

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			
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) <ul style="list-style-type: none"> 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
Submit Proposal to Supervisor			Supervisors: please review proposals and offer guidance when necessary.
Research Planning Worksheet is thorough and includes the following <ul style="list-style-type: none"> 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.
Contact your supervisor and scheduling your first meeting			Supervisors: Use the Academic Honesty Sheet to track each meeting with your students.

This is due **Sept 18th** to your **SEMINAR** 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 you 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 you 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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?

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

Tuesday, August 27, 5:30-6:30pm

Tuesday, September 17, 5:30-6:30pm

Tuesday, October 22, 5:30-6:30pm

Tuesday, January 21, 5:30-6:30pm

Upon completion, students earn OFF CAMPUS PASS and IB MYP Certificate

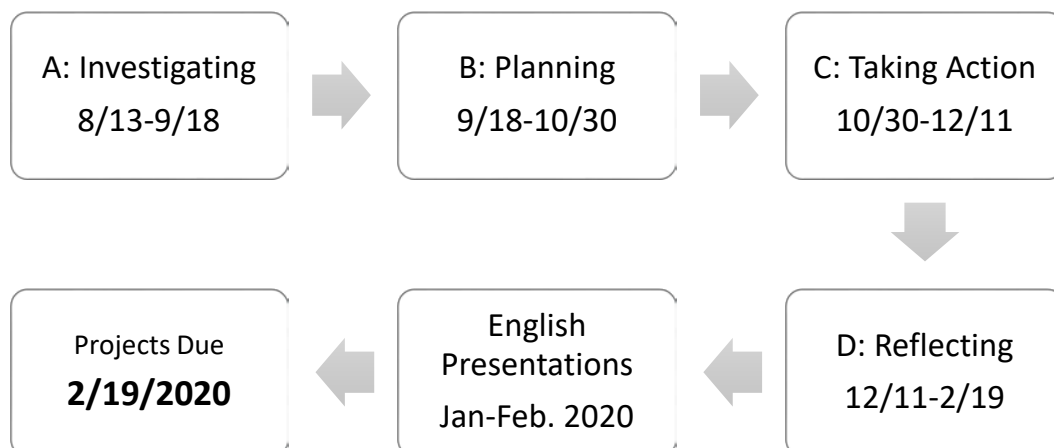
1. CREATING SOMETHING PERSONAL-----

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



What is turned in on February 19th? (Exhibition will be held 4/14/2020)

- **The Product/Outcome** (artifacts demonstrating 20-25 hours)
- **10 Journal entries** (that describe your growth in the IB ATL skills)
- **Report** on your process
- **Bibliography** of your sources
- **Academic Honesty form** summarizing at least 3 meetings with your supervisor

Personal Project Cycle [DRAFT]



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

You may not use all of these types of sources, but fill in the boxes for the ones you do find sources for.

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.

Personal Project Brainstorm Sheet

This sheet will help you to think about some ideas for a personal project goal.

Describe two hobbies or interests you have.

1.

2.

Select one interest or hobby. What do you think would be a good **GOAL** based on this interest?

What type of **PROJECT** would it be?

PLAN: Create a list of steps you think you need to take to create a project that will achieve your goal.

For your project, you will focus on one main **GLOBAL CONTEXT**.

What Global Context would be best to use as a lens through which you can view your project? Circle the global context you think you might use.

Identities and Relationships

Personal and Cultural Expression

Orientation in Space and Time

Scientific and Technical Innovation

Globalization and Sustainability

Fairness and Development

Why does this **Global Context** relate to the project?

“What can I do for my Personal Project?”

The Personal Project is a learning experience—one that you conceive, design, create, and carry out all by yourself.

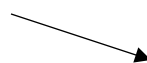
1. Keep it real! Avoid projects based on “simulations” or “mock-ups” (such as: “I will write a manual on how to play guitar and pretend somebody reads it...instead, actually teach somebody to play the guitar).
2. Be original—be unique! It is a **PERSONAL** project. Do something that starts with your talents.
3. Get busy planning. For example, if your goal was to help other people learn to play the guitar, your product might be an instructional video.
 - Identify different guitar teaching strategies
 - Locate sources of information to base lessons on
 - Locate sources of information to base lessons on
 - Organize lessons in chronological order and prepare details
 - Video lessons demonstrating different guitar techniques
 - Edit
 - Post on website. At least two months before due date.
 - Prepare feedback or survey to give to your students
 - Review feedback to see how useful this was to teach people to play the guitar. Do this at least one month before the due date.

