PERSONAL PROJECT

International Baccalaureate

PRESENTED BY:

_____

ACADEMY OF RICHMOND COUNTY

Adapted from IB MYP Projects guide

TABLE OF CONTENTS

Welcome Students 2
What is a Personal Project? 2
Process Journal 3-4
Global Contexts 5-6
Identifying a Global Context 7-8
Approaches to Learning 8
The Report 9
Project Timeline 10
Investigating Checklist (Step 1) 11
Planning Checklist (Step 2) 12
Taking Action Checklist (Step 3) 13
Reflection Presentation Checklist (Step 4) 14
Project Rubric 15-17
Know-Learn-Do Form 18
ATL Demonstration Form 19
Objective/ATL relationship form 20-21
Academic Honesty Form 22-23
IB Learner Profile 24

WELCOME

Hello Graduating Class of 2022,

This year, Academy of Richmond County is excited to take "experiential learning" and projects to the next level yet again! 2019-2020 IB MYP Sophomores will have the honor of developing and implementing a personal project. This project will provide the opportunity to explore an area of interest as an individual, and bring that personal interest to life.

As a student at ARC, as well as a citizen of this world, you have the right and responsibility to have an impact on your community through self-awareness and your passion. Through in-depth inquiry, you will develop, create, and present a significant and authentic piece of work inspired by your passion that motivates you to take action and produce a product or outcome. In addition, the personal project will prepare you for success through developing important and necessary skills for high school, college, and the work force.

MYP PERSONAL PROJECT- WHAT IS IT?

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. It provides an excellent opportunity for students to produce a truly personal and often creative product/outcome and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student. Each student develops a personal project independently.

You will:

- Develop an area of personal interest beyond the subject-specific curriculum.
- Be expected to spend a minimum of 25 hours on the personal project. You will document your time in your process journal.
- Have supervisors that are experienced with IB MYP program.
- Choose a project that is of appropriate grade level scope and quality.
- Document your work in a 1,500-3,500 (approximately 6-14 double spaced pages) written report.
- Be required to sign a document of authenticity stating this project is your own work.

While this project may seem like quite a bit of work, we are confident the rewards will be even greater, for success as a student now and in the future.

PROCESS JOURNAL

The process journal is a generic term to refer to the record of progress maintained by you throughout the project. However, it is your choice as to how you will maintain the record. The journal can be written, visual, audio, or a combination of these. It may include both paper and electronic formats.

You should carefully select evidence from your process journals to demonstrate development in all criteria. You will need to submit these as part of your report at the conclusion of the project.

You will need a **minimum** of **10 individual** extracts to represent the key developments of the project. These will show you have addressed each of the objectives.

An extract may include:

- Visual thinking diagrams
- Charts
- Notes
- Annotated illustrations
- Pictures, photographs, sketches
- Self/peer assessment feedback
- Bulleted lists
- Short paragraphs
- Timelines, action plans
- Annotated research
- Screenshots of blogs/websites
- Up to 30 seconds of visual/audio material
- Artifacts from inspirational visits to museums, performances, galleries
- Bibliography (MLA form) http://www.easybib.com

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 and will not be individually assessed.

If you have any materials directly relevant to the achievement of the project like questionnaires or surveys, you should include them as well.

Conclude every process journal entry with a plan for next steps.

PROCESS JOURNAL CONTINUED

The process journal is:	The process journal is NOT:
• used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible 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.	• 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.

You will show evidence of your process documented in your journals at meetings or by providing access digitally. Although legibility is important, the recording of critical and creative thinking and reflection is more important than neatness and presentation.

