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**Introduction- Personal Project**

The Personal Project is an important culminating project representing your time in the IB Middle Years Programme. The IB MYP starts in the 6th grade (year 1) and ends in the 10th grade (year 5). This is your opportunity to showcase the skills you have developed and apply them to an issue or topic that is interesting to you.

You will develop a goal/topic that is interesting and relevant to you, research the goal/topic thoroughly, create a product, keep a journal in which you reflect on the process of learning about and creating your product, and create a report, written or visual, to show the project process. Finally, you may be recommended to share your product and process with the NAHS community in the annual IB Showcase.

The majority of the Personal Project will be completed independently outside of school. You are expected to spend an extended period of time working on the project. There will be 3 meetings with an advisor to support you on your journey during advisement; however, you may schedule other meetings with your advisor as needed.

The journal entries will be assessed during 1st semester as a Formative assessment for core courses and the product and final report will be assessed during 2nd semester as a Summative assessment for core courses. The product and final report will be assessed using the 4 criteria: Investigating, Planning, Taking Action, and Reflecting.

**Personal Project Requirements- 4 parts**

<table>
<thead>
<tr>
<th>The Goal: The goal must be highly challenging and allow you to challenge your knowledge, skills, and techniques. You will use the acronym SMART-PI to develop your Goal Statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Product: The product is physical evidence of your learning. It can be in various formats. Your selected products will be on display during our IB Showcase.</td>
</tr>
<tr>
<td>The Process Journal: This is a record of your progress through the project. You will choose at least 10 extracts to show your progress, reflection, and demonstration of ATL skills.</td>
</tr>
<tr>
<td>The Project Report: The report may be written or virtual and will allow you to show your process through the Personal Project. This report is in addition to your process journal and product.</td>
</tr>
</tbody>
</table>
Assessment

The Personal Project is a journey which is reflected in the 4 Assessment Criteria on a scale of 0-8. The Personal Project report will make up your final grade for the Personal Project during 2nd semester for all core classes. Your project report will act as proof of the process, along with copies of specific journal entries and your product. Your project is graded holistically, meaning your supervisor will look at all components together, and will rate your project according to the IB Personal Project rubric. It is important that you refer to these criteria throughout the year (See Appendix B).

| Criteria A (Scale 0-8) | Investigating | i. Define a clear goal and global context for the project, based on personal interests
|                       |               | ii. Identify prior learning and subject-specific knowledge relevant to the project
|                       |               | iii. Demonstrate research skills
| Criteria B (Scale 0-8) | Planning      | i. Develop criteria for the product/outcome
|                       |               | ii. Plan and record the development process of the project
|                       |               | iii. Demonstrate self-management skills
| Criteria C (Scale 0-8) | Taking Action | i. Create a product/outcome in response to the goal, global context and criteria
|                       |               | ii. Demonstrate thinking skills
|                       |               | iii. Demonstrate communication and social skills
| Criteria D (Scale 0-8) | Reflecting    | 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

The Personal Project raw total score will be converted into an IB MYP grade using the IB Boundary Scales. The IB MYP grade will then be converted into a traditional numerical grade and recorded as a Summative grade for all core courses.

<table>
<thead>
<tr>
<th>Raw Score (IB Boundaries)</th>
<th>IB MYP grade</th>
<th>Traditional Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>28-32</td>
<td>7</td>
<td>100</td>
</tr>
<tr>
<td>24-27</td>
<td>6</td>
<td>94</td>
</tr>
<tr>
<td>19-23</td>
<td>5</td>
<td>88</td>
</tr>
<tr>
<td>15-18</td>
<td>4</td>
<td>82</td>
</tr>
<tr>
<td>10-14</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>6-9</td>
<td>2</td>
<td>70</td>
</tr>
<tr>
<td>1-5</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The Personal Project Components | How it is assessed
---|---
Report | The content of the report assessed using all four criteria
Goal/ Topic | Evident within the presentation/report and assessed with Criteria A - Investigating
Process Journal | Evident within the report as a selection of 10 extracts in the appendices of the report and assessed with all four criteria
Product | Evident within the presentation/report and assessed with Criteria C and D

Personal Project report will make up your final grade for the Personal Project during 2nd semester. Your project report will act as proof of the process, along with copies of specific journal entries and your product. Your project is graded holistically, meaning your supervisor will look at all components together, and will rate your project according to the IB Personal Project rubric. Below is the breakdown by semester.

