



Middle Years
Programme

PERSONAL PROJECT GUIDE

2016-2017



The Success of Every Student Matters

FRIDLEY PUBLIC SCHOOLS

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Acknowledgements:

This MYP Personal Project Guide has been developed for Fridley High School students and is based on the International Baccalaureate *MYP Projects Guide 2014* (www.occ.ibo.org). Thank you to MYP Coordinators for their contributions over the past several years in collaboratively sharing and developing various forms of these documents.

GENERAL OVERVIEW

WHAT IS THE MYP PERSONAL PROJECT?

The MYP Personal Project is the culminating event of your MYP years. This project reflects all of the ATL (approaches to learning) skills that you have developed during your years in the MYP as well as your understanding of the Global Contexts. It provides a unique opportunity for you to develop a truly personal and creative piece of work that is based on a topic that motivates and inspires YOU!

It consists of three parts:

Personal Project Component*	How it is Assessed
Focus on a topic leading to a PRODUCT	Evident in the report
Process Journal	Selection of extracts in the appendices of the report
Report	Content of the report assessed using all four criteria

*In addition to the three components list above, each student must complete the **Personal Project Cover Sheet** and **Academic Honesty Form** (See Appendices 4 and 5).

HINTS

- ✓ This is YOUR Personal Project—take time to make the right choice. Choose something that inspires you!
- ✓ Be sure to choose a CHALLENGING, BUT ACHIEVEABLE goal.
- ✓ Develop and stick to your timeline.
- ✓ Connect your project to one of the six Global Contexts and an Exploration.
- ✓ Reflect on the Approaches to Learning skills that you demonstrate throughout this process.
- ✓ Work closely with your supervisor—your supervisor will provide support and will be a valuable resource for you.
- ✓ USE your process journal on a regular basis. Try to make an entry at least once each week.

AIMS OF THE MYP PERSONAL PROJECT

The aims of the MYP Personal Project are to encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes, and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments.

OBJECTIVES OF THE MYP PERSONAL PROJECT

The objectives of the personal project define what you will be able to accomplish as a result of this project. They relate directly to each of the four assessment criteria. (See pages 19 – 22.)

Objective A: Investigating

- i. Define a clear goal and global context for the project, based on personal interests.
- ii. Identify prior learning and subject-specific knowledge relevant to the project.
- iii. Demonstrate research skills.

Objective B: Planning

- i. Develop criteria for the product/outcome.
- ii. Plan and record the development process of the project.
- iii. Demonstrate self-management skills

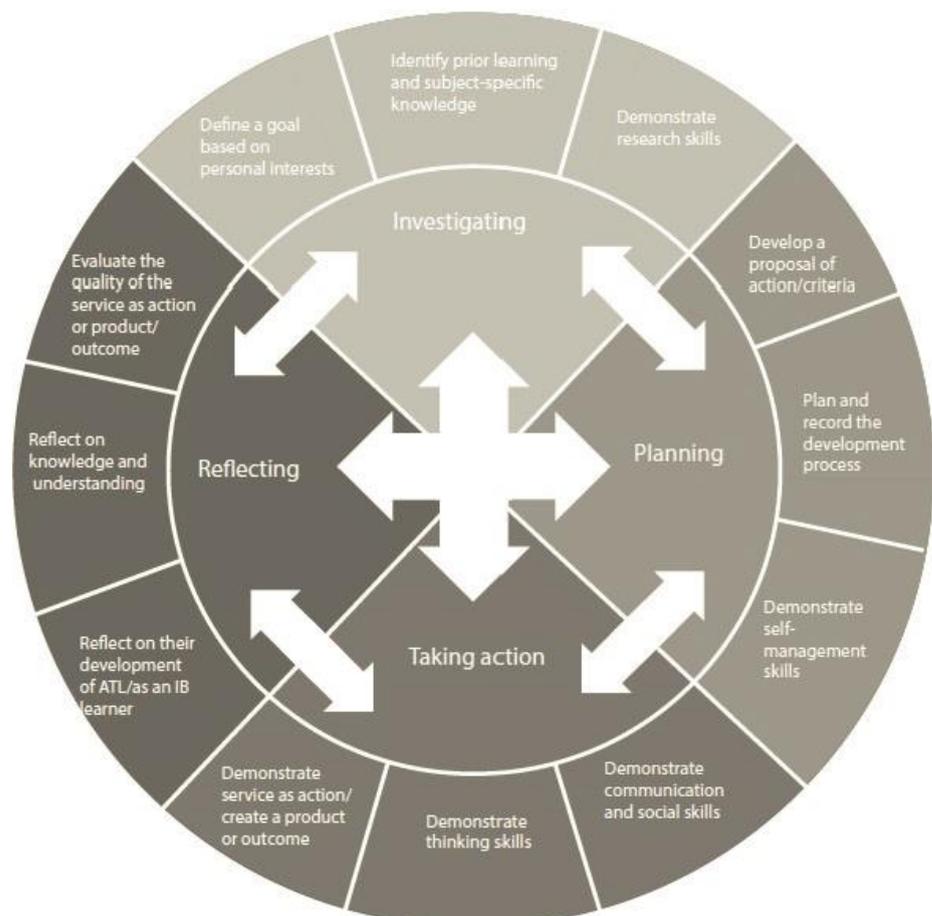
Objective C: Taking Action

- i. Create a product/outcome in response to the goal, context, and criteria
- ii. Demonstrate thinking skills
- iii. Demonstrate communication and social skills.

Objective D: Reflecting

- i. Evaluate the quality of the product/outcome against your criteria.
- ii. Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context.
- iii. Reflect on your development as an IB learner through the project.