GLOBAL CONTEXTS

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

Global Context	Global Context Example Explorations
Identities and Relationships	**Who am I? Who are we?** • Competition and cooperation; teams, affiliation and leadership • Identity formation; self-esteem; status; roles and role models • Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life • Physical, psychological and social development; transitions; health and well-being; lifestyle choices • Human nature and human dignity; moral reasoning and ethical judgment; consciousness and mind
Orientation in Space and Time	**What is the meaning of "where" and "when"?** • Civilizations and social histories, heritage, pilgrimage, migration, displacement and exchange • Epochs, eras, turning points and "big history" • Scale, duration, frequency and variability • Peoples, boundaries, exchange and interaction • Natural and human landscapes and resources • Evolution, constraints and adaptation • Indigenous understanding
Personal and Cultural Expression	**What is the nature and purpose of creative expression?** • Artistry, craft, creation, beauty • Products, systems and institutions • Social constructions of reality; philosophies and ways of life; belief systems; ritual and play • Critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument • Metacognition and abstract thinking • Entrepreneurship, practice and competency

Scientific and Technical Innovation	**How do we understand the world in which we live?** • Systems, models, methods; products, processes and solutions • Adaptation, ingenuity and progress • Opportunity, risk, consequences and responsibility • Modernization, industrialization and engineering • Digital life, virtual environments and the Information Age • The biological revolution • Mathematical puzzles, principles and discoveries.
Globalization and Sustainability	**How is everything connected?** • Markets, commodities and commercialization • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, scarcity; natural resources and public goods • Population and demography • Urban planning, strategy and infrastructure • Data-driven decision-making
Fairness and Development	**What are the consequences of our common humanity?** • Democracy, politics, government and civil society • Inequality, difference and inclusion • Human capability and development; social entrepreneurs • Rights, law, civic responsibility and the public sphere • Justice, peace and conflict management • Ecology and disparate impact • Power and privilege • Authority, security and freedom • Imagining a hopeful future

IDENTIFYING A GLOBAL CONTEXT FOR YOUR PERSONAL PROJECT

Global context	Examples
Identity and relationships	Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying How online identities impact offline relationships; a research essay Keeping culinary traditions; a video series following family recipes with historical relevance The effect of mass media on teenage identity; a short film.
Orientation in space and time	The Euclidean space perspective of the universe; a 3D model Explorers in search of a new world; immigration over the ages through visual texts The Mayflower and the dream of religious freedom; a personal family history Charting a family history through archives and a representational statue
Personal and cultural expression	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 The art of Magna in Japanese culture; a Japanese anime and a survey of the understanding of my peers Culture and self-expression through dance at the local community arts centre; a performance
Scientific and technical innovation	Nano fibres build stronger bikes; a prototype bike with nano fibres What's the matter with the anti-matter?; an informational talk Why are genetics and genomics important to my health?; a media presentation Can stem cells replace organ transplants?; an investigative report

Globalization and sustainability	The struggle for water in developing countries; an awareness campaign The impact of the financial crisis of Europe and the European Economic Community on the United States; a visual presentation Education as the tool to change the future of Peru; a workshop for adults The role of the developing countries in protecting the tropical rain forest; a collection of slides
Fairness and development	Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school cafeteria to promote fair trade Open-market economies and their role in fair trade; a talk for students Exploring the intersections of race and inequality; a radio broadcast Asylum seekers and their right to live like us; a painting

APPROACHES TO LEARNING

I. Communication- Exchanging thoughts, messages and information effectively through interaction.
II. Collaboration- Working effectively with others.
III. Organization- Managing time and tasks effectively.
IV. Affective- Managing state of mind.
V. Reflection- (Re)considering what has been learned; choosing and using ATL skills.
VI. Information Literacy- finding, interpreting, judging and creating information.
VII. Media Literacy- Interacting with media to use and create ideas and information.
VIII. Critical Thinking- Analyzing and evaluating issues and ideas.
IX. Creativity and Innovation- The skills of invention- developing things and ideas that never existed before.
X. Transfer- Utilizing skills and knowledge in multiple contexts.

