



IBMYP Personal Project Student Guide April 2019

J.R. Tucker High School
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"Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it's the only thing that ever has."

Margaret Mead

Dear Personal Project Candidate,

Have you ever wanted to learn karate? Have you ever wanted to build a working robot? How about learning how to knit? Do you have a secret desire to direct a play? Now is your chance! You may ask: What is the Personal Project? Why do it? The Personal Project is a significant body of work produced over an extended period of time. It is a product of your own initiative and should reflect your own experience during the Middle Years Programme.

The Personal Project holds a very important place in the IB Programme; therefore, it is a requirement for all 10th graders to complete the Personal Project at J.R. Tucker High School. Students must complete the project in order to continue in the IB Programme in grade 11. The topic you select should be clearly focused on an issue or theme closely related to a Global Context. Remember, you will be working on this project for an extended period of time, so it needs to be something you *really* want to do. It provides an excellent opportunity for you to produce a truly creative piece of work of your choice and to demonstrate the skills you have developed. The Personal Project serves as a culmination of your experiences in the Middle Years Programme.

The International Baccalaureate Organization places great importance on the expression of your unique talents, so the Personal Project should be the exploration of a personal passion rather than a topic that we require you to do. Your inspiration may come from a journal prompt, a brainstorming session, or the completion of the personal interest survey from seminar. It may be an extension of a project you complete in a class or a club. The project is monitored through the 10th grade Language & Literature class (English), yet it is your responsibility to submit it before Winter Break in December. You will also need to present your project to a team of graders in February at the PP Showcase. Most of the research involving your project should be done during the summer after your ninth grade year. Moreover, the work involved on the paper will be done outside of class, during the fall semester of your sophomore year. Though you will find a Tucker faculty member to serve as the **supervisor** of your work, more expert guidance may come from an outside **mentor** that you select. Your English teacher is a record keeper, guiding you through thoughtful reflections as well as signing off on critical deadlines. Your chosen Tucker employee is your supervisor, guiding you with some of your decision-making and checking in on your progress from time to time, as well as viewing a draft of your Personal Project paper. Neither of these figures should be confused with a mentor you may or may not select, who could be a middle school teacher, community leader, business owner, or certified expert in a given field.

Many of you will devote a great deal of time and effort to your project and take great pride in accomplishing an extended piece of independent work. Your completion of a successful project is an excellent preparation for future studies, job interviews, summer employment, and career development. We are excited for you to embark on your new exploration. Use your time wisely as your English teacher guides you through this exciting part of your high school experience.

Sincerely,

Mrs. Ellie Harper
IB Coordinator

Mrs. Julia Cuccherini & Mrs. Ellie Kurth
Personal Project Coordinators

THE INTERNATIONAL BACCALAUREATE ORGANIZATION

Headquartered in Geneva, Switzerland, the International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IBO has accomplished this goal since 1968 by offering students worldwide a course of study that promotes intercultural awareness, focuses on academic excellence, and emphasizes knowledge gained both in and outside of school.

The IBO offers three distinct programs from kindergarten through the senior year of high school. The Primary Years Program meets the developmental and academic needs of students age five to eleven. The Middle Years Program involves students age eleven to sixteen in a challenging and comprehensive set of courses and projects. Finally, in the Diploma Program, students age sixteen to eighteen focus on rigorous courses following the IB curriculum model. Students may participate in one program without participating in another, or they may follow through the programs continuously. Here in Henrico County, we currently have students participating and completing the Middle Years Program and the Diploma Program.

For more information about the International Baccalaureate Organization, please consult the IBO web site: www.ibo.org.



The IB Middle Years Program is a five-year (grades 6-10) program offered at George H. Moody Middle School, Fairfield Middle, Tuckahoe Middle, J.R. Tucker High School and Henrico High School. It is the first program of its kind established in the United States. Students who are highly motivated and who have demonstrated the ability to achieve academically receive a comprehensive, advanced curriculum from a global perspective. Educators throughout the world ensure that a program of international caliber is being developed as they continually review student work from our program. The program culminates in the 10th grade as students work to attain the HCPS IB Certificate, which encompasses requirements both in and outside of school, including the Personal Project.

Goals and Objectives of the Middle Years Program

- To provide an internationally recognized academic program for highly able and motivated students
- To stimulate and strengthen students' intellectual curiosity
- To teach students to recognize relationships between school subjects and the outside world
- To foster students' ability to combine knowledge, experience and critical observation
- To foster students' growth towards self-reliance and responsible participation in society

THE GLOBAL CONTEXTS The MYP Curriculum

MYP students follow a well-rounded course of study through seven curriculum areas. These include Language Acquisition, Language & Literature, Individuals and Societies, Mathematics, Physical & Health Education Arts.