<table>
<thead>
<tr>
<th>1st semester grade (100 points possible)</th>
<th>2nd semester (MYP grade converted to numerical grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ManageBac - Personal Project Proposal - 25 points</td>
<td>1 conference with advisor (not assessed)</td>
</tr>
<tr>
<td>2 conferences with advisors - 15 points each</td>
<td>Final report and product</td>
</tr>
<tr>
<td>Journal entries (10 entries) - 2 point each</td>
<td>* Late final report/ product penalty = 5 points per week</td>
</tr>
<tr>
<td>Student and Parent Acknowledgment form - 25 points (Appendix A)</td>
<td></td>
</tr>
</tbody>
</table>

The Role of the Advisor

Your advisement teacher will guide you through all the stages of your project. This teacher is going to be there to support you and offer you advice. You will meet with your advisor during most advisements; however, you should email and/or meet with your advisor outside of advisement. Remember, the majority of your project will be completed outside of school by you.

Specifically, your supervisor will provide, but not limited to the following support as you work on your personal project:

- Guide you on your choice of personal project
- Approve your Personal Project Proposal via ManageBac
- Provide at least 3 conferences to discuss progress of project and complete in ManageBac
- Communicate via email to discuss your personal project
- Assess your completed report according to MYP Personal Projects Criteria

North Atlanta High School MYP Personal Project Student Guide 2017-2018 (updated 7/31/18)
If you need additional help or have questions, make sure you let your advisor know. If you need additional support, contact Dr. Showers (6153).

**The Role of the Student**

**Remember, the majority of your project will be completed outside of school by you.** You may ask experts related to your topic, family members, and/or other teachers to help you complete your project. However, each project should be completed individually and contain originally work. It is your responsibility to:

- create your goal
- research materials
- complete journal entries
- maintain your timeline
- communicate with advisor
- ask for help and support
- utilize Managebac and weebly site
- complete Academic Honesty Form
- obtain conferences
- remain organized
- create product
- complete your final project
- prepare for presentation
- extend your knowledge
- refer to the Personal Project Guide
- develop ATL skills

**MYP Final Report Format**

Your report can vary in format depending on the resources you have and your own interests. You also need to consider your learning preferences and your strengths. Your final report must address all strands of all four assessment criteria. It is so important that, regardless of which format you choose, that you communicate **clearly and concisely** in order to reach the highest grade possible.

Possible formats and languages are:

<table>
<thead>
<tr>
<th>Format</th>
<th>Length</th>
<th>File Size (and format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>1,500-3,500 words</td>
<td>20MB (PDF)</td>
</tr>
<tr>
<td>Visual (film)</td>
<td>13-15 minutes</td>
<td>500MB (FLV, M4V, MOV or MP4) Flash drive only</td>
</tr>
</tbody>
</table>

**Languages**

- English
- French
- Spanish

*If your report is written in French or Spanish, you must seek approval from Dr. Showers before you submit your personal project proposal.

A **written report** aims to inform and explain the process of the personal project in a concise and succinct form and must consists of sections with subheadings. Students must ensure that the report meets the assessment criteria and is well-structured.
A **visual report** is usually a short film where the student addresses the key moments of his or her personal project, informed by the entries in the process journal. The short film must be structured in a manner that demonstrates his or her achievements in the development of the personal project. Planning and time allocation for the filming process and subsequent editing should be taken into account from the outset.

**Approaches to Learning**

ATL skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. The ATL skills are organized into 5 categories (Communication, Social, Self-Management, Research, and Thinking). The categories are organized into clusters and strands. For the Personal Project, you should focus on 1 strand from the specific clusters that correlate to Communication, Social, Self-Management, Research, and Thinking skills throughout your project. You should refer to the Approaches to Learning (ATL) skill strands and reflect on the development of the strands in process journal and project. Refer to Appendix C to review strands related the specific categories.

**Reflection**

To produce a successful final report, you really need to reflect in a meaningful way. Your reflection needs to be on-going throughout your project. Use reflection to:

- Better understand your learning journey
- Recognize how your research as impacted your work
- Demonstrate how you have used and developed the ATL skills learned through the project

Your process journal is the best way to be sure you are reflecting throughout the personal project process. There are guiding questions that will help you reflect; however, you can add more reflections to your journal.