THE REPORT

- The report does not replace the product/outcome of the personal project. If the product is in written form, such as an essay or short story, this is considered as distinct from the project report.
- All reports should cover the following areas, including the following subheadings: investigating, planning, taking action and reflecting. Include evidence for all the strands of all criteria.
- Be sure to include:
    - A summary of your project presented on a format of your choosing
    - How your product/outcome compares to your criteria
    - What you learned about yourself during the process
    - How your project has extended your knowledge and understanding of the topic and the global context
    - What Approaches to Learning (ATL) skills you used and how you used them
    - How your IB Leaner Profile Traits changed
    - What you could have done better
    - Of what you are most proud
- When submitting the report for assessment, students must also include:
    - The completed academic honesty form
    - Process journal extracts (as an appendix)
    - Any supporting visual aids used during the presentation, if applicable
    - Evidence of product/outcome
    - Bibliography/sources written in MLA format. See http://www.easybib.com/reference/guide/mla/book for help.

PROJECT TIMELINE

Oct – Nov	Nov – Dec	Dec – Jan	Jan – Feb	March
Investigating	**Planning**	**Taking Action**	**Final Reflection**	**Presentation**
Meeting with students Brainstorm idea Submit proposal by Sept 9 Research (choosing resources) Begin making entries into the process journal Meet with supervisor Oct 28-Oct 31	Should be working on this outside of school Develop criteria for your product/ outcome Continue research; selecting, evaluating and acknowledging information (always document sources) Record information in your process journal (identify your Approaches to Learning) Meet with supervisor Dec 2-Dec 5	Create the product/outcome in response to the goal of your Personal Project Complete ATL Demonstration Form Entries into process journal Meet with supervisor Jan 27-Jan 30	Evaluate the quality of the outcome/ success of your product against your criteria. Reflect on your learning Type your paper Meet with supervisor Feb 26-Mar 12 Make revisions if necessary Choose what extracts you want from your journal to include in paper Complete the bibliography/sources Complete the academic honesty form Rehearse the presentation	Complete project board for display Give all necessary paperwork and requirements to supervisor before making presentation. Students will make presentation at the IB Expo on March 19, 2020

PROJECT CHECKLIST

Investigating

- ☐ Define a goal and global context for your project
- ☐ Conduct initial research and gather information (always document sources) Record information in a Process Journal (Identify your Approaches to Learning)
- ☐ Complete K-W-D
- ☐ Meet with your supervisor between Oct 28 and Nov 1

Notes:

Next Steps:

Supervisor Feedback:

_____ **Date:** _____

Supervisor Signature

PROJECT CHECKLIST

Planning

☐ Develop criteria for your product/outcome

☐ Continue research (always document sources)

☐ Record information in a Process Journal (identify your Approaches to Learning)

☐ Meet with your supervisor between Dec 2nd-6th

Notes:

Next Steps:

Supervisor Feedback:

_____**Date: _____**

Supervisor Signature

PROJECT CHECKLIST

Taking Action

- ☐ Create the product/outcome in response to the goal of your Personal Project
- ☐ Record information in a Process Journal (Identify Your Approaches to Learning)
- ☐ Complete ATL Demonstration Form
- ☐ Meet with your Project supervisor (This should be your 3rd meeting) between Jan 27-31st

Notes:

Next Steps:

Supervisor Feedback:

_____**Date:** _____

Supervisor Signature

PROJECT CHECKLIST

Reflection Presentation

- ☐ Evaluate the quality of the outcome/success of your product against your criteria
- ☐ Reflect on your learning
- ☐ Complete project board for display
- ☐ Select extracts from the process journal
- ☐ Complete the bibliography
- ☐ Complete the academic honesty form
- ☐ Present your project
- ☐ Turn in all materials to your supervising teacher between Feb 26-Mar 12

Notes:

Next Steps:

Supervisor Feedback:

