CHECKLIST Stage 1: Investigating your goal

Things to do Name of Student_____	Check when done and recorded into your process journal	Supervisor initials	Name of Supervisor_____ SUPERVISOR NOTES
Brainstorming a topic in your process journal (journals can be on ManageBac)			Supervisors: Be sure to click "approved" on ManageBac. And check off tasks in ManageBac's "to-do" list
Getting your parent signature on page 3 of the packet			Supervisors please check for a parent signature on page 3 of the packet.
Starting your process journal (about 2 entries) • Justifying in your process journal why this goal is important within one of the "Global Contexts" and why you selected that goal over others you could have chosen • Reflect on what ATL skills have you practiced so far?			Supervisors: please check to see students have started creating journals to be sure you see evidence of ATL skills
Submitting proposal on ManageBac for your Supervisor			Supervisors, please approve or write a "Note" in ManageBac to provide feedback for students
Research Planning Worksheet is thorough and includes the following (can be done through journals on ManageBac) • Gather several different versions/types of examples of goals/products that are similar to your ideas that you can learn from • Various types of sources • Evaluated your sources for reliability and validity • Investigating the process to create your goal • Investigating what would make your goal a success			Supervisors please see that the attached "Research Planning worksheet" is complete and discuss their sources. Provide ideas for additional sources and encourage them to evaluate and record sources in their journals.
Contacting your supervisor and scheduling your first meeting			Supervisors: Use ManageBac to write a note for that student describing the meeting and check "Interview" to record the note as the first meeting (there should be 3 minimum "interviews" by February. Homerooms can also do interviews)

This is due **Sept 26th** to your **Advisory** teacher

The Process Journal

The process journal is where you record your learning process and any skills you used while working toward your goal. When your write your final report, you will refer to your journals as evidence of your process. If you keep detailed notes on your process, then the report will be easier to write at the end. You will select **10 journal entries** to use as evidence and attach with your report. Some ideas for things to put into the process journal might include:

- Lists of ideas/brainstorms/notes and any other piece of the process
- Photographs
- Screen shots
- Interview notes with anyone who helped you, including your supervisor
- Notes from various sources (like a documentary you watched, book your read, etc.)
- Examples of other similar goals or products where you gathered ideas
- Drawings or sketches
- Quotes that inspired your goal/product
- Anything else that contributed to your process
- **Anything you put in your process journal should include a reflection on your use of the ATL skills. See below for ideas on what to write about:**

AtL skill	Examples from your process journal
Social Skills	- How did you delegate responsibility, build consensus and make fair decisions? (if in a group) - How did you listen to many perspectives or pieces of advice? - How did you negotiate with others? - How did you take responsibility for your actions - How did you build relationships?
Communication skills	- How did you communicate with a variety of audiences - How did you interpret and use non-verbal communication - How did you include intercultural understandings? - How did you use a variety of forms of writing or speaking?
Thinking skills	- How did you forecast possibilities and troubleshoot problems? - Develop opposing arguments? - Create original ideas and make unexpected connections - Design new improvements or solutions - Consider multiple alternatives - Make connections between various subject groups and disciplines
Research skills	- How did you collect, record and verify your information? - How did you evaluate and select information? - How did you understand and use technology systems effectively - Use a variety of sources and media networks? - Compare, contrast and draw connections between many sources?
Self-Management skills	- How did you keep an organized and logical system for recording your progress? - Set goals that were both challenging and realistic? - Bring necessary materials and supplies? - Plan strategies and plans to prepare for success and minimize obstacles - Meet deadlines? Persevere over obstacles? Reduce stress? - How did you motivate yourself to get it done? - How did you reflect on your learning and reflect on your mistakes to learn from them?

Student Name_____

WHAT IS THE PERSONAL PROJECT?

Sophomore Parents,

The final component of the IB MYP program is the Personal Project at the end of the 10th grade year. The project is designed to be a culminating task to showcase your ability to learn on your own and utilize the skills you've been learning and practicing as an IBMYP student. Please sign below after reading the expectations and then feel free to attend our IB Parent 101 Nights for more information about MYP!

I am aware of the requirements of the Personal Project and how to contact the IB MYP Coordinator, Nikki Grose, (nicole.grose@washoeschools.net or extension 37171) if I have questions. I have discussed my student's project choices and offered my support and feedback.