**Technology and Online Support**

You will have access to two important sites to support your success with your project: ManageBac (www.northatlanta.managebac.com) and the MYP weebly website (www.ibmynorthatlanta.weebly.com). Please use the online support in the following ways:

<table>
<thead>
<tr>
<th>ManageBac</th>
<th>Weebly site</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Process Journal (optional)</td>
<td>✓ Videos</td>
</tr>
<tr>
<td>✓ Student guide</td>
<td>✓ Student guide</td>
</tr>
<tr>
<td>✓ Work shop dates</td>
<td>✓ Workshop dates</td>
</tr>
<tr>
<td>✓ Due dates (Calendar)</td>
<td>✓ Due dates</td>
</tr>
<tr>
<td>✓ Parent Notification Form (25 pts)</td>
<td>✓ Parent Notification Form (25 pts)</td>
</tr>
<tr>
<td>✓ Resources/ Documents</td>
<td>✓ Resources/ Documents</td>
</tr>
<tr>
<td>✓ Post comments</td>
<td>✓ Personal Project ideas</td>
</tr>
</tbody>
</table>
Personal Project proposal
Complete the Academic Honesty Form

Academic Honesty

This is YOUR Personal Project. All work must be original. Any outside research needs to be cited in MLA format. You will submit an academic honesty form from ManageBac with your project paper (Appendix E). If you have any questions about how to properly cite information, see your supervisor, English teacher, Dr. Showers (6153), media specialist, or public librarian. Please avoid plagiarism!
Getting Started

Now that you have a general overview of the MYP Personal Project, please follow the steps and timeline below in order to complete a successful project. **Most steps have a corresponding journal entry you must address in your journal.** Remember, you must add additional journal entries. **Journal entries must be at least 200-300 words each.**

**Step 1: Student and Parent Acknowledgement Form (25 points), Introduction Video, and Preview General Timeline**

Review the Introduction video found on the weebly or ManageBac site with your parent or guardian. Also, preview the general timeline (Appendix D). Both you and your parent must initial and sign the student and parent acknowledgement form (Appendix A). Submit to your advisor.

**Step 2: Determine Your Process Journal and Your Personal Project format**

The process journal is an important component in your personal project. It is an opportunity for you to plan and reflect, to take notes, and to document your research. It is important to add visuals such as: pictures, charts, or diagrams. **You can keep your journal in ManageBac, a notebook, Word document or online as a website or blog.** If you are keeping an online journal, you must be able to show your website to your supervisor and print your journal entries for your final report. These will serve as documentation for the grading criteria.

<table>
<thead>
<tr>
<th>The process journal is:</th>
<th>The process journal isn’t:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ used throughout the project to document its development</td>
<td>✓ used on a daily basis (unless this is useful for you)</td>
</tr>
<tr>
<td>✓ an evolving record of intents, processes, accomplishments</td>
<td>✓ written up after the process has been completed</td>
</tr>
<tr>
<td>✓ a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</td>
<td></td>
</tr>
<tr>
<td>a place for recording interactions with sources, for example teachers, supervisors, external contributors</td>
<td></td>
</tr>
<tr>
<td>✓ a place to record selected, annotated and/or edited research and to maintain a bibliography</td>
<td></td>
</tr>
<tr>
<td>✓ a place for storing useful information, for example quotations, pictures, ideas, photographs</td>
<td></td>
</tr>
<tr>
<td>✓ a means of exploring ideas and solutions</td>
<td>✓ additional work on top of the project; it is part of and supports the project</td>
</tr>
<tr>
<td>✓ a place for evaluating work completed</td>
<td>✓ a diary with detailed writing about what was done</td>
</tr>
<tr>
<td>✓ a place for reflecting on learning</td>
<td>✓ a static document with only one format</td>
</tr>
<tr>
<td>✓ devised by the student in a format that suits your needs</td>
<td></td>
</tr>
<tr>
<td>✓ a record of reflections and formative feedback received.</td>
<td></td>
</tr>
<tr>
<td>✓ A place to demonstrate your group in your selected ATL skill.</td>
<td></td>
</tr>
</tbody>
</table>
Choose a format based on your resources, interests, learning preferences, and strengths. Your final report must address all strands of all four assessment criteria. It is so important that, regardless of which format you choose, that you communicate clearly and concisely in order to reach the highest grade possible.