The Global Contexts are the lens through which we approach the curriculum. Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. They are at the core of the teaching of all subject groups. As they act as central components to the teaching of all seven disciplines, they are also a critical component of the Personal Project.



Identities and relationships

Who am I? Who are we?

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.

Orientation of space and time

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

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.

Personal and cultural expression

What is the nature and purpose of creative expression?

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.

Scientific and technical innovation

How do we understand the world in which we live?

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.

Globalization and sustainability

How is everything connected?

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.

Fairness and development

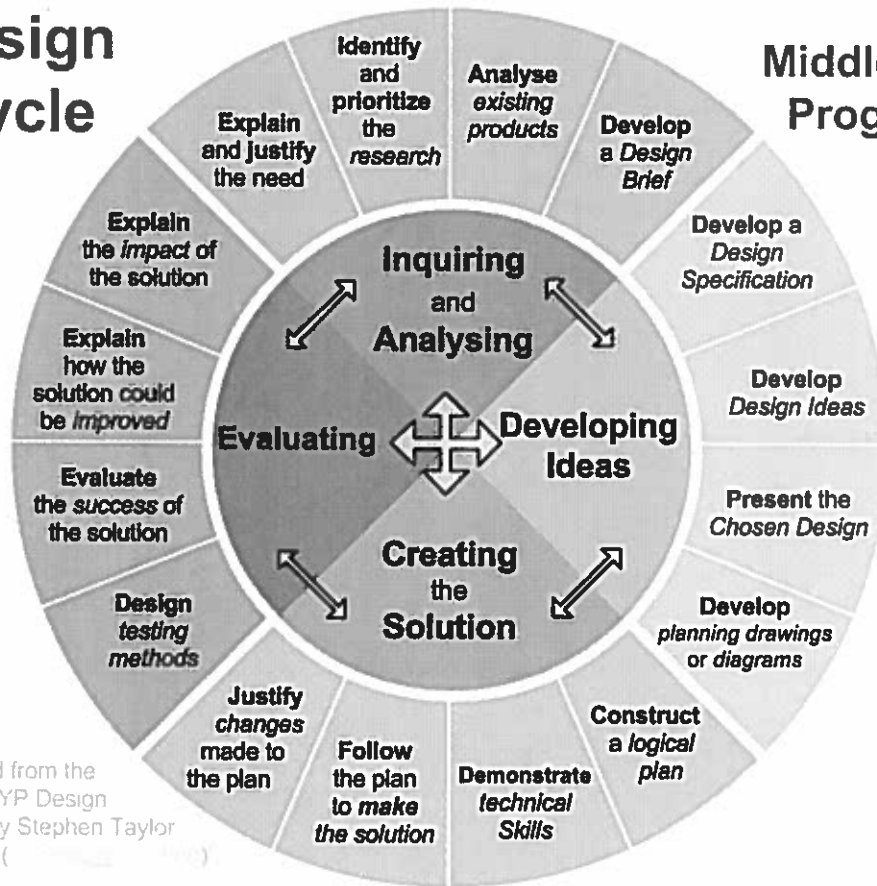
What are the consequences of our common humanity?

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.

THE DESIGN CYCLE

Design Cycle

Middle Years Programme



Adapted from the
IB MYP Design
Guide by Stephen Taylor

WHAT IS THE PROCESS JOURNAL?

"Good journal writing is fishing in the river of your mind."

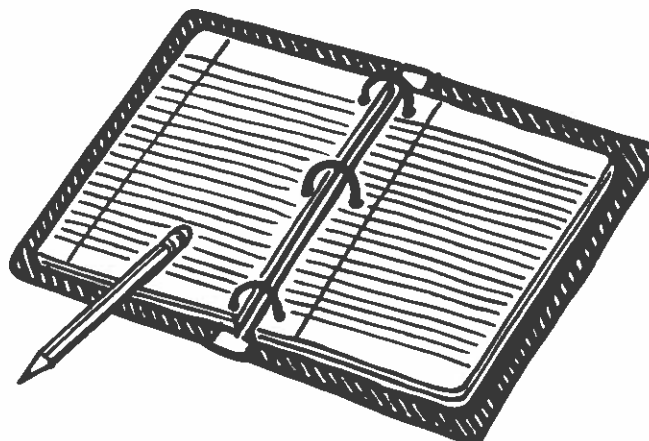
Inside Out, Kirby and Liner, Boynton/Cook Publishers, 1981

The "Process Journal" is a written log with notes and comments regarding problems and solutions as well as documented evidence of the work involved during each stage of the "design cycle." It becomes the "rough draft" for the body of your reflective paper. It is totally integrated into any design project.