_____ **Date:** _____

Supervisor Signature

PERSONAL PROJECT RUBRIC

	A: Investigation	B: Planning	C: Taking Action	D: Reflecting
0	The student **does not** achieve a standard described by any of the descriptors below			
1-2	i. **states** a goal and a global 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.	i. develops **limited** criteria for the product/outcome ii. presents a **limited or partial** plan and record of the development process of the project iii. demonstrates **limited** self-management skills.	i. creates a **limited** product/outcome in response to the goal, global context and criteria ii. demonstrates **limited** thinking skills iii. demonstrates **limited** communication and social skills.	i. presents a **limited** evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents **limited** reflections 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	i. **outlines** a **basic and appropriate** goal and a global 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.	i. develops **adequate** criteria for the product/outcome ii. presents an **adequate** plan and record of the development process of the project iii. demonstrates **adequate** self-management skills	i. creates a **basic** product/outcome in response to the goal, global context and criteria ii. demonstrates **adequate** thinking skills iii. demonstrates **adequate** communication and social skills.	i. presents a **basic** evaluation of the quality of the product/success of the outcome against his or her criteria ii. presents **adequate** reflection on how completing the project has extended his or her knowledge and understanding of topic and the global context iii. presents **adequate** reflection on his or her development as an IB learner through the project.

5-6	i. **defines** a **clear and challenging** goal and a global 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.	i. develops **substantial and appropriate** criteria for the product/outcome ii. presents a **substantial** plan and record of the development process of the project iii. demonstrates **substantial** self-management skills.	i. creates a **substantial** product/outcome in response to the goal, global context and criteria ii. demonstrates **substantial** thinking skills iii. demonstrates **substantial** communication and social skills.	i. presents a **substantial** evaluation of the quality of the product/success of the 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	i. **defines** a **clear and highly challenging** goal and a global 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.	i. develops **rigorous** criteria for the product/ outcome ii. presents a **detailed and accurate** plan and record of the development process of the project iii. demonstrates **excellent** self-management skills	i. creates an **excellent** product/ outcome in response to the goal, global context and criteria ii. demonstrates **excellent** thinking skills iii. demonstrates **excellent** communication and social skills.	i. presents an **excellent** evaluation of the quality of the product/success of the 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.
Self-Assessment Level of Achievement				

Evidence of Achievement for Investigation	
Evidence of Achievement for Planning	
Evidence of Achievement for Taking Action	
Evidence of Achievement for Reflecting	

KNOW-LEARN-DO FORM

What We Know	What We Need to Learn	What We Need to Do

ATL DEMONSTRATION FORM

Communicate evidence of the ATL skills demonstrated throughout the project. It is important to realize that ATL skills work across all stages of the personal project, often overlapping throughout the project. Talk about how you met the personal project objectives, to what extent you feel you met the objectives, and how your demonstrated the ATL skills.

Objectives	Level Descriptor	Demonstration of ATL skills (be sure to be clear, concise, and specific)
A: Investigating		
B: Planning		
C: Taking Action		
D: Reflecting		

OBJECTIVE/ATL RELATIONSHIP FORM

Personal Project Objectives	ATL Skill Category	ATL Skill Cluster	ATL Skills
Objective A: Investigating			
I. Define a clear goal and a global context for the project, based on personal interests	Social	Collaboration	• Build consensus, make fair & equitable decisions • Listen actively to other perspectives and ideas
	Thinking	Critical thinking	• Practice and observe carefully in order to recognize a problem • Recognize unstated assumptions and bias • Draw reasonable conclusions and generalizations
		Creative thinking	• Use brainstorming and visual diagrams to generate new ideas and inquiries
II. Identify prior learning and subject-specific knowledge relevant to the project II. Demonstrate research skills	Thinking	Transfer skills	• Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Combine knowledge, understanding and skills to create products or solutions. • Compare conceptual understanding across multiple subject groups and disciplines
	Research	Information literacy	• Access information to be informed and inform others • Make connections between various sources of information • Collect and analyze data to identify solutions and make informed decisions • Understand and use technology systems • Identify primary and secondary sources • Create references and citations, use footnotes/endnotes and construct a bibliography • Read critically and for comprehension
		Media literacy	• Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media • Communicate information and ideas effectively to multiple audiences using a variety of media and formats • Compare, contrast and draw connections among (multi) media resources
Objective B: Planning			
I. Develop criteria for the product/ outcome II. Plan and record the development process of the project II. Demonstrate self-management skills	Social	Collaboration	• Delegate and share responsibility for decision-making • Take responsibility for one's own actions manage and resolve conflict, and work collaboratively in teams
	Self-Management	Organization	• Plan short and long term assignments; meet deadlines • Keep an organized and logical system of information files/notebooks • Use appropriate strategies for organizing complex information • Select and use technology effectively and productively
		Reflection	• Keep a journal to record reflections
	Thinking	Critical thinking	• Gather and organize relevant information to formulate an argument • Propose and evaluate a variety of solutions • Identify obstacles and challenges
		Creative thinking	• Create novel solutions to authentic problems • Create original works and ideas; use existing works and ideas in new ways

