequate</b> communication and social skills.
5-6	The student is able to: i. <b>create a substantial</b> product/outcome in response to the goal, global context and criteria ii. <b>demonstrate substantial</b> thinking skills iii. <b>demonstrate substantial</b> communication and social skills.
7-8	The student is able to: i. <b>create an excellent</b> product/outcome in response to the goal, global context and criteria ii. <b>demonstrate excellent</b> thinking skills iii. <b>demonstrate excellent</b> communication and social skills.

## Criterion D: Reflecting

In the personal project, students should:

- evaluate the quality of the product/outcome against their criteria
- reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- reflect on their development as IB learners through the project.

Level of Achievement	Descriptor
0	The student has not reached a standard described by any of the descriptors below.
1-2	The student is able to: i. <b>present a limited</b> evaluation of the quality of the product/outcome against his or her criteria ii. <b>present limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. <b>present limited</b> reflection on his or her development as an IB learner through the project.
3-4	The student is able to: i. <b>present a basic</b> evaluation of the quality of the product/outcome against his or her criteria ii. <b>present adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. <b>present adequate</b> reflection on his or her development as an IB learner through the project.
5-6	The student is able to: i. <b>present a substantial</b> evaluation of the quality of the product/outcome against his or her criteria ii. <b>present substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. <b>present substantial</b> reflection on his or her development as an IB learner through the project.
7-8	The student is able to: i. <b>present an excellent</b> evaluation of the quality of the product/outcome against his or her criteria ii. <b>present excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. <b>present excellent</b> reflection on his or her development as an IB learner through the project.

## How do I find Personal Project resources, guidelines, and calendars?

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All class of 2021 students are enrolled in the **MYP Personal Project Class of 2021** Blackboard Course.

If these courses do not show up when you log in to blackboard, please inform the MYP Coordinator immediately ([dslieberman@fcps.edu](mailto:dslieberman@fcps.edu)) to ensure that you have access to the materials.

### **Use the Personal Project Blackboard Course to:**

- Download the Personal Project Student Packet
- Reread Personal Project criteria
- Contact the MYP Coordinator or Personal Project Coordinator

Your English teacher will enroll you in a **Google Classroom** where you will submit all sections of the report and journal. All templates and forms should be located there.

When you log in to Blackboard, you must click on **ORGANIZATIONS** and then you will see these courses.

**Service hours and reflections will be logged in x2vol** (in Blackboard, click Family Connections). See x2vol instructions sheet for registration information. Prompts for reflections are found in x2vol.

If you have difficulty using Blackboard, please visit the following website for help:

<http://www.fcps.edu/is/instructionaltechnology/247help/student.shtml>



### **FCPS MYP Certificate Requirements:**

1. Complete 25 service hours OR 3 reflections during your freshman year.
2. Complete 25 service hours OR 3 reflections during your sophomore year.
3. Successfully complete the Personal Project during your sophomore year.
4. Successfully complete the MYP Assessments in your 6 core courses (English, History/Government, Math, Science, World Language, and Physical Education).