Brainstorm your interests....Explore 2 ideas for your project

SET SMART GOALS!	
S	Specific--- Be very clear about what exactly do you want to accomplish?
M	Measureable--- How will we measure this as successful? How will I know?
A	Achievable--- Is it appropriately challenging for you to learn something from the process?
R	Relevant and Recorded--- Is this goal relevant to my life and the world I live in?
T	Time-Bound--- Is it realistic in the time frame or do you need to revise

IB Global Contexts

1. Identities and Relationships (who am I? who are we?)
2. Orientation in space and time (what is the meaning of when and where?)
3. Personal and Cultural expression (what is the nature and purpose of expression?)
4. Science and technological innovation (how do we understand our world?)
5. Globalization and sustainability (How is everything connected?)



Topic (very big idea you start with)	Goal with Details (see above SMART GOALS)	Inquiry Question (s) What do I need to investigate to be successful?	My product or outcome (should take about 20hours to create)	The global context – in what context is this important? Why is this an important goal for global citizens?
<div style="background-color: #F39C12; padding: 5px; margin-bottom: 5px;">For Example</div> Fighting prejudice <div style="margin-left: 20px;">→</div>	Create a short play to raise awareness of the impact of prejudice on individuals Must be a 20 minutes play appropriate for ages 11years There must be a tool to evaluate the play such as a questionnaire	Q: How do I engage 5 th graders to think critically about a serious topic? Q: What are some appropriate examples of prejudice to use with 5 th graders	The play—may take more than 20 hours...perhaps only a 5-10 minute skit?	Rights and Responsibilities because I want students who watch the play to see their personal responsibility in standing up to prejudice

SMART Goal:

Specific

Measurable

Attainable

Relevant

Time-Bound

Personal Project Parent Information Sheet

Student Name _____ ID Number _____

1. Goal: _____
2. Why is this goal appropriately challenging for me? What do I hope to learn? How did I come up with this goal?

3. What product/event or outcome will I create to demonstrate this learning?

4. What community resources and school resources are available to me to help?

5. What global context will I be focusing on? (circle)

- a. Identities and Relationships (who am I? who are we?)
- b. Orientation in space and time (what is the meaning of when and where?)
- c. Personal and Cultural expression (what is the nature and purpose of expression?)
- d. Science and technological innovation (how do we understand our world?)
- e. Globalization and sustainability (How is everything connected?)
- f. Fairness and Development (what are my rights and responsibilities?)

6. Why does this global context fit justify the importance of my goal? How is my goal relevant to understanding the “real-world”?

7. What research do I still need to conduct in order to know how to make this goal a success?

8. How will I know that I've succeeded in this goal? (If I were to give myself an A...what specific things would qualify)

9. What are the steps I need to take to reach this goal

10. If you are working in a group, what are the names of the other group members and what are their specific goals? How do their goals work with yours? Be sure everyone has a separate report, separate product and separate goals/journals that are different. The goals of a group are related but still separate entities to be acceptable.

11. I am aware of the requirements of the Personal Project and have access to the student information packet. I understand I need to meet with my supervisor 3 times and it is my responsibility to reschedule if I should miss a meeting. I understand plagiarism and will be diligent in citing my sources. If I need additional support I can contact the IB MYP coordinator, Ms. Grose via email Nicole.grose@washoeschools.net or in the IB office next to the career center.

Student signature _____ Date _____

12. I have discussed my student's project choices and offered my support and feedback. I understand that the project is a requirement of the MYP Certificate and several components of the project (journals, bibliography, checklists, etc) may be assigned grades for some of my child's teachers. The requirements of the project are posted on www.woostercolts.com for my information as well as the dates of the Parent Information Nights. If I have questions, I can contact the IB MYP Coordinator nicole.grose@washoeschools.net

Parent Signature _____ Date _____