   Parent Signature_____date_____

FOR MORE INFORMATION PLEASE ATTEND OUR "IB Parent 101" Nights in the Wooster Library

   Wednesday, August 22, 5:30-6:30pm   Wednesday, October 24, 5:30-6:30pm
   Wednesday, September 26, 5:30-6:30pm   Wednesday, January 30, 5:30-6:30pm

Upon completion, students earn OFF CAMPUS PASS and IB MYP Certificate
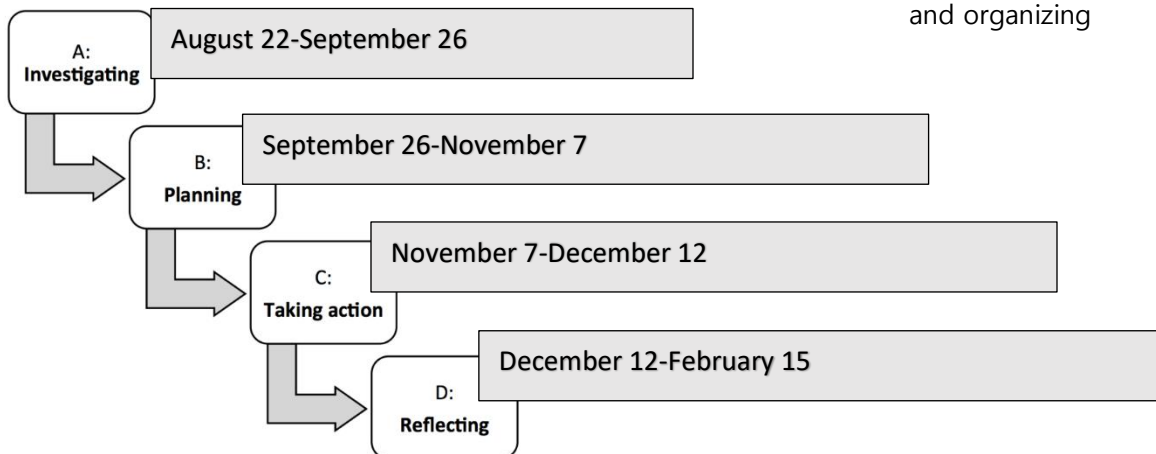
1. CREATING SOMETHING PERSONAL-----

This project asks you to create a product, outcome or event that is personal *for you*, represents *your* goals, and is appropriately challenging *for you*! This could really be almost anything! But it should show you dedicated about 25 hours of your sophomore year in producing something that was a personal challenge.

- Build my own skateboard
- Learn to decorate cakes
- Start a campus fitness group

- Turn my poetry into music
- Research my family tree

2. FOR WHAT PURPOSE?

- Challenging yourself
- Inquiring about how to solve problems from your own life
- Practice planning long term goals

- Justifying and communicating your goals
- Practicing IB skills like investigating, communicating, collaborating, planning and organizing

A: Investigating — August 22-September 26

B: Planning — September 26-November 7

C: Taking action — November 7-December 12

D: Reflecting — December 12-February 15

3

What is turned in on February 20th? (Passing scores present and receive Awards 4/16)

- **The Product/Outcome** (artifacts demonstrating 20-25 hours)
- **Journal entries** (that describe your growth in the IB ATL skills)
- **Report** on your process (with bibliography)

Personal Project Cycle [DRAFT]

Identify personal passions and interests

Identify and **justify** a *Global Context*

Define a clear and meaningful *goal*

Identify *prior learning* and *relevant knowledge*

INVESTIGATING

Establish a *partnership* with your supervisor

Reflect on your development against the *IB Learner Profile*

Reflect on your learning in response to the *Global Context*

REFLECTING

Research Skills

Reflection

Self-Management Skills

PLANNING

Determine *success criteria* for your Project

Develop a detailed and accurate *Action Plan*

Reflect on your learning of *the topic*

Thinking & Communication Skills

Document *progress through the Process Journal*

Evaluate product in response to the *success criteria*

TAKING ACTION

Develop *the product/outcome further where needed*

Evaluate *progress in response to the Goal, Global Context & success criteria*

Create *the product/outcome*

Adapted from the IB MYP Design Cycle & *Guide to MYP Projects* by Stephen Taylor (@iBiologyStephen), for Canadian Academy, Kobe, Japan.