Possible formats and languages are:

<table>
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</tr>
</tbody>
</table>

Languages*

- English
- French
- Spanish

*If your report is written in French or Spanish, you must seek approval from Dr. Showers before you submit your personal project proposal.

**Step 3: Brainstorming Ideas and Journal Entry**

It’s time to brainstorm ideas for your personal project. Use the questions below to determine your interest, activities and ideas to determine your project. Record your thoughts in your journal.

- What are the things I am involved in or do at school, with clubs or social groups?
- What are the things I enjoy doing for relaxation or fun?
- What are the most important things to me?
- What are the things I think people my age are concerned about?
- What are the things I think people around my community, city, nation, or world are concerned about?

**Step 4: Determine your Goal and Journal Entry**

One of the most important components of your Personal Project is your goal. You should develop a goal that you can accomplish, but challenges your knowledge, skills or techniques in an appropriate way. Your goal should be SMART-PI: specific, measurable, attainable, relevant, time-based, determines your product/outcome, and inspirational.

<table>
<thead>
<tr>
<th>S</th>
<th>Specific: Clearly outline what you want to achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Measureable: How will you know when you have achieved the goal? When do you know when to stop?</td>
</tr>
<tr>
<td>A</td>
<td>Attainable: Make sure it is possible to finish/complete what you started. Do you have the resources?</td>
</tr>
<tr>
<td>R</td>
<td>Relevant: Everything in the goal must be relevant to the Personal Project</td>
</tr>
<tr>
<td>T</td>
<td>Timely: Can you finish this in the time given? Will it keep you busy enough?</td>
</tr>
<tr>
<td>P</td>
<td>Product: Your product directly relates to your goal</td>
</tr>
</tbody>
</table>
I | **Inspired**: What is inspirational? What drives you? Where did your ideas come from?

Review the Weak, Challenging and Highly Challenging Goals below.

<table>
<thead>
<tr>
<th>Weak Goal</th>
<th>Challenging Goal</th>
<th>Highly Challenging Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student takes pictures of his or her neighborhood.</td>
<td>A student documents his or her self-taught skills of photography.</td>
<td>A student researches photography techniques to create a photo essay about the relationship between young and old members of my community.</td>
</tr>
<tr>
<td><strong>Topic</strong>: Photography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student will create a cook book.</td>
<td>A students will document his or her journey learning new and specific culinary skills in a documentary.</td>
<td>A student researches food of unique cultures and will fuse the two cultures to create 10 new dishes/recipes through a film diary.</td>
</tr>
<tr>
<td><strong>Topic</strong>: Cooking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student wants to use recyclable material.</td>
<td>A student creates a durable bag using recyclable material.</td>
<td>A student researches how to create hand bags out of recyclable material, creates a website, and displays bags in neighborhood art show.</td>
</tr>
<tr>
<td><strong>Topic</strong>: Recyclable Material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student wants to show create a video about a favorite sport- baseball.</td>
<td>A student creates a video about trying a new style of pitching.</td>
<td>A student researches various styles of pitching ad creates a video of challenges and success of learning a style of pitching during a baseball season.</td>
</tr>
<tr>
<td><strong>Topic</strong>: Baseball</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Record your SMART- PI goal in your journal. Answer the following questions: What makes your goal highly challenging? Why are you excited about your possible topic? What prior knowledge do you have about your topic? What don’t you know about your topic? Who will you help you complete your project?

**Step 5: Determine your Approaches to Learning Skill and Journal Entry**

For the Personal Project, you should focus on 1 strand from each of the specific clusters that correlate to Communication, Self-Management, Research, and Thinking skills throughout your project. Review Appendix C and choose your skills you would like to demonstrate through your project. Record your strands in your journal; be sure to explain why you chose each strand.

**Step 6: Determining your Global Context, Inquiry Question, and Journal Entry**

Inquiring into a topic through a global context enables you to develop a deeper understanding of both the topic and how it relates to the real world. The selected global context will inform the questions that you will ask as you develop your personal project. The global context will help
you explain why your project matters. The Global Context will help you answer the following questions:

- What do I want to achieve through my personal project?
- What do I want others to understand through my work?
- What impact do I want my project to have?
- How can a specific context give greater purpose to my project?