People have described the "Process Journal" in different ways, but the basic concept remains the same. Here are a few examples:

- An account of the creative process and of ideas generated from various sources
- A stimulus for creative work showing an understanding of materials being examined
- An imaginative development of class work
- A research paper containing an outline, plan, research report and conclusion
- An "exercise" complete with appropriate notes and information
- A progress report during the realization of a product or a solution
- Notes and comments on work done during the creation process—steps, methods, activities, or variation or work schedule
- An explanation of amendments to the original plan as well as to the product itself
- A journal containing design, plan of work, final evaluation of product and student's own performance and attitudes.
- A practical workbook containing rough ideas, rough drawings, etc.

You will be responsible for selecting evidence from your process journal to demonstrate development in all criteria. The extracts will be submitted as appendices at the conclusion of the project. Your supervisor should have access to the extracts. You will select a maximum of 10 individual extracts to represent the key developments of the project. Extracts may include: visual thinking diagrams, bulleted lists, charts, short paragraphs, notes, times lines, action plans, annotated illustrations, annotated research, artifacts from visits to museums, performances, and/or galleries, pictures, photographs, sketches, visual or audio material (max. 30 seconds), screenshots of a blog or website and self and peer assessment feedback. The extracts are supporting evidence of the process and will not be individually assessed.



HOW DO I START?

Don't panic! You will have plenty of time and support to be successful in this venture. A supervisor will advise you throughout the project, meet you on a regular basis, and make sure you complete the various stages of the project according to the deadlines set by your school. Your supervisor need not necessarily be an expert in what you want to do, but will be able to guide and help you as needed. You may decide with your school supervisor to have another person from outside who can give you more expert help (mentor).

In English class, you will start off the year with a series of activities and exercises designed to help your Personal Project including how you will be assessed.

WHAT STEPS SHOULD I FOLLOW?

Your study of the Global Contexts has prepared you for your Personal Project. The Personal Project is your way of demonstrating your understanding of the Global Contexts. Remember this when you are choosing the topic or theme: you **must** choose a goal and focus on **one** Global Context. The stages in the development of your Personal Project will include the following:

- explore and eventually choose a topic with a clear focus on the dimensions of one Global Context
- find a supervisor
- plan the project using a timeline, outline, or calendar
- gather the necessary material
- keep a log to show proof of your work
- work on the project
- present the outcome (the product and the structured writing)

WHAT TYPE OF PERSONAL PROJECT CAN I DO?

Depending on your goal, you might choose one of the following types of projects:

- an original visual art form
- an original dramatic art form
- an original dance form
- a written piece of work on a special topic (for example, literary, social, psychological or anthropological)
- an original scientific experiment
- an invention or specially designed object or system
- the presentation of a developed business, management, or organizational plan, which is, for an entrepreneurial business or project, a special event, or the development of a new student or community organization

Your project may involve other areas. For example, if you are directing a play, organizing an exhibition, or starting a new student/community organization, these could become wonderful Personal Project ideas. Remember, however, that your own contribution must be central to the event, and clearly visible. It is **your** written paper that will be assessed. This paper is a piece of reflective writing between 1,500 and 3,500 words in length. Whatever form the finished product takes, the project should investigate and focus on a theme closely connected to one Global Context, and should come to a successful conclusion on that theme.

Whatever type of personal project you decide on, it should:

- have a clear and achievable goal
- be focused around a Global Context
- allow you to express a truly personal message
- be the result of your initiative, creativity and ability to organize and plan
- reflect your special interests, hobbies, special abilities, or concerns about particular issues
- deal with a topic or area to which you are committed
- be entirely your own work—authenticity is very important and you will be required to sign a document stating that the personal project is your own work.

WHAT TYPE OF PERSONAL PROJECT CAN'T I DO?

Your project must not:

- be part of any assessed course work
- take over your whole personal and social life, nor interfere with your studies, even though it will involve many hours of work
- be too closely linked to any specific subject.

Your goal should be realistic and appropriate for the timeframe!