EXAMPLES OF PERSONAL PROJECTS

1. Creating a short informational film or video tutorial
2. Organizing a fundraiser for a cause you love
3. To research, create and market diabetic chocolate (or make a diabetic cookbook)
4. Learning about nutrition and exercise to lead a campus fitness support group
5. Learning to use a specific type of camera or technique to improve your photography skills
6. Creating a "how to survive high school" tutorial for incoming 9th graders
7. Planning a vacation
8. Starting a local restaurant review for the student newspaper
9. Learning to play a new instrument and documenting your progress
10. Creating an album and marketing campaign for you band

Research Planning Worksheet (can be saved as a journal entry)

You can type in these boxes and include it as part of your process journal

Audio-visuals (documentary, film, videos, radio, Photos)	Bibliography Information	Evaluation of the source notes in your process journal (see back)
Interviews with experts	Bibliography Information	Evaluation of the source (see back)
Surveys or Statistics	Bibliography Information	Evaluation of the source (see back)
Experiments, Case studies	Bibliography Information (if necessary)	Evaluation of the source (see back)
Web-based Articles/websites	Bibliography Information	Evaluation of the source (see back)
Current Issues/News Sources Sources that apply your topic to your global context—why significant to today's world?	Bibliography Information	Evaluation of the source (see back)
Online Database Articles	Bibliography Information	Evaluation of the source (see back)
Books	Bibliography information	Evaluation of the source (see back)

		Evaluate your sources (in your process journal)
Origin (Who created?)	4	Written/Published by a well-known reputable organization. Many professionals contributed to creating this source. Date reflects most current research or data.
	3	Author/Publisher is highly professional in this field of study. Author is from or backed by a well-trusted organization. Data is less current
	2	Author/Publisher is knowledgeable/reputable, Bases the source on his/her own experiences as well as others'.
	1	Author/Publisher is stated but is unknown credentials. Source is posted in a well-known or editable media
	0	Does not meet any of the above. Source is immediately eliminated.

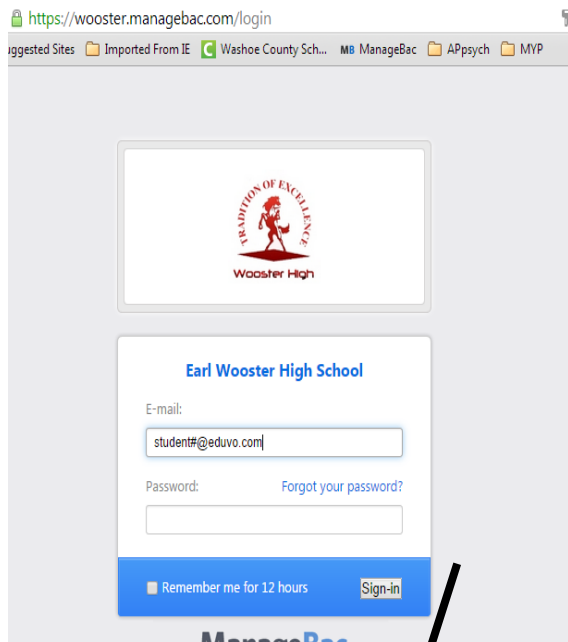|		
Purpose (Why created?)	4	Created for research or educational purposes by experts for experts. Uses technical or academic language for informing other experts on the subject. Balanced perspectives (more than one side of an issue or more than one viewpoint shared). Analysis from many different angles. More detailed information than just a summary or basic source.
	3	Created to inform or instruct others, even those who aren't experts on the subject. Fairly balanced viewpoint although the source may be slightly more persuasive or passionate regarding a specific perspective or topic.
	2	Created to inform but is very broad information and summarizes as an overview for those who are not experts **AND/OR** Created to give only one perspective on an issue or one single idea regarding a topic, but is still very informative and factual regarding that perspective using expert opinions and research based arguments.
	1	Created to entertain OR to persuade possibly using emotion or fallacies in reasoning. Arguments do not reference any research but do provide insight into a specific perspective
	0	Does not meet any of the above. Source is immediately eliminated.

TOTAL SCORE

10-12=Excellent

8-9=Good

6-7=Average

4-5=Somewhat useful (not a lot of these should be used in your bibliography)

Below 4=probably not a useable source

Value/Limitations (How helpful to my topic)	4	Highly professional, convincing and credible source which is highly relevant to my goal. Essential to my understanding of my goal/product. Without this source, I will not be able to write my report or create my project. The source will help me connect my goal to the real-world global context that I have chosen and also connects to my academic learning
	3	This source is convincing with reasonable detail and is very relevant to my goal/product. This source is very useful to me by connecting my academic learning to my real-world global context
	2	This source is not essential but is possibly valuable to me later on, although I'm not sure how significant it is until I get further in the planning of my goal
	1	If I didn't include this information, it wouldn't radically change my goal or product but it is interesting information, should I have room in my report to include it?
	0	Does not meet any of the above. Source is immediately eliminated.