**You will choose one Global Context to address in your project.** Review the Global Context and Project Example Chart below:

<table>
<thead>
<tr>
<th>Global Context</th>
<th>Examples of personal projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identities and relationships</strong></td>
<td>• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying</td>
</tr>
<tr>
<td>This global context helps you look at what makes you different from others and what you share with others.</td>
<td>• How online identities impact offline relationships; a research essay</td>
</tr>
<tr>
<td><strong>This is a starting point for understanding other people in your community and beyond.</strong></td>
<td>• Keeping culinary traditions; a video series following family recipes with historical relevance</td>
</tr>
<tr>
<td>Strands: (choose one)</td>
<td>• The effect of mass media on teenage identity; a short film</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Orientation in space and time</strong></td>
<td>• The Euclidean space perspective of the universe; a 3D model</td>
</tr>
<tr>
<td>This global context is not just about studying the time and place of an event. It also means looking at how the event has made an impact on personal as well as global history.</td>
<td>• Explorers in search of a new world; immigration over the ages through visual texts</td>
</tr>
<tr>
<td><strong>For this global context, you will explore the question: How can understanding the &quot;when&quot; and &quot;where&quot; of events help you to understand the world in which you live today?</strong></td>
<td>• The Mayflower and the dream of religious freedom; a personal family history</td>
</tr>
<tr>
<td>Strands: (choose one)</td>
<td>• Charting a family history through archives and a representational statue</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
### Personal and cultural expression
This global context is about creativity and forms of expression. It is also about seeing things from different points of view.

**For this global context, you will explore the questions:** What does it mean to be creative? What are some ways you can express yourself, your culture, your ideas and beliefs?

**Strands:** (choose one)

- 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.

- Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture
- The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers
- Culture and self-expression through dance at the local community arts centre; a performance

### Scientific and technical innovation
This global context is important because science and innovation help you adapt to the world. Scientific inquiry into the natural world helps you understand your world and the impact you have on it.

**For this global context, you will explore the questions:** What impact does the natural world have on you? What impact do you have on the natural world?

**Strands:** (choose one)

- 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.

- Nano fibres build stronger bikes; a prototype bike with nano fibres
- What’s the matter with the anti-matter?; an informational talk
- Why are genetics and genomics important to my health?; a media presentation
- Can stem cells replace organ transplants?; an investigative report

### Globalization and sustainability
This global context is about how concerned we are worldwide, how we make decisions about global

- The struggle for water in developing countries; an awareness campaign
issues and how we can act in a responsible way to make the world a better place.

For this global context, you will explore the questions: How are people connected and how does this impact me? How can our way of life and the systems we have in place last long term?

Strands: (choose one)

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

- The impact of the financial crises of Europe and the European Economic Community on the United States; a visual presentation
- Education as the tool to change the future of Peru; a workshop for adults
- The role of the developing countries in protecting the tropical rain forest; a collection of slides

Fairness and Development

This global context addresses the nature of conflict and peace and how they both relate to the issues of fairness and sustainability.

Strands: (choose one)

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.

- Supporting fair trade: Cocoa trade in Ghana; an awareness campaign for our school restaurant/cafeteria to promote fair trade
- Open-market economies and their role in fair trade; a talk for students
- Exploring the intersections of race and inequality; a radio broadcast
- Asylum seekers and their right to live like us; a painting

Record your answer to the following questions in your journal: What is your global context? Why did you choose this global context? What is the relationship between the goal and the global context? What might you or other people learn from this project? How can your project better the lives of others? What question are you hoping to answer by doing the project? (This is your Inquiry question)

Step 7: Product and Criteria and Journal Entries

Once you know your topic, goal, and Global Context, it is time to think about how you will share your learning.

The product is physical evidence of your learning. The product is how you show people what you have investigated. It can be in various formats. Remember your product is different from your report. Possible products outcomes are:
<table>
<thead>
<tr>
<th>Model</th>
<th>Play or performance</th>
<th>photographs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Photo essay</td>
<td>Music video</td>
</tr>
<tr>
<td>Film (7 min)</td>
<td>Audio recording</td>
<td>Website</td>
</tr>
<tr>
<td>Original work of art</td>
<td>Science experiment</td>
<td>Literary fiction</td>
</tr>
<tr>
<td>Invention</td>
<td>Community service group</td>
<td></td>
</tr>
</tbody>
</table>

Record your answers to the following questions in your journal: What do you want to create? Write about how you could show your learning. Are you leaning more toward one idea over another? What types of resources would you need? Are there other people who could help you? Remember, you can create a product, like a painting or a website. You can also write an essay, or put on an event. Whatever you decide, make sure it is challenging, but possible given your resources.