Unrealistic project	Realistic project
To learn the history of tattoos <i>This is too big!</i>	To look at tattoos as a part of a culture OR Designing your own tattoos with significant meaning
Create a recipe book <i>This is too broad!</i>	Create a cookbook in which you interview people in the community
To teach myself piano from scratch and produce a tape of songs <i>This is too big!</i>	Learn the proper techniques to play and record one song.
To build a working model of the Russian Space Station <i>This is too big!</i>	Build a model (non-working) of the Russian Space Station OR Compare different space stations

HOW DO I FIND A MENTOR?

Ask yourself, "Who can best support and inform me as I set out to explore _____ (insert your PP topic here)?" Anyone can be your Personal Project mentor; it is fine to use a relative or personal friend, but consider using a new person outside of your comfort zone to add depth and sophistication to your Personal Project. Choose a person who has a special talent or expertise in your area of interest. Try to set up meetings with your mentor on a weekly or bi-weekly basis. You can meet in person, via e-mail or a phone conversation. Be sure to record notes from your mentor meetings in your process journal and remember to date each entry to record your process.

WHAT KIND OF PLANNING SHOULD I DO BEFORE THE SUMMER?

The next part of the process is to plan the steps towards completing your personal project. You should write an outline of your main ideas, guided by a statement of your goal, as discussed with your supervisor. The purpose of the outline is to:

- define the investigation
- help in the choice of appropriate sources and material.

Ask yourself the following questions, which are neither definitive nor exhaustive.

- Where do I find the necessary material?
- Who has information about my topic?
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate and analyze a questionnaire or survey?
- Do I need to go to libraries other than the school library?
- Do I need to visit museums?
- Do I need to interview individuals?



You should write down these questions, and others, along with the answers, as a way of reminding yourself of the variety of potential sources. It is only by looking at a variety of sources that you can make a judgment about their relative usefulness.

After checking with your supervisor that you have investigated all the options, you should make a list of tasks so that you can collect the necessary material. You will need to consider the order of the tasks. Once your list of sources is complete, you may start gathering the material.

Completing any type of project is not usually a simple process; it may be messy and involve changes in your plans, especially in the developmental stages.

HOW DO I COLLECT THE NECESSARY MATERIALS?

When you have found a source of information or inspiration, you will need to decide how useful it is. The list of sources in your report should only include those you have actually used.

Remember to keep the goal of your project in mind. This will help you to select what is useful and relevant.

Always write down the source of your material in your process journal or on note cards with enough information to make more formal citations later (or simply write them in MLA format and save yourself the extra work!) Your Media Specialists and Content Area teachers may provide more assistance to you, yet the basic concept is that you must always give credit where credit is due! This information will vary according to the type of source consulted.

- **A book:** record the author(s), title, edition, and series, bibliographical address (city, editor and date of publication).
- **An interview:** record, for example, the name, address and function of the person.
- **An experiment:** record, for example, the apparatus and the circumstances.
- **A work of art:** record, for example, the name, artist or other reference (such as the location of a gallery or museum).
- **An Internet site:** record the address, the name of author and the date of publication

Other sources can also help you: a book might have a bibliography, mentioning other useful books; the person you interview might have a suggestion to investigate something else; an experiment might lead to other investigations.

HOW DO I WORK ON THE PROJECT?

Depending on the nature of your project, you will need to reflect on, analyze, criticize and synthesize the material in a constructive way. You may also have to change your original plans in the light of circumstances or new information. Your English teacher will ensure that you are on your way with the necessary support for success!

You must, for example, keep a process journal containing all your thoughts, decisions and actions. This is a document that allows you to record your progress as you work on the project. It should be relatively neat and well- presented and should be completed honestly and regularly to show you how your project is developing. Your English teacher will help to get this journal started with a series of journal prompts that you will do in English class. You will write several journal entries in class; however, the continuation of this log is your responsibility.

HOW DO I FORMAT THE REPORT?

Title page (with student name, project title, word count, school name, year
Table of Contents with page numbers for each of the following sections.

Body of the Paper

The body of the report is broken into the following sections:

- A. Investigating**
- B. Planning**
- C. Taking action**
- D. Reflecting**

Works Cited

Should have a variety of types of sources
Should follow MLA format

Appendix (where applicable)

- A. Pictures
- B. Charts
- C. Graphs
- D. Supplementary notes

Process Journal

Journal documenting your process, can be recorded in a notebook or printed from ManageBac

Product

Product or evidence of Product: Examples include video, photographs, short story, magazine, cookbook.

The Academic Honesty form must be turned in with the paper in December 2019. Do not staple the documents to the paper.

HOW DO I PRESENT MY PROJECT AT THE SHOWCASE?