**VISUALIZING
THE
PERSONAL
PROJECT
OBJECTIVES**



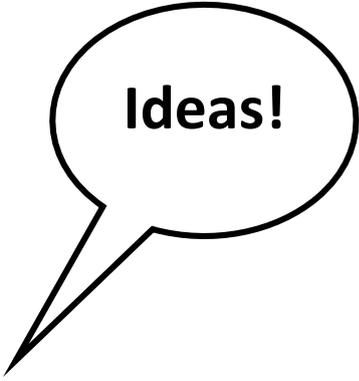
THE PRODUCT--*What type of Personal Project can I do?*

As you think about what topic to choose, consider the following questions to get you started:

- What is something that you have always wanted to learn but have never had the opportunity?
- What problems in our community would you want to solve?
- How do you express yourself?
- How and what can you do to improve our quality of life or the community?
- What can you spend hours doing and not notice the time flying by?
- What doesn't "sit right" with you?

Personal Projects vary greatly in scope and topic. Depending on your goal, you might choose one of the following types of projects. However, this list is not complete—you could choose another type of project that will completely inspire you. This is **YOUR "personal" project**.

- An original work of art (visual, dramatic, or performance)
- A written piece of work on a particular topic
- A piece of fiction or creative writing
- An original science experiment
- An invention or specially designed object or system
- The development of a business, management, or organizational plan
- The development of a new student or community organization
- A service project



You could.....		
Build a computer	Design a cook book	Write a short story or a novel
Coach a youth sports team	Write and perform original music	Build a go cart
Volunteer at a hospital	Create a plan for college apps	Produce an informational video
Organize a food drive	Build a website	Make blankets for homeless
Write a children's book	Organize after-school programs	Study the effects of color
Share your culture	Create a family tree	Conduct a blood drive
Start to learn a new language	Train for and run a 10K race	Build a foosball table

THE PROCESS JOURNAL—DOCUMENTING THE PROCESS

The process journal IS...	The process journal is NOT...
<ul style="list-style-type: none"> • Used throughout the entire process to document everything that you do • A place for planning and a timeline • A place to record initial thoughts, brainstorming, developments, and questions raised • A place for recording interactions with people, teachers, supervisors, and sources • A place for storing information, quotes, pictures, ideas, etc. • A means for exploring ideas and solutions • A place for reflection on the stages of the project • A place for evaluating your work completed at each stage • <u>Maintained in a format that suits you</u> • Used when meeting with your supervisor • An excellent guide as you write your report 	<ul style="list-style-type: none"> • Used on a daily basis unless you find that to be useful • 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

HINTS

- ✓ Date all entries
- ✓ Aim for one entry per week
- ✓ Include:
 - Brainstorming and thinking maps
 - Notes, charts, short paragraphs
 - Annotated research
 - Bibliography of resources
 - Notes on what has been learned
 - Pictures, photographs, sketches
 - Artifacts gathered throughout the process
 - Self and peer assessment
 - Explanations of how the research was used in the project to reach your goal
 - Challenges/difficulties faced
 - Questions to ask your supervisor and answers received



You can maintain your journal in any format that works best for you.

ASSESSING THE PROCESS JOURNAL

The process journal is assessed according to Criterion B. (See page 20.) Please make sure that you ask yourself the following questions as you are completing the project.

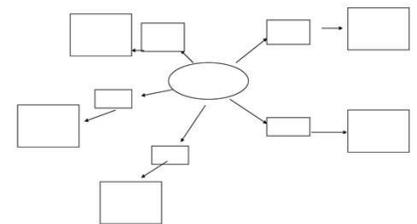
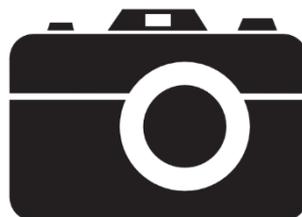
- ✓ Do you have evidence of goal setting and planning?
- ✓ Do you have a timeline?
- ✓ Do you take your materials with you for your meetings with your supervisor and when you are working?
- ✓ Do you attend all meetings that are set and do you initiate these meetings?
- ✓ Do you ask questions and seek information during the meetings?
- ✓ Do you record the resources you consulted?
- ✓ Do you include extracts of relevant information?
- ✓ Do you show evidence of brainstorming and use of organizational tools such as flow charts and diagrams?
- ✓ Do you anticipate and identify problems as they emerge?
- ✓ Do you create solutions?
- ✓ Do you include reflection at various stages of the process?
- ✓ Do you record the feedback you get from your supervisor?

REQUIREMENTS

You MUST show evidence that you have addressed the four objectives in order to demonstrate the highest level of the criteria.

You MUST reflect on your use and development of the approaches to learning skills.

You MUST include a minimum of 10 journal extracts in the appendices of your report. (See chart below.)



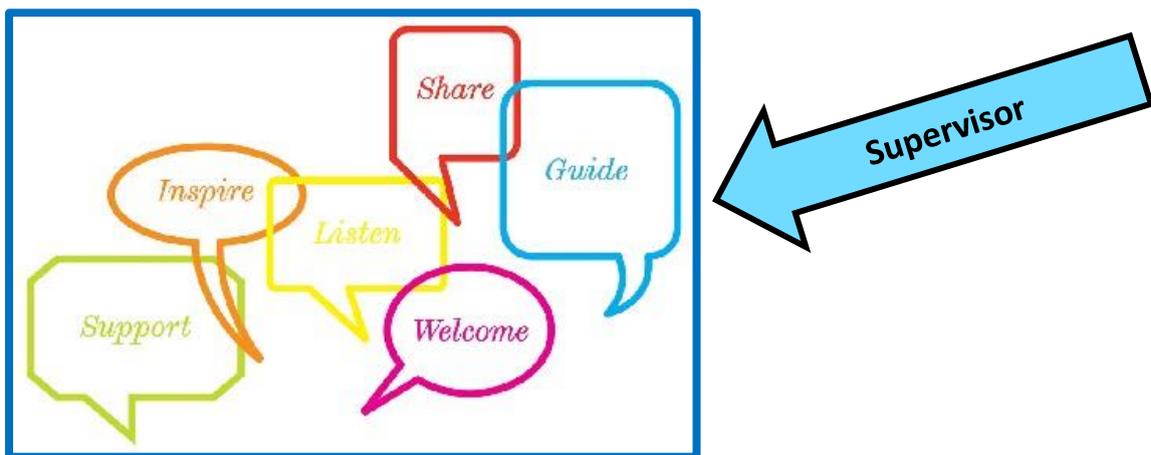
Process journal extracts may include.....		
Visual thinking diagrams	Bulleted lists	Charts
Short paragraphs	Notes	Timelines, action plans
Annotated research -- bibliography	Self and peer assessment feedback	Pictures, photographs, sketches
Screenshots	Artifacts	Annotated illustrations