Record your answers to the following questions in your journal: Once you determine your product, you need to determine your criteria for success. How will you know your project was a success? What criteria will you set for yourself? For example, if you are creating a website, one criterion could be based upon the number of people that leave comments on your site. You can consider your website a success if people are engaging with your content and leaving comments. You can use the sentence starter: “I’ll know I’ve done a good job if__________” as a starting point. You must have at least 4 criteria items for your product.

Review the example below:

A student documents his or her neighborhood through a photography exhibition.
- A clear artist statement explaining your vision and purpose and how they are reflected in your photographs
- Aim to answer the question: What cultural identity does my community reflect?
- A minimum of 10 photographs that reflect your vision and interpretation of your community’s culture and identity
- Each photograph must fulfill aesthetic criteria: appropriate use of shadow and light, color, focus, composition

**Step 8: Completing your Personal Project Proposal in ManageBac**

Now you are ready to fill in your personal project proposal in ManageBac. Here is an example of the topic, inquiry question, global context, and criteria put together:

**Topic:**
Fitness

**Inquiry Question:**
How can I help teens get healthier?

**Global Context:**
Identities and Relationships

North Atlanta High School MYP Personal Project Student Guide 2017-2018 (updated 7/31/18)
Goal:
I will research health and personal fitness in order to order to design a 10 day fitness program for teens.

Possible Criteria:
I know I did a good if….
My program is founded in research
My program includes examples of healthy meals
My program includes a training schedule
My program keeps teens interested

Step 9: Journal Entry, Advisor Approval, and Conference with Advisor #1 (15 points)
After you complete your personal project proposal, you must have your first conference. Your first conference will be recorded by you or your advisor on your Academic Honesty form in ManageBac. On this document, record your progress and the nature of your discussions with your supervisor.

Record the answers in your journal and Managebac and be prepared to discuss the following questions with your advisor during your conference:

1. What is the goal for your Personal Project? How is it a SMART-PI? Explain how your goal is challenging or highly challenging.
2. Are there any suggested changes?

Step 10: Developing Action Plan, Resources, and Journal Entry
Determine the steps you will take to complete goal. Be very specific. These steps may change, but you should reveal those changes as you reflect in your journal. Create your own project timeline, action plan or chart to show:
✓ The order in which tasks need to be done
✓ The time needed to complete a particular task
✓ Events that will affect your ability to complete a task (assessments, holidays, exams, etc.)
✓ Specific steps you will need to take to finish that task.

Record your action plan for your product in your journal. Write a list of steps you need to take in order to make your vision a reality. Include any materials or other resources you may need.

Step 11: Resources and Planning Research and Journal Entry
As you begin your project, prior knowledge will influence your work; however, you must show evidence of new learning throughout your project. Prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project. Therefore, research will be a necessary component of your project’s process.
The number and type of resources will vary depending upon the nature of your project; however, to reach the highest levels of achievement through investigating, you must select a range of sources and a variety of source types. You must have at least 3 sources cited correctly in your report and bibliography page—MLA format.

Available sources may include: subject-area content, significant people, survey data, published media, internet resources (providing a variety of resources), video or audio recordings, and images.

**Review the example below:**

A student documents his or her neighborhood through a photography exhibition. Here are the types of research the student may use:

- ✓ Research important community events and their relationship to the community’s culture
- ✓ Research the aesthetics of photography
- ✓ Make a calendar of the events you plan to attend in the community
- ✓ Interview community members

**Record the following in your journal:** Identify the central focus of your research. What exactly are you hoping to learn/prove through collecting this information? Identify 3 different sources you will use to find information. These can be credible websites, books, databases, interviews, works of art, etc. Identify any places you will need to go in order to find information, such as the library or museum.

**Step 12: Journal Entry and Conference with your Advisor #2 (15 points)**

At this point, you should have developed your goal and started your research. Your 2nd conference will be recorded by you or your advisor on your Academic Honesty form in ManageBac. This document records your progress and the nature of your discussions with your supervisor.

Record the answers in your journal and ManageBac and be prepