MYP Personal Project Student Handbook

City High School

2022-2023 Edition

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Due Dates

It is understood that with the wide variety and differing nature of projects, as well as the wide variety and differing nature of student work habits, there is no work schedule that will be appropriate for everyone. Some projects may lend themselves to short periods of progress every day while others may require long hours on weekends. The expectation is that students work on their projects for a total of 25 hours, or an average of one hour per week from September 9 through February 24 (not counting the week of Thanksgiving and the two weeks of Winter Break).

Listed below are the due dates for major assignments related to the Personal Project

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Assignment **Due Date**

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	Official Declaration of Project September 22
	Project Choice Declared September 30
	Criterion A Components October 6
	Process Journal Checks Rotating Oct 6–Dec 17
	Process Journal Checks Rotating Jan 5–Mar 2
	Growth Assessment Feb 2
	Project Completed Feb 9
	Final Report Due Mar 2
	Expo (8th hour and 5:00 PM) Mar 16 *OR* 23

Overview

The Personal Project is intended to be the capstone of the Middle Years Programme. You are expected to utilize your skills and knowledge to create a challenging project of personal interest.

The following is from the *Middle Years Programme Personal project guide*.

> The inquiry process in MYP projects involves students in a wide range of

activities to extend their knowledge and understanding and to develop their skills and attitudes. These student-planned learning activities include:

- deciding what they want to learn about, identifying what they already know, and discovering what they will need to know to complete the project

- creating proposals or criteria for their project, planning their time and materials, and recording developments of the project

- making decisions, developing understandings and solving problems, communicating with their supervisor and others, and creating a product

- evaluating the product and reflecting on their project and their learning.

In other words, the Personal Project requires you to formulate a project, do it, then evaluate it. Throughout the process you must clearly articulate both your product goal and learning goal, develop and detail your project's criteria for success, record your thoughts and actions and then evaluate the final product and your efforts.

This project is an opportunity for you to improve and refine your skills in an area where you already have experience, or it could be the impetus for you to try something which you think you will enjoy but have never attempted. Setting the goal is explained on page 25 of the *Middle Years Programme Personal project guide*:

The overall goal for the personal project consists of two interrelated parts: a product and a learning goal. The product is what students will create and the learning goal is what they want to learn. While some students might begin the goal-setting process with a product in mind, other students will begin with a learning goal from which they will decide what kind of product to pursue. The learning goal that students begin with could lead to a variety of different products, just as a product could relate to a variety of learning goals.

[Personal Project Curriculum Development Report June 2020](#)

Setting a Project Goal

In addition to challenging yourself, it is important that you choose a project that you find engaging and rewarding. While it may not be fun at every stage, if you do not enjoy working on and completing different portions of your project then you probably chose the wrong project. If you choose your project well, you will possess something of lasting value to you, your family and your friends.

In collaboration with your Personal Project instructor, you will develop a project goal that is both intriguing and appropriately challenging for you. While we want everyone to successfully achieve their project goals, you are encouraged to reach for something that may be beyond your current capabilities. Falling short on an ambitious project can be more valuable than completing an easier project. Just as important as the final product itself is the clear demonstration of planning, thought, effort and reflection in both the documentation of your work and your Final Report.

Most Personal Projects are done independently, but it is acceptable to work on a group project. If your project involves other people it is essential that you clearly define your portion of the project. When documenting your work and writing the Final Report you will focus on your contributions and your use of social skills in working with your partner(s).

Setting a Learning Goal

You are required to establish a Learning Goal which you will focus on throughout the project. Some students may start with a Product Goal while others might start with the Learning Goal.

For example, if you have already decided on a Product Goal of "building a skateboard" you could choose from a variety of Learning Goals such as: refining your woodworking skills, understanding the effects of different materials on durability and flexibility or investigating artistry in skateboard design and decoration.

Perhaps you start with the Learning Goal of "creating and running a club." You might then develop a Product Goal to start a poetry club, a gaming club or a scrapbooking club. You could instead decide that your product will be to produce a series of instructional videos teaching others how to start their own club.

In developing your Learning Goal, you may find it useful to choose a **Global Context** in one of the following areas: Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalization and Sustainability, or Fairness and Development. The purpose of choosing a Global Context is to help focus your efforts toward an overall goal. Further clarification and supporting materials on the Global Contexts

will be presented in class by your advisor.

Research is a crucial component in addressing your Learning Goal. You should use the experiences and advice of others to create a more successful project while avoiding difficulties where possible. Much of your learning can come from a variety of research.