You will present an overview of your experience with the Personal Project at the PP Showcase to JRT and Tuckahoe MS faculty and staff. Of those who attend the showcase, there will be a committee comprised of three trained assessors who will score your paper. You will be given more information on this after you have completed your project. In February, you should be prepared to highlight your project, the process and the outcomes. This could take on various forms, but might possibly include demonstrating the learned skill, sharing the original piece of art, playing the piece of music, reading a few pages of the work you have written, showing a video for a "trailer" to your movie, or creating a PowerPoint presentation. Remember to keep this February presentation in mind!

HELPFUL HINTS

- Always assume that the people who will look at your personal project know little or nothing about the topic.
- Use drawings and pictures if necessary. For example, if they add to the clarity of the personal project.
- Access to a computer at different stages of the development of the project would be very helpful as you write your personal project, making it easier to edit a draft version and produce a neat, easy-to-read product. In any case, your final structured writing should be typed.
- Have a look at the examples of personal projects that other students have done and see how they have presented their ideas. Discuss the final structure you propose to use with your supervisor before you start work on it. You could also perhaps ask other students for their opinions. Remember, however, that your personal project is **your** piece of work.

THE SUPERVISOR'S ROLE IN THE PERSONAL PROJECT

Working as a supervisor and providing guidance and support to a student working on a Personal Project can be a very rewarding experience. Teachers will be able to work closely with the student as the project develops. In order to facilitate the best experience for both the student and the supervisor, the MYP has provided some guidelines.

The student should initially choose the topic, theme or idea. Discussion of the topic with the supervisor, however, can ensure that the project is well defined and is inspired by a Global Context. The best projects tend to be those that have a clear focus on the chosen Global Context. Supervisors can also help the student determine that the project is attainable and is a topic of interest to the student.

Once the project is underway, the student may have many questions for the supervisor. Consider some of these below:

- Where do I find materials? Do I need to go to other libraries?
- Do I need to visit a museum, a job site, or a business?
- Do I need to interview individuals?
- Who else has information pertinent to my topic?

Supervisors are not to make specific judgments, but rather encourage students in their process. Supervisors should listen carefully and offer possible solutions without passing judgment. Think of ways to solve problems together, but it is ultimately the student's choice of how to proceed.

Meetings/Communication

Students should plan to meet with their supervisor in late May and early June after the project has been approved. The purpose of this meeting is for the supervisor to become familiar with the project that the student has chosen. In addition, the student should begin sharing a draft detail plan for their project. There are specific guidelines for this detail plan, but basically the plan should outline the major tasks and their related timing for completion of the project. At the first meeting you should also establish communication guidelines for you and your chosen supervisor. While at least three communications require face to face meetings, additional communication may work fine through email or phone. It is up to you and the supervisor to determine what methods of communication work best. Be sure you both have the necessary phone numbers and/or email addresses that you may need as the project progresses. Discuss how and when to best make contact between meeting times. The frequency of communication over the summer will vary from student to student. There should be at least one check in during the summer to ensure the student is on track. It is always the responsibility of the student to contact the supervisor. Some students may require more frequent communications while others will need very little.

At meetings, any of the following may happen: discuss relevant sources of information, focus on the organization and presentation of the final piece of work, help the student maintain focus on the Personal Project, encourage the use of the process journal, and advise the student to review and revise in the context of the assessment criteria.

Personal Project Supervisor Contact Class of 2022

Meeting #1

Deadline: May 10

Bring: Approved Proposal; Academic Honesty Form

Discuss: your ideas for the product, resources/support needed, ask for their feedback

To do: Take notes on their suggestions and the ideas that arise from the meeting, fill out the Meeting 1 section on the Academic Honesty Form, obtain the supervisor signature

Meeting #2

Deadline: June 7

Bring: Completed Detail Plan, Academic Honesty Form

Discuss: The steps you will take this summer to complete the product, summer email communication

To do: Take notes on their suggestions and the ideas that arise from the meeting, confirm supervisor email and provide your personal email, fill out the Meeting 2 section on the Academic Honesty Form, obtain the supervisor signature

Meeting #3

Deadline: September 30

Bring: completed product (and sections of paper that are written)

Discussion: Reflections from the process and of the final product

To do: Take notes on their suggestions and the ideas that arise from the meeting, fill out the Meeting 3 section on the Academic Honesty Form, obtain the supervisor signature

Meeting Etiquette

- Contact supervisor by email to request a meeting date. Provide several dates/times. Be sure you are available and write down the date and time of the meeting. Set a reminder for yourself. Reply with confirmation that you understand the decided upon time and that you will be there. If you need to be put in FTM remind the supervisor. A follow-up email reminder to the supervisor the day before is a good idea.
- Bring all needed materials. Either share electronically (in advance) the materials or provide a hard copy for the supervisor.
- It's up to the student to lead the meeting. Tell the supervisor why you are here and what you hope this meeting will accomplish
- Thank him/her for the time

Email Etiquette

- Write a subject line that is relevant to the content of the email
- Open with a greeting: Hello or Dear Mr. / Mrs. _____
- Introduce yourself
- State your purpose of writing the email
- Close with a thank you.