PERSONAL PROJECT SUPERVISOR

Each student will receive guidance and supervision from—usually—a Fridley High School staff member. This person is known as your Personal Project Supervisor. Your supervisor will guide you through this process and will assess the final report.

YOUR Responsibilities:

- Request a staff member with whom you will feel comfortable working.
- Each FHS staff member will serve as a supervisor for three to four students; if the supervisor you requested has multiple requests, you may be assigned to another staff member.
- If you need help finding a supervisor, please meet with the MYP Coordinator, Mrs. Neilson, in the IB Office. (109A)
- Your supervisor does not need to be an expert on your topic.
- You must meet with your supervisor a minimum of three times during this process. It is YOUR responsibility to schedule these meetings.
- Bring your process journal to all meetings with your supervisor.
- Meeting schedules are suggested in the FHS Personal Project Timeline. (Appendix 1)
- An excellent time to meet with your supervisor is during posted lunch office hours.

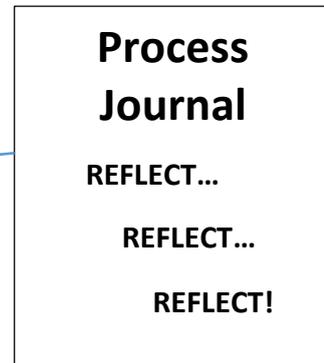
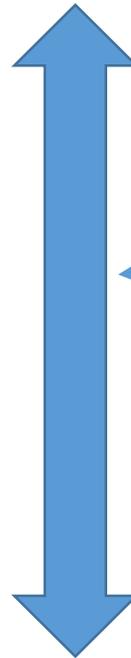


SUPERVISOR'S Responsibilities:

- Provide guidelines to students in the process and completion of the Personal Project
- Ensure the chosen topic is appropriate—consider legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare, and environmental issues
- Provide guidance for the development of the timeline with deadlines
- Provide feedback on the established goal and criteria
- Suggest possible resources
- Monitor the use of the Process Journal
- Confirm attendance at a minimum of three supervisor meetings
- Confirm the authenticity of the work submitted (Academic Honesty Form—Appendix 5)
- Assess the MYP Personal Project using the criteria in this guide
- Participate in the standardization of assessment process
- Provide Personal Project scores to the MYP Coordinator to enter into IBIS

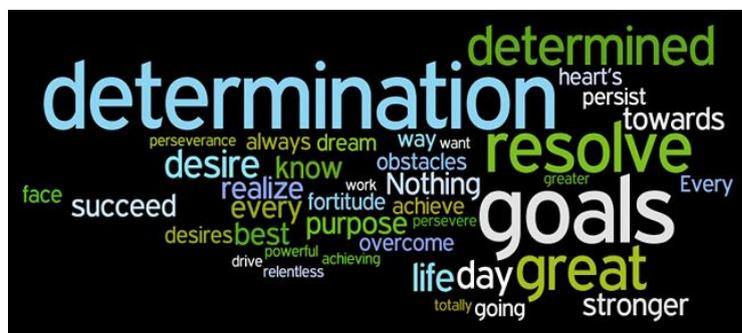
GETTING STARTED

1. Choose your topic—it is YOUR CHOICE!
2. Request your supervisor.
3. Choose your Global Context and Exploration.
4. Determine your product/outcome.
5. Develop your goal statement.
6. Develop your criteria for success.
7. Meet with your Personal Project Supervisor.
8. Document your sources.
9. Reflect on ATL Skills.



DEFINING YOUR GOAL

When you are undertaking this project, it is important to take enough time to decide on your goals. Talk to other people—friends, family, teachers, and your supervisor—to help you to focus on your goal. Your goal should be challenging—but achievable. It should build on your prior knowledge, skills, and experiences. Make sure that your goal is realistic—not too simple or not too complex.



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

- Brainstorm your ideas in your Process Journal.
- Consider using the **SMART** acronym (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-based).
- Your goal statement should include your Topic, Global Context Exploration, and Product.

GLOBAL CONTEXTS (More examples in Appendix 2 – pages 24 - 25)

Identities and Relationships	<p>Who am I? Who are we?</p> <p>Explore identity; beliefs and values; personal, physical, mental and spiritual health; human relationships including families, friends, communities, and cultures.</p>
	<p>Possible Explorations:</p> <ul style="list-style-type: none"> • 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
<p>Project Examples:</p> <ul style="list-style-type: none"> • 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 following family recipes with historical relevance • The effect of mass media on teenage identity; a short film 	

Personal and Cultural Expression	<p>What is the nature and purpose of creative expression?</p> <p>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>
	<p>Possible Explorations:</p> <ul style="list-style-type: none"> • 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
<p>Project Examples:</p> <ul style="list-style-type: none"> • Video games as a form of cultural expression; a short film using five video games that show how they are an expression of our culture. • The art of Manga 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 center; a performance 	