Objective 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	Self-management	Organization	• Plan strategies and take action to achieve personal and academic goals
	Thinking	Critical thinking	• Use models and simulations to explore complex systems and issues • Draw reasonable conclusions and generalizations • Gather and organize relevant information to formulate an argument • Propose and evaluate a variety of solutions • Identify obstacles and challenges
		Creative thinking	• Create novel solutions to authentic problems • Create original works and ideas; use existing works and ideas in new ways
		Transfer skills	• Apply skills and knowledge in unfamiliar situations • Combine knowledge, understanding and skills to create products or solutions.
	Communication	Communication	• Give and receive meaningful feedback • Collaborate with peers and experts using a variety of digital environments and media • Use a variety of speaking techniques to communicate with a variety of audiences • Share ideas with multiple audiences using a variety of digital environments and media • Paraphrase accurately and concisely • Organize and depict information logically • Structure information in summaries, essays, reports, presentations
	Social	Collaboration	• Exercise leadership and take on a variety of roles within groups • Advocate for one's own rights and needs • Delegate and share responsibility for decision-making • Take responsibility for one's own actions manage and resolve conflict, and work collaboratively in teams
Objective D: Reflecting			
I. Evaluate the quality of the product/success of the outcome against their criteria II. Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context of service learning II. Reflect on their development as an IB learner through the project of ATL skills	Self-management	Reflection	• Keep a journal to record reflections • Consider what you learned, what you don't yet understand, what questions you now have. • Consider what ATL skills you have developed: what you can do, how you can share your skills, what you will work on next
	Communication	Communication	• Share ideas with multiple audiences using a variety of digital environments and media • Organize and depict information logically • Structure information in summaries, essays, reports, presentations

ACADEMIC HONESTY FORM

Student Name:_____ School:_____

Supervisor:_____

This form will be used to document the meetings between the student and their supervisor. It also serves to document that all research, findings, etc. was the work of the student and in no way copied or transferred from another source and claimed as their own.

Students: You should meet with your supervisor a minimum of three times throughout this process. You should meet at the beginning to discuss the ideas for your project, in the middle once work has been done and steps completed, and the end when report/presentation has been completed and submitted. You are to sign off once you have done your summary from the meeting.

Supervisors: Oversee that the students make the necessary steps to meet with you a minimum of three times to discuss the project at the beginning, the middle and the end. Also ensure that the student makes a summary notation of each meeting of what was discussed. You are to sign off on the comments and summary and make any necessary feedback.

Meeting	Date	Discussion Topics	Feedback from Supervisor	Supervisor/ Student Sign

Supervisor Final Comments:_____

_____

_____

_____

_____

_____

_____

Student Declaration:

I _____ confirm that this work is my own and this is the final version. I have acknowledged, in the body of work, that each use of words, ideas, thoughts of another person written or spoken and any other resources used.

Student Signature:_____ **Date:**_____

Supervisor Declaration:

I _____ confirm that to the best of my knowledge the material that was submitted is the authentic work of the student and resources have been documented.

Supervisor Signature:_____ **Date:**_____

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.

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.

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.

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, 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.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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