MYP Personal Project Integrity Guidelines

Purpose:

The purpose of this document is to provide guidance to parents and students surrounding the personal project work and its authorship. The guidelines have been adapted from the IBO guidelines which govern students in the IB diploma program. The following passages are excerpted from the IBO General Regulations and reflect the expectations for our students in their personal project efforts. The excerpts are in italics and are followed by explanations and examples of what constitutes unacceptable behavior under this code as well as potential consequences for engaging in such behavior. Our aim is to provide clear and complete expectations so that there is no misunderstanding in an effort to help ensure that our students are successful with their personal projects.

Definition of Malpractice:

Article 2.1: *The Regulations define malpractice as behavior that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component or those activities designed by the school to prepare the students for that assessment. Malpractice includes*

- **Plagiarism:** *This is defined as the representation of ideas or work of another person as the candidates own, whether purposefully or inadvertently.*
- **Collusion:** *This is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted by another*
- **Duplication of work:** *This is defined as the presentation of the same work for different assessment components and/or diploma requirements.*
- *Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate such as unauthorized material on examinations, misconduct during examinations, falsifying CAS records.*

Articles 2.2-2.4: Clarifying plagiarism The IBO does not concern itself whether an incident of malpractice was intentional or not. It also is not confined to groups 1 to 5 in the Diploma Program. Copying works of art, music, dance, theater or visual arts constitutes plagiarism as well. All ideas, words, actions and products of another person must be adequately and appropriately acknowledged using a legitimate form of documentation such as MLA, APA, ACS, Chicago style or Turabian.

Article 2.7: *Malpractice commonly involves collusion or plagiarism. There are other ways, however, in which a candidate may commit malpractice and thereby breach Regulations. The following are examples, but do not represent in any way an exhaustive list:*

- Paraphrasing another's work without acknowledging the source
- Fabricating data for an assignment
- Using, referring to or attempting to refer to unauthorized material on an exam or an assignment
- Misbehaving during or disrupting of an examination or assessment
- Exchanging or passing on information that is related to examinations
- Copying the work of another candidate
- Impersonating another candidate
- Including offensive material in a script for reasons other than analysis or intellectual inquiry
- Stealing examination papers
- Using calculators not approved by the teacher or by the testing circumstance, particularly programmable calculators, stored information, or shared calculators with stored information
- Copying homework and passing it off as your own work
- Allowing another person to copy your homework

- Purchasing of any quantity of materials, including commercial sources and Internet sites to be submitted as your own work.
- Communicating inappropriately during a test via email, IM or text message
- Doing homework with a partner or group member and turning identical work, UNLESS SPECIFICALLY INSTRUCTED TO DO SO.
- Providing another student with the assignment you have completed, for whatever reason.
- Providing another student with information about material covered on a test you have already taken
- Asking another student for information about what is on a test that she or she has already taken
- Failure to submit an assignment to Turnitin.com or to produce satisfactory evidence of the work in progress in order to authenticate that the work is the student's own.

Consequences of Malpractice:

Any student failing to meet with the expectations outlined above could be subject to one or more of the following consequences:

- A grade of zero on the Personal Project;
- Failure to earn the HCPS IB Certificate

Any additional consequences will be determined by the J.R. Tucker High School Administration.

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name										
Student number										
School name	J.R. Tucker High School									
School number										
Supervisor name										
<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							Student: Supervisor:			
Meeting 2							Student: Supervisor:			

Meeting 3			Student: Supervisor:
Supervisor comment 			
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
Supervisor's signature			Date



PERSONAL PROJECT PROPOSAL 2019

Student name: _____

Email: _____

Supervisor name: _____

Email: _____

APPROVED _____

APPROVED WITH MODIFICATIONS _____

UNAPPROVED & RESUBMIT _____

Overall Considerations

- Be sure your project can be completed before school begins in September. Also make sure that your project is not so superficial that it can be completed over a short period of time with minimal effort or action.
- After the project is approved, you will prepare a detail plan for your project which includes the major steps and resources required to complete your project and the related timing for those items.
- Completing this form in as much detail as possible will greatly aid in the completion of your detail plan.