Orientation in Time and Space	<p>What is the meaning of “where” and “when”?</p> <p>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>
	<p>Possible Explorations:</p> <ul style="list-style-type: none"> • 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, constraint and adaptation
<p>Project Examples:</p> <ul style="list-style-type: none"> • 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 	

Scientific and Technical Innovation	<p>How do we understand the world in which we live?</p> <p>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>
	<p>Possible Explorations:</p> <ul style="list-style-type: none"> • 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
<p>Project Examples:</p> <ul style="list-style-type: none"> • Nano fibers build stronger bikes; a prototype bike with nano fibers • What’s the matter with the anti-matter?; an information 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	<p>How is everything connected?</p> <p>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>
	<p>Possible Explorations:</p> <ul style="list-style-type: none"> • Markets, commodities and commercialization • Human impact on the environment • Commonality, diversity and interconnection • Consumption, conservation, natural resources and public goods • Population and demography • Urban planning, strategy and infrastructure
<p>Project Examples:</p> <ul style="list-style-type: none"> • The struggle for water in developing countries; an awareness campaign • The impact of the financial crises 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 • The role of the developing countries in protecting the tropical rain forest; a collection of slides 	

Fairness and Development	<p>What are the consequences of our common humanity?</p> <p>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>
	<p>Possible explorations:</p> <ul style="list-style-type: none"> • 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 • Power and privilege • Authority, security and freedom • Imagining a hopeful future
<p>Project Examples:</p> <ul style="list-style-type: none"> • Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/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 	

DEVELOP YOUR CRITERIA FOR SUCCESS

How do you know that your project is successful?

Not only can you choose your own topic, but you get to determine how your project will be assessed! You will create your own criteria that your supervisor will use to evaluate your project. Working with your supervisor, you will need to determine what constitutes a high-quality product/outcome.

You should not define your product until you have spent time researching the goal. Your criteria should only be determined once you have a clear understanding of what your product/outcome will be.

Document your criteria in your Process Journal.

EXAMPLE 1: A student documents his or her neighborhood through a photography exhibition. (The Global Context is Personal and Cultural Expression).

CRITERIA—My exhibit will include:

- A clear artist statement explaining my vision and purpose and how they are reflected in the photographs
- An answer to the question: What cultural identity does my community reflect?
- A minimum of 10 photographs that reflect my vision and interpretation of my community's culture and identity
- Photographs that fulfill aesthetic criteria: appropriate use of shadow, light, color, focus, and composition

EXAMPLE 2: A student's goal is to create a short video to raise awareness of the impact of prejudice on individuals. (The Global Context is Fairness and Development).

CRITERIA—My video will:

- Be 20 minutes long
- Be appropriate for students age 11
- Focus on the main theme of prejudice against individuals
- Be evaluated by a survey that I will design

EXAMPLE 3: A student's goal is to create a cookbook for teenagers that features healthy foods. (The Global Context is Identities and Relationships).

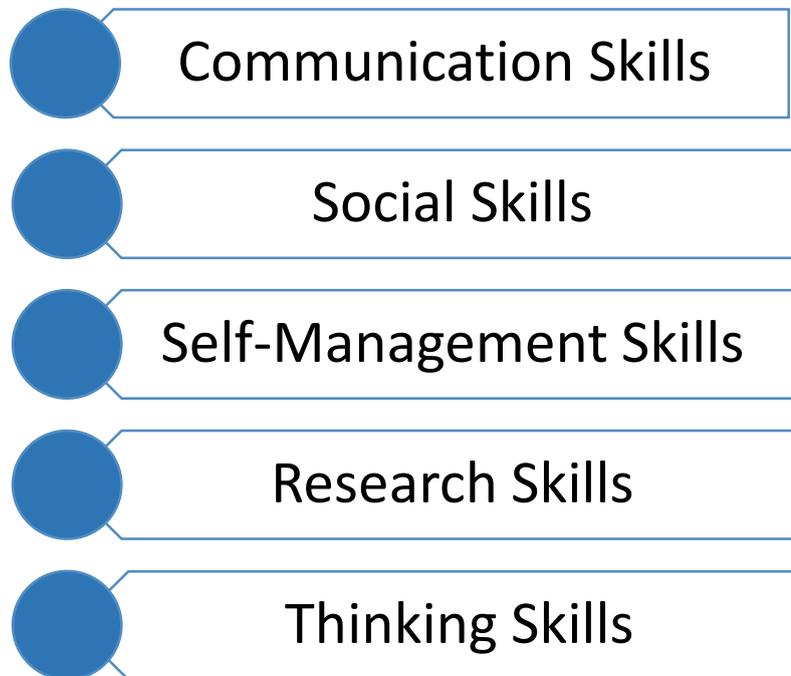
CRITERIA—My cookbook will include:

- Foods that appeal to teenagers that are low fat and low sugar
- At least 10 recipes in each category: snacks, vegetables, entrees, desserts
- Options for vegetarians
- Photos and instructions for each entry
- The cookbook will be bound and on display for the celebration and I will have a few sample items available.



APPROACHES TO LEARNING SKILLS (ATL) (See Appendix 3—page 26)

The Personal Project is your opportunity to demonstrate and reflect on the skills that you have developed throughout the Middle Years Programme. These skills are used in all subject areas and are essential skills for success in college and in your career. They are organized into five main categories. These skills are also taught and supported in our AVID classes.



Appendix 3 contains samples of specific skills in each of these areas that you might use during your Personal Project. You may not use all of these skills and you may also choose other skills.

Your reflection of your use of and growth in each of these skill areas will be assessed within the following criteria:

Criterion A: Research Skills

Criterion B: Self-management Skills

Criterion C: Thinking Skills

Communication Skills

Social Skills



These skills have also been developed through the IB Learner Profile.

THE REPORT

This is the part of the Personal Project where you will describe the whole process and analyze your research and all of the knowledge that you have gained. This report has a specific structure outlined below and must be between 1,500 and 3,500 words. The report (process paper) will be assessed with the four criteria on pages 19 – 23 by your personal project supervisor.