Existing Sources: Someone else has created something that is similar to the project you are considering.

Example: You plan to create a series of cooking videos for the project. "Existing Sources" could include not only other people's cooking videos but any
demonstration video.

Primary Sources: You create your own data through your own experimentation and practice.

Example: You apply different types of stain on different types of wood and document the similarities and differences.

Secondary Sources: Any information from web sites, books/magazines, interviews, etc...

Examples: You read/watch and take notes from textbooks, journals, databases, magazines, online videos, etc...

Documenting Your Progress

Throughout your project you are required to document your thinking, research, action, collaboration, problem-solving, etc... For most students, the most efficient way to do this is to keep a portfolio (Process Journal). There is no required format for this documentation (writing in a spiral notebook, making entries in a Google Doc, entering data in a spreadsheet, making audio or video recordings, etc...). While this documentation serves as proof of the time you've spent on your project, it should also be useful as a means to collect your thoughts, problem solve and formulate new possibilities for your project.
You are required to make regular documentation submissions to your teacher, and you must turn in all of your documentation at the end of the project.

In addition to keeping accurate records of your thoughts and actions, <u>it is crucial that you document all collaboration with your instructor throughout the process.</u>

Creating an Action Plan

Before you begin work on your chosen project, you need to create success criteria for your project. This needs to be a comprehensive device which you can use to evaluate how successful your project was.

You also need to generate a comprehensive list of the materials needed and plan out any components of your project for which you will need the cooperation or permission of others. It is important that you give potential volunteers or businesses/institutions plenty of notice regarding what you need them to do for you.

Finally, you will need to organize a schedule for working on your project. The recommendation is 25 hours (one hour per week)--which includes the completion of your Final Report. That said, every project is different in terms of when it can be worked on and for how long during each session. Most people will not realistically follow a long-term schedule perfectly, but having it as a guide can be helpful in motivating you to stay on top of your project.

ATL Skills

The five Approaches to Learning (ATL) skills are: Research, Thinking, Communication, Social and Self-Management. These skills will continue to be stressed in Core Advisory class throughout the year. <u>The application of them to your project is so significant that ⅓ of the grading criteria for the Final Report is devoted to them.</u> As you will see in the Criterion B rubric, you need to discuss in depth how at least one of the ATL's informed your Product Goal and how at least one of the ATL's informed your Learning Goal.
While it would be impossible to develop, complete and evaluate a project without using most (if not all) of the ATL skills, it is important that you purposefully consider and apply them throughout your project.

The Final Report

The personal project itself is the thing you should enjoy and take pride in, but your work and its documentation that will ultimately make up the Final Report is where the bulk of your grade comes from over the course of this project.

Your Final Report will be scored using Criteria A, B and C, located at the end of this document. A useful overview of what is expected for each Criteria and examples of how that might look can be found on pages 28 and 29 of the *Middle Years Programme Personal project guide.* Please note the expectation that each criterion will be supported by specific evidence and detailed examples. It is crucial that you document and save this material throughout the project.

In addition to the essay, you have been given a variety of audio and video options for the final report. While your Final Report may be entirely in essay format, you do have the option of submitting audio and/or video materials as part of the report. For many students, submitting a recording which displays and discusses the features of your Final Product may be more effective than discussing them in essay form. These options will be explored in class over the course of the project.

The final pages of this handbook show the Personal Project Criteria rubrics. They can also be found in the *Middle Years Programme Personal project guide*

Presentation of the Final Product

Although some projects may not be "done" in the view of the creator, your discussion of meeting your Product Goal and Learning Goal will be based on the state of your project on that date.

The final grade for your Personal Project is displaying and presenting it to City students during 8th Block and again in the evening during the Personal Project Expo. This will give City students, friends and family a chance to see all the projects. All students are required to stay with their projects to discuss how they were completed, what they are proud of, what the challenges were, and what advice they would give to someone who thinks they want to create something similar. Students who do not present their project during 8th Block AND during the evening event will have to write a 500-word, 3-source minimum research paper about the Personal Project Expo they missed. Any student who misses EITHER 8th-Block or the Evening presentations (but is present for one of them) will also write a research paper—but with 250-word and 2-source minimum requirements. The research paper assignment is NOT a punishment. It is a make-up assignment which is designed to take as much time and effort as presenting at the Expo. Be sure to notify your teacher if you can't attend either presentation event.