ManageBac

Directions for your Personal Project Account

Earl Wooster High School

E-mail:

student#@eduvo.com

Password: Forgot your password?

☐ Remember me for 12 hours   Sign-in

ManageBac

LOGIN	

1.   https://wooster.managebac.com/login
2.   You will use your Washoe County School District email, which is your student ID # @washoeschools.org, as your username. Your password is Woostercolts2021.
3.   Once you have logged in you can update your email address to your personal email and information by clicking on your name at the top or clicking "Profile".

PROPOSAL

1.   Make sure your proposal is always updated
2.   From the top menu, under the "IB MANAGER" tab—click "PERSONAL PROJECT". Read your proposal. If you wish to edit, click the red "EDIT PROPOSAL" link

MYP Class of 2017 (Year 5:10th grade)

📖⑥ Blog   ⊙ Dashboard   ▥ Profile   ⊕ IB Manager ⌄   ☰ Classes ⌄   ♕ Groups

Overview | Plans | SA | Projects | Messages | Calendar | Files | Members

Progress status has been updated.

Wooster AAstudent's Personal Project Worksheet	Edit Personal Project Proposal

Depression/Anxiety Disorders

Increase tolerance and understanding toward those who suffer Depression
Global Context(s): *Fairness and development*
How can we explain Depression to those who haven't suffered in order to increase awareness and understanding toward those suffering Depression and better serve those who seek treatment
Create a video (5 minutes) to be played during video morning announcements. Create a quick survey for students/teachers about their reactions to the video to gauge my impact on attitudes toward depression.

"TO DO" LIST---Is it updated by your supervisor? Is it accurate? Send Supervisor a message?

Below your proposal/on your worksheet tab, you should see the "to list." This is where your supervisor checks off your tasks and will eventually give you a grade. If it isn't accurate, you need to check with your supervisor. You can send them a message by scrolling to the bottom and sending them a note. If you want to receive a note back, make sure you have updated your email in your profile tab!

JOURNALS

1. From the side menu, click, "Process Journal". From here you can add a new entry or you can edit your other journals. Journals do not have to be typed. But you must have 10 total. They must reflect the ATL skills.
2. **To print your journals**—click, "export to PDF".

Process Journal

TUESDAY, 16 SEPTEMBER 2014

Today I brainstormed my brains out! whew!

TUESDAY, 16 SEPTEMBER 2014

CatHerding.asf (2 MBB)

Add New Entry

Overall Progress: **On-track**

Worksheet

Process Journal

EasyBib MLA

Supervisor Info

Tawna Eldridge
teldridge@washoeschools.net

To PRINT

Export to PDF

UPLOADING DOCUMENTS FOR YOUR SUPERVISOR TO SEE

If you don't have a printer or want to save paper, you can upload items onto ManageBac. You can even upload drafts of the report to show your supervisor your progress or as a place to save them. You can do this by scrolling to the bottom of your project worksheet page and clicking "upload documents.

Stage 3 Friday, 06 February 2015 at 09:00 AM

☐ Taking appropriate action toward the goal in order to be completed before March 6th
☐ Review "Update Journals" handout to ensure student has at least 1-2 journals for each of the 5 ATL skills listed
☐ Have at least 7 journals completed.
☐ Meeting with supervisor for 2nd meeting. Take notes on the meeting. Supervisors should record interview on the Salmon colored tracking sheets or record notes in ManageBac by checking "interview" after typing a note.
☐ Writing the outline for your report
☐ Making the appointment for your final supervisor interview sometime before March 6th.

Add Item

Check "To- do" list

Project Documents

Upload Project Documents

Notes & Interviews

Please title the documents very specifically so your supervisor knows what they are. If submitting on ManageBac, be sure you still have:

- Report (including cover pg and bibliography)
- Product (can be included in Appendix of Report or a separate attachment if it is a video)
- Journals (be sure you have all your journals uploaded here or included in your Appendix)

Richard Chandler
8:18 am on August 8, 2013

Post a Note

Great work so far!

Send your Supervisor a note

note by Wooster AAstudent

Your note will be automatically delivered via e-mail.

Save note