Format of the Report	
Title Page	<ul style="list-style-type: none"> • Student name • Title of project • Word count (1,500 minimum--3,500 maximum) • School name • Calendar year
Acknowledgement Page	<ul style="list-style-type: none"> • OPTIONAL—but this is a chance to acknowledge, or thank, all those people who helped or inspired you in completing your Personal Project.
Table of Contents	<ul style="list-style-type: none"> • Include all subheadings in the main body as well as page numbers.
Introduction	<ul style="list-style-type: none"> • What was your Personal Project? • Why did you decide to do this project? • How did you get the idea? • What was your goal? • How did you aim to achieve this goal? (Give a detailed description of the steps you planned to follow in order to successfully achieve your goal).
Body of the Report (SEE NEXT PAGE)	<ul style="list-style-type: none"> • This is the most important part of the process paper. It should be organized under the following subheadings: Investigating, Planning, Taking Action, and Reflecting (These are the names of the objectives/criteria.)
Bibliography	<ul style="list-style-type: none"> • Cite your sources using MLA • Must have a variety and range of sources • Must have 6-8 sources
Appendices	<ul style="list-style-type: none"> • Not included in word count • May include pictures, sketches, paragraphs, brainstorming, mind maps, photographs, blog entries, survey questions. • Your ten excerpts should represent evidence of meeting EACH of the four criteria.
Conclusion	<ul style="list-style-type: none"> • To what extent was your goal achieved? • If you were to do this project again, what would you do differently? • What did you learn about your topic? • How would you describe the quality of your finished product? • What new questions or answers about his topic and the Global Context have emerged? • What did you learn about yourself and your work habits? • What have you learned about the development of your ATL skills? • Final concluding statement.

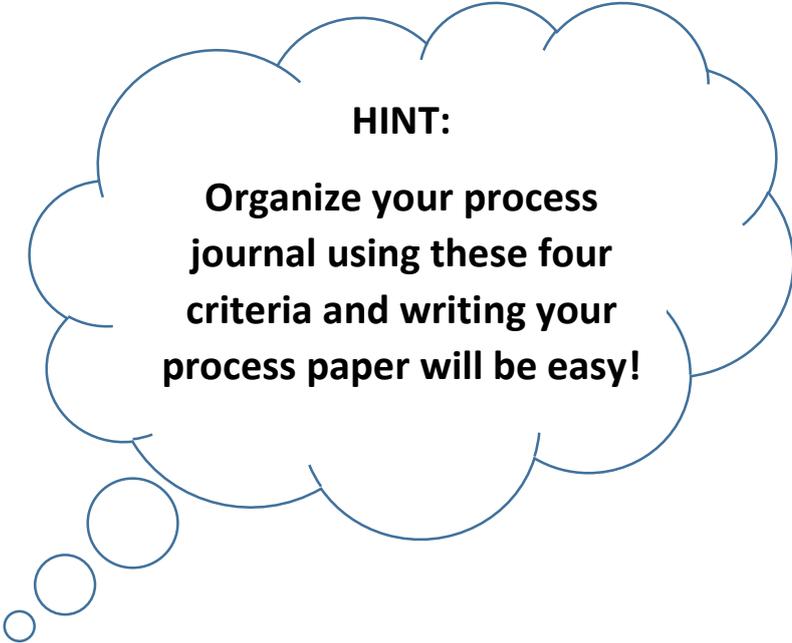
THE BODY OF THE REPORT

The body of the report should be organized according to the assessment criteria.

INVESTIGATING
<ul style="list-style-type: none">● The Goal<ul style="list-style-type: none">○ Describe your SMART goal, and how your personal interest influenced your choice for your project.○ Demonstrate that your goal is highly challenging/rigorous.○ Discuss the global context and exploration you chose. Explain how and why it aligns with your product/outcome.○ Describe the background information/previous knowledge you have of your topic.○ What new understandings did you gain from your research?● Research Skills<ul style="list-style-type: none">○ Describe the sources you used and why you chose them. (Relate them to the goal).○ Show and discuss a range of sources and variety of types.○ Describe how you evaluated your sources.○ Discuss how each source met your needs that you set forth in your goal and your specifications. Why was it relevant to your needs?○ Describe how these sources enabled you to <i>do something</i> or enabled <i>learning or understanding</i> of your topic.○ Show how your use of sources allowed you to consider your topic from multiple perspectives.
PLANNING
<ul style="list-style-type: none">● Development of criteria<ul style="list-style-type: none">○ List and describe your specifications.○ What makes these criteria rigorous?● Timeline<ul style="list-style-type: none">○ Discuss your timeline and the plan you used/followed as you completed your project.○ Refer to your timeline in your process journal.○ Demonstrate that you used self-management skills throughout the process. How did your process journal help you throughout the project?○ What obstacles did you encounter? How did you handle those obstacles?
TAKING ACTION
<ul style="list-style-type: none">● Achieving the goal<ul style="list-style-type: none">○ Give a detailed analysis and evaluation of your product/outcome.○ Does your product/outcome meet all or most of your specifications? Provide reasoning if not.● Thinking skills<ul style="list-style-type: none">○ Describe the thinking skills you used as you completed your project.○ (Use Appendix 3: ATL Skills)● Communication and social skills<ul style="list-style-type: none">○ Discuss the specific communication and social skills you used throughout the process. How did these skills help you achieve your goal? (Use Appendix 3: ATL Skills)○ This would be a good spot to discuss the meetings and collaboration with your supervisor.○ How does your product/outcome reflect new ideas and different perspectives?