1. Describe the specific goal of your personal project?

2. What is the inspiration for your goal?

3. Which Global Context is most relevant to your project and how does your project connect to it?

Describe the steps you will take in each phase of the PP process to successfully achieve your goal.

1. Developing Ideas/Research :

2. Planning:

3. Action:

Parent Signature

My student has discussed his/her personal project goal with me, and I am in support of this project.

Printed Student name: _____

Parent Signature: _____

Date: _____

RESOURCE CHART

Complete each section of this chart with as much detail as possible.

Resources	Explanation
Equipment needs (ex. cameras, microscope, telescope, hammer, nails, sewing machine, bicycle, facilities)	
Transportation needs (ex. Who will drive? Who will provide gas money?)	
Technology needs (ex. computer, jump drive, color ink and printer)	
Skill needs (ex. What skills do you have that you will employ and what skills will have to learn?)	
Human resource needs (ex. Will your project involve others? Who? How will you communicate and contact them?)	
Cost (provide estimates for materials and who will pay)	
Research needs (ex. interviews, libraries, specialists, etc.)	

Detail Plan
PERSONAL PROJECT GOAL:

May	June	July	August

September	October	November	December



John Randolph Tucker HS
2910 Parham Rd
Henrico, VA 23294

Name _____

Example (for illustrative purposes- the tasks are not all inclusive, but designed to give you an idea of what you need to do!)

Goal: I plan to organize and run a one-night campout for a local brownie troop to help train young Brownies.

May	June	July	August
<ul style="list-style-type: none"> • Take approved plan and flesh out the details • Research other camps • Decide on a supervisor and meet with him/her MEETING #1 • Begin investigating project • Record journal prompts, ideas, reflections in process journal 	<ul style="list-style-type: none"> • Meet again with supervisor before school ends MEETING #2 • Meet with brownie troop leader- verify needs & focus • Leader input on supplies (i.e.- tents, etc) and food • Address adult supervision for camp-out • Keep up with process log • Update supervisor every two weeks 	<ul style="list-style-type: none"> • Select date & location for camp-out • Determine number of kids • Begin outline of campout (i.e.- what will be done when) • Obtain chaperones • Supplies/food • Keep up with process journal • Update supervisor every two weeks 	<ul style="list-style-type: none"> • Complete draft outline of campout • Meet with brownie leader to review outline • Set date to meet with Brownie troop in September • Revise outline based on feedback from leader • Supplies/food • Keep up with process journal • Update supervisor every two weeks

September	October	November	December
<ul style="list-style-type: none"> • Meet with supervisor when school begins MEETING #3 • Attend Brownie meeting to share with the troop what the overnight will entail • Verify all supplies/food • submit process journal entries to English teacher • Have source cards ready by September 27th 	<ul style="list-style-type: none"> • Complete preparations for campout • Campout tentative date 10/15 • Summarize what worked and what didn't work (immediately following campout) • Finalize process journal entries • Update supervisor on progress • Complete outline/table of contents for 10/18 deadline • Bring revised intro paragraph 	<ul style="list-style-type: none"> • Select process journal extracts • Submit completed rough draft by 11/15 • Meet with supervisor to discuss paper before Thanksgiving break 	<ul style="list-style-type: none"> • Final paper to English (11/29) • Finalize written document with feedback from supervisor and peer editing in class • Complete final document and product--turn in at seminar on 12/12

Name _____

PERSONAL PROJECT: TURN-IN CHECK LIST
Complete this form and turn it in with the final report

Report:

Y	N	
		Title Page (Name, title, word count, school name, year)
		Table of Contents
		Report (with selections labeled) <ul style="list-style-type: none"> • Investigating • Planning • Taking Action • Reflecting
		Works Cited <ul style="list-style-type: none"> • MLA format
		Academic Honesty Form—signed by you & supervisor
		Appendix (if applicable)
		The report has been uploaded to the Google Drop Box.

Process Journal:

Y	N	
		10 process journal labeled extracts (numbered entries with dates)
		The extracts have been uploaded as a separate file to the Google Drop Box.

Product:

Y	N	
		I have submitted the actual product (DVD, CD, novel, cookbook, artwork, flash drive etc.) –where applicable My name is on the product.
		Evidence of my product has been uploaded as a separate file to the Google Drop Box.

Summative Checklist for Criteria: Review your final copy

J. R. Tucker High School

2019

(You do not need to turn this in)

Name: _____ Supervisor: _____

Criteria	Understanding the aspects of each criterion	Y	N
Criterion A: Investigating	<ol style="list-style-type: none">1. I have a clear goal and context for the project.2. I have identified prior learning and subject-specific knowledge relevant to the project.3. I have demonstrated research skills.		
Criterion B: Planning	<ol style="list-style-type: none">1. I have developed criteria for the product/outcome.2. I have planned and recorded the development process of the project.3. I have demonstrated self-management skills.		
Criterion C: Taking action	<ol style="list-style-type: none">1. I have created a product/outcome in response to the goal, context and criteria.2. I have demonstrated thinking skills.3. I have demonstrated communication and social skills.		
Criterion D: Reflecting	<ol style="list-style-type: none">1. I have evaluated the quality of the product/outcome against my criteria.2. I have reflected on how completing the project has extended my knowledge and understanding of the topic and the global context.3. I have reflected on my development as an IB learner.		

Personal project objectives

The objectives of the personal project state the specific targets that are set for learning. They define what the student will accomplish as a result of completing the personal project.

These objectives relate directly to the assessment criteria found in the "Personal project assessment criteria: Year 5" section of this guide.

Objective A: Investigating

Students should:

- i. define a clear goal and 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

Students should:

- 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

Students should:

- 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

Students should:

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

Personal project assessment criteria: Year 5

Criterion A: Investigating

Maximum: 8

In the personal project, students should:

- 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.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<p>The student is able to:</p> <ol style="list-style-type: none"> i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills.
3–4	<p>The student is able to:</p> <ol style="list-style-type: none"> i. outline a basic and appropriate goal and context for the project, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills.
5–6	<p>The student is able to:</p> <ol style="list-style-type: none"> i. define a clear and challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills.
7–8	<p>The student is able to:</p> <ol style="list-style-type: none"> i. define a clear and highly challenging goal and context for the project, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills.

Criterion B: Planning

Maximum: 8

In the personal project, students should:

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

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. develop limited criteria for the product/outcome ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3–4	The student is able to: <ol style="list-style-type: none"> i. develop adequate criteria for the product/outcome ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5–6	The student is able to: <ol style="list-style-type: none"> i. develop substantial and appropriate criteria for the product/outcome ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7–8	The student is able to: <ol style="list-style-type: none"> i. develop rigorous criteria for the product/outcome ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the personal project, students should:

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

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<p>The student is able to:</p> <ol style="list-style-type: none"> i. create a limited product/outcome in response to the goal, global context and criteria ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3–4	<p>The student is able to:</p> <ol style="list-style-type: none"> i. create a basic product/outcome in response to the goal, global context and criteria ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5–6	<p>The student is able to:</p> <ol style="list-style-type: none"> i. create a substantial product/outcome in response to the goal, global context and criteria ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.
7–8	<p>The student is able to:</p> <ol style="list-style-type: none"> i. create an excellent product/outcome in response to the goal, global context and criteria ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the personal project, students should:

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

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<p>The student is able to:</p> <ol style="list-style-type: none"> i. present a limited evaluation of the quality of the product/outcome against his or her criteria ii. present limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present limited reflection on his or her development as an IB learner through the project.
3–4	<p>The student is able to:</p> <ol style="list-style-type: none"> i. present a basic evaluation of the quality of the product/outcome against his or her criteria ii. present adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present adequate reflection on his or her development as an IB learner through the project.
5–6	<p>The student is able to:</p> <ol style="list-style-type: none"> i. present a substantial evaluation of the quality of the product/outcome against his or her criteria ii. present substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present substantial reflection on his or her development as an IB learner through the project.

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the product/outcome against his or her criteria ii. present excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context iii. present excellent reflection on his or her development as an IB learner through the project.

MYP projects glossary and command terms

Glossary of terms

Glossary of terms	MYP definitions
Bibliography	An alphabetical list of every source used to research the project
Criteria	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the student
List of references	An alphabetical list of only those sources that are cited in the project presentation or report
Outcome	The end result of the student's personal project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign
Process journal	A generic term to refer to the documentation that students develop during the process of completing the MYP project
Product	The end result of the student's personal project used particularly where the project has resulted in a tangible artifact such as a sculpture, film, story or model
Report	A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible

Command terms

Command terms	MYP definitions
Create	To evolve from one's own thought or imagination, as a work or an invention
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
Develop	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
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
Justify	Give valid reasons or evidence to support an answer or conclusion
Outline	Give a brief account

Command terms	MYP definitions
Present	Offer for display, observation, examination or consideration
State	Give a specific name, value or other brief answer without explanation or calculation