REFLECTING

- Look back on and reflect on each step and evaluate your performance/actions/results.
- Which specifications were met? Which were not? Why?
- What went well? What did not go so well?
- What format did you use for your journal? Why was it your preferred format?
- What have you learned about your topic through your investigation?
- How has this project extended your knowledge of the global context?
- How has this given you knowledge for the future?
- What new skills did you learn, or what existing skills did you improve?
- How have you developed as an IB learner through this project? (Consider the IB Learner Profile!)



HINT:

Organize your process journal using these four criteria and writing your process paper will be easy!

EVALUATING SOURCES—OPVL**(ORIGIN—PURPOSE—VALUE—LIMITATIONS)**

As you begin your investigation, your prior knowledge will influence your work. However, you must show evidence of **NEW learning** throughout your project. Therefore, research will be a necessary part of this process. You must select a **range** and **variety** of sources in order to achieve the highest level of achievement. Your ability to evaluate your sources will also be important. In your World History and Geography class, you will be using the **OPVL** technique to evaluate your sources.

ORIGIN	PURPOSE
<p>The more you know about where a document comes from, the easier it is to analyze it.</p> <ul style="list-style-type: none"> • Is it a primary or secondary document? <ul style="list-style-type: none"> ○ Primary sources are created by people whose experiences are first-hand. They include letters, journals, interviews, speeches, photos, paintings, etc. ○ Secondary sources are written after or about the experience. Secondary sources may have interpreted or analyzed from primary sources. They include books, articles, etc. • Where did this document come from? • When was the document produced? • Who created the document? • Who published the document? Did the author intend it to be public? • Do we know anything about the author that would help explain the document? 	<p>Purpose includes evaluation. If you don't know anything about the author or the context of the times in which the document was created, it is very difficult to discuss its purpose.</p> <ul style="list-style-type: none"> • What is the intent of this document? • Why did the author create it? • Why is it in this form? • Who is meant to see this document? • Who is not meant to see this document? • What is the subtext? What is the document saying without actually saying it?
VALUE	LIMITATIONS
<p>In looking at the value, keep in mind that this is the value for historians, not artifact collectors or even people reading or hearing about this document for the first time. Here, you are again evaluating this document but as a historian. Think about how this document can be used to answer the question.</p> <ul style="list-style-type: none"> • Does this piece tell anything about the author, the time period, or the situation in which this was created? • Is there an indication of any controversy or differing view on what is being described? • Is it possible to understand the author's perspective from this piece? 	<p>As with Value, Limitation means the limitation for the historian. When is the document no longer useful? What questions can it NOT answer? It is here that many students like to write that a document is "biased." Be careful with bias. Bias does not necessarily limit the value of a document. Claiming that a source is biased means that you need to provide some detail of why it is biased. Don't use the word bias.</p> <ul style="list-style-type: none"> • What does this document leave out? • Is anything left out on purpose? • What more information is needed to best utilize this source? • Does the document get anything wrong? • Are the errors purposely misleading?

BIBLIOGRAPHY

Cite Your Sources!



Guide to referencing

Citing your sources is critical to ensure the credibility of your project. It also gives credit to people whose ideas you are referencing and is key to your development as a principled and ethical writer. Proper citation is necessary to avoid plagiarism and potential academic consequences. Information concerning plagiarism can be found in our *IB Academic Honesty Policy* on our district website.

What is plagiarism? Plagiarism is taking ideas and opinions from other sources and not recognizing the author. Below are types of materials that need referencing.

- Direct quotations whether in written or oral formats (stories, speeches, fiction and non-fiction)
- Paraphrased quotations (These are quotes whose words you have changed somewhat.)
- Statistical data
- Images that are attributed to someone (including cartoons, photos, maps, artwork, computer graphics--but not clip-art)
- Song lyrics
- Original ideas that are attributed to someone else even if you put them into your own words

Please use MLA referencing when creating your bibliography. Here are some examples:

Books: Author's last name, first name. Title. Place of publication: Publisher, Date of publishing.

Carson, Ben. Gifted Hands. New York: Harper Collins, 1990

Davis, Michael D. And Hunter R. Clark. Thurgood Marshal: Warrior at the Bar, Rebel on the Beach. New York: Carol Pub., 1992.

Pamphlets: A pamphlet is treated just like a book.

Web Documents: Name of author. 'title of article.' Title of Journal, Newsletter, Conference, or other format. Vol.no.

Smith, Peter. 'Shakespeare Newsletter: 5 (1995): n.pag. Online. Internet. 15 Dec <
<http://www.shakespeare.org/news.htm>>

'Dylan Thomas' DIScovering Authors. 1997. Gale Research. 22 April 1998
<http://galenet.gale.com:8888>

Media:

A film: Feature *Hamlet*. Dir. Franco Zeffirelli. Perf. Mel Gibson. Warner Bros., 1990. DVD

A film: Documentary *The Tribal Mind*. National Film Board of Canada. 1994. Videocassette

CD Letourneau, Denis, and Stu Goldberg. *Reinventions*. Dedications Records, 2006. CD

Helpful sites:

https://owl.english.purdue.edu	http://www.bibme.org
www.easybib.com	http://www.citationmachine.net

CRITERION A: INVESTIGATING

Maximum: 8

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.

Achievement Level	Level Descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1-2	You are able to: <ul style="list-style-type: none"> • State a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility • Identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance • Demonstrate limited research skills. 	
3-4	You are able to: <ul style="list-style-type: none"> • Outline a basic and appropriate goal and context for the project, based on personal interests • Identify basic prior learning and subject-specific knowledge relevant to some areas of the project • Demonstrate adequate research skills. 	
5-6	You are able to: <ul style="list-style-type: none"> • Define a clear and challenging goal and context for the project, based on personal interests • Identify prior learning and subject-specific knowledge generally relevant to the project • Demonstrate substantial research skills. 	
7-8	You are able to: <ul style="list-style-type: none"> • Define a clear and highly challenging goal and context for the project, based on personal interests • Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project • Demonstrate excellent research skills. 	

Self-assessment:

CRITERION B: PLANNING

Maximum: 8

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.

Achievement Level	Level Descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1-2	You are able to: <ul style="list-style-type: none"> • Develop limited criteria for the product/outcome • Present a limited or partial plan and record of the development process of the project • Demonstrate limited self-management skills. 	
3-4	You are able to: <ul style="list-style-type: none"> • Develop adequate criteria for the product/outcome • Present an adequate plan and record of the development process of the project • Demonstrate adequate self-management skills. 	
5-6	You are able to: <ul style="list-style-type: none"> • Develop substantial and appropriate criteria for the product/outcome • Present a substantial plan and record of the development process of the project • Demonstrate substantial self-management skills. 	
7-8	You are able to: <ul style="list-style-type: none"> • Develop rigorous criteria for the product/outcome • Present a detailed and accurate plan and record of the development process of the project • Demonstrate excellent self-management skills. 	

Self-assessment:

CRITERION C: TAKING ACTION

Maximum: 8

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.

Achievement Level	Level Descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1-2	You are able to: <ul style="list-style-type: none"> • Create a limited product/outcome in response to the goal, global context and criteria • Demonstrate limited thinking skills • Demonstrate limited communication and social skills. 	
3-4	You are able to: <ul style="list-style-type: none"> • Create a basic product/outcome in response to the goal, global context and criteria • Demonstrate adequate thinking skills • Demonstrate adequate communication and social skills. 	
5-6	You are able to: <ul style="list-style-type: none"> • Create a substantial product/outcome in response to the goal, global context and criteria • Demonstrate substantial thinking skills • Demonstrate substantial communication and social skills. 	
7-8	You are able to: <ul style="list-style-type: none"> • Create an excellent product/outcome in response to the goal, global context and criteria • Demonstrate excellent thinking skills • Demonstrate excellent communication and social skills. 	

Self-assessment:

CRITERION D: REFLECTING

Maximum: 8

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.

Achievement Level	Level Descriptor	Self-Assessment
0	You have not reached a standard described by any of the descriptors given below.	
1-2	You are able to: <ul style="list-style-type: none"> • Present a limited evaluation of the quality of the product/outcome against his or her criteria • Present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context • Present limited reflection on his or her development as an IB learner through the project. 	
3-4	You are able to: <ul style="list-style-type: none"> • Present a basic evaluation of the quality of the product/outcome against his or her criteria • Present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context • Present adequate reflection on his or her development as an IB learner through the project. 	
5-6	You are able to: <ul style="list-style-type: none"> • Present a substantial evaluation of the quality of the product/outcome against his or her criteria • Present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context • Present substantial reflection on his or her development as an IB learner through the project. 	
7-8	You are able to: <ul style="list-style-type: none"> • Present an excellent evaluation of the quality of the product/outcome against his or her criteria • Present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context • Present excellent reflection on his or her development as an IB learner through the project. 	

Self-Assessment:

APPENDIX 1

MYP Personal Project Timeline 2016-17



SEP	26	27	28	29	30
				Kick-off in Chemistry classes	Kick-off in Chemistry classes
OCT	3	4	Supervisor Meeting (TT) 5	6	GOALS DUE! 7
				Sources: Intro	
	10	11	12	13	14
	17	18	NO SCHOOL (Conferences) 19	NO SCHOOL 20	NO SCHOOL 21
	JOURNAL CHECK 24	25	26	27	28
NOV	31	1	2	3	4
	Sources: Check-in (2 sources)				
	CRITERIA DUE! 7	8	9	10	NO SCHOOL 11
	14	15	Supervisor Meeting (TT) 16	17	NO SCHOOL 18
JOURNAL CHECK 21	22	23	24	25	
		Sources: Check-in (4 sources)		Thanksgiving	
DEC	28	29	30	1	2
	5	6	7	8	9
	12	13	14	15	16
	Sources: Final Check (6 sources)				
	JOURNAL CHECK 19	20	Supervisor Meeting (TT) 21	22	23
			Winter Break		
26	27	28	29	30	
Winter Break					
JAN	2	3	4	5	6
	Winter Break				
	9	10	Supervisor Meeting (TT) 11	12	13
		JOURNAL CHECK			
16	17	18	19	20	
MLK Day		CELEBRATION! 3:30 – 5:00 PM			

— Process Paper DUE Friday, February 10th —

APPENDIX 2: GLOBAL CONTEXT EXAMPLES

#1 Identities and Relationships

Who am I? Who are we?

- Identity
- Beliefs and values
- Personal health, **Physical health**, Mental health
- Social health, Spiritual health
- Human relationships, including families, friends, communities and cultures
- What it means to be human



#1 Identities and Relationships

Who am I? Who are we?

- **Exploration:** **Physical Health**
- **Why:** I have chosen **Physical Health** as the context for my project because I will be exploring the benefits of a vegetarian/vegan diet to my health and evaluating the benefits of this type of diet.
- **Goal:** To create either a vegetarian or vegan cookbook that provides educational information and easy to create recipes suitable for all ages

#2 Orientation in Space and Time

What is the meaning of 'when' and 'where'?

- **Personal histories**
- Homes and journeys
- Turning points in humankind
- Explorations and migrations of humankind
- Discoveries
- The relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.



#2 Orientation in Space and Time

What is the meaning of 'when' and 'where'?

- **Exploration:** **Personal Histories**
- **Why:** I have chosen **Personal Histories** as the context for my project because I will be exploring my family's history and then creating a jigsaw puzzle to reflect their story
- **Goal:** To design and create a collage jigsaw puzzle that reflects my family history

#3 Personal and Cultural Expression

What is the nature and purpose of creative expression?

- 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 (beauty)



#3 Personal and Cultural Expression

What is the nature and purpose of creative expression?

- **Exploration:** **The ways in which we reflect on, extend, and enjoy our creativity.**
- **Why:** I have chosen **the ways in which we reflect on, extend, and enjoy our creativity** as the context for my project because I will be reflecting on the elements of David Kracov's designs and extending my knowledge and skill to create my own sculpture.
- **Goal:** To create a metal sculpture out of recycled material based on a sculpture by David Kracov

#4 Scientific and Technical Innovation

How do we understand the worlds in which we live?

- 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 of communities and environments
- **The impact of environments on human activity**
- How humans adapt environments to their needs



#4 Scientific and Technical Innovation

How do we understand the worlds in which we live?

- **Exploration:** The impact of environments on human activity
- **Why:** I have chosen **the impact of environments on human activity** as the context of my project because I will be examining and evaluating the effects of fire on the abundance and diversity of bird species
- **Goal:** To study the effect of fire on the abundance and diversity of bird species in the Wondu Woodland at Dobadery research and to gain my class C bird and bat banding authority

#5 Globalization and Sustainability

How is everything connected?

- **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



#5 Globalization and Sustainability

How is everything connected?

- **Exploration:** The interconnectedness of human-made systems and communities
- **Why:** I have chosen **the interconnectedness of human-made systems and communities** as the context for my project, because I will be exploring the similarities and differences between Balinese and Australian cultures and demonstrating the interconnectedness between the two.
- **Goal:** To create a music video to explore the cultures and people of Australia and Bali

#6 Fairness and Development

What are the consequences of our common humanity?

- **Rights and responsibilities**
- The relationships between communities
- Sharing finite resources with other people and with other living things
- Access to equal opportunities
- Peace and conflict resolution



#6 Fairness and Development

What are the consequences of our common humanity?

Exploration: Rights and responsibilities

Why: I have chosen **rights and responsibilities** as the context for my project because I believe that every child has the right to an education and we all have a responsibility to support students in need.

Goal: To research the International Humanity Foundation and investigate how to sponsor a Indonesian child to university for 4 years

APPENDIX 3: APPROACHES TO LEARNING SKILLS

Communication Skills

Share ideas with multiple audiences using a variety of media	Make inferences and draw conclusions
Read critically and for comprehension	Write for different purposes
Read a variety of sources for information and for pleasure	Take effective notes
Structure information in summaries and reports	Organize and depict information logically

Social/Collaboration Skills

Use social media networks appropriately to build and develop relationships	Take responsibility for one's own actions
Listen actively to other perspectives and ideas	Exercise leadership
Negotiate effectively	Advocate for one's own rights and needs

Self-management Skills

Plan short and long term assignments—meet deadlines	Set goals that are realistic and challenging
Select and use technology effectively and productively	Demonstrate persistence and perseverance
Practice positive thinking	Practice dealing with disappointment and unmet expectations
Practice bouncing back after adversity, mistakes and failures	Identify strengths and weaknesses of personal learning strategies
Keep a journal to record reflections	Consider ethical, cultural and environmental implications

Research Skills

Access information to be informed and inform others	Make connections between various sources of information
Present information in a variety of formats and platforms	Evaluate and select information sources and digital tools base on their appropriateness to specific tasks
Understand and implement intellectual property rights	Identify primary and secondary sources
Seek a range of perspectives from multiple and varied sources	Demonstrate awareness of media interpretations of events and ideas

Thinking Skills

Gather and organize relevant information to formulate an argument	Draw reasonable conclusions and generalizations
Consider ideas from multiple perspectives	Identify obstacles and challenges
Create novel solutions to authentic problems	Design new (or make improvements to) machines, media and technologies
Create original works and ideas	Apply skills and knowledge in unfamiliar situations
Combine knowledge, understanding and skills to create products or solutions	Make guesses, ask "what if" questions and generate testable hypotheses

MYP Personal Project Cover Sheet

Student name	Click here to enter text.								
Student number									
School name	Fridley High School								
School number									
Supervisor name	Click here to enter text.								

Personal Project

Title of the project:

Goal of the project:

Length (word count and/or presentation time):

Included when submitting the project:

- A completed academic honesty form
- Process journal extracts
- Any supporting visual aids used during the presentation, if applicable
- Bibliography/sources

MYP Personal Project

MYP projects academic honesty form

Student name	Click here to enter text.						
Student number							
School name	Fridley High School						
School number		0	0	2	4	9	2
Supervisor name	Click here to enter text.						
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>							
	Date	Main points discussed				Signature/initials	
Meeting 1	Click here to enter a date.	Click here to enter text.				Student: Click here to enter text. Supervisor: Click here to enter text.	
Meeting 2	Click here to enter a date.	Click here to enter text.				Student: Click here to enter text. Supervisor: Click here to enter text.	

Meeting 3	Click here to enter a date.	Click here to enter text.	Student: Click here to enter text. Supervisor: Click here to enter text.
Supervisor comment Click here to enter text.			
Student declaration I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials). Supervisor declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature		Date Click here to enter a date.	
Supervisor's signature		Date Click here to enter a date.	

APPENDIX 6: MYP COMMAND TERMS

MYP COMMAND TERMS: Definitions for students and staff	
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances.
Appraise	Evaluate, judge or consider text or a piece of work.
Argue	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Develop information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document	Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Estimate	Find an approximate value for an unknown quantity.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Exemplify	Represent with an example.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.

Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Infer	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Label	Add title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Find the value for a quantity.
Outline	Give a brief account.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Recall	Remember or recognize from prior learning experiences.
Reflect	Think about deeply; consider.
Recognize	Identify through patterns or features.
Show	Give the steps in a calculation or derivation.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using appropriate methods
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize	Abstract a general theme or major point(s).
Synthesize	Combine different ideas in order to create new understanding.
Use	Apply knowledge or rules to put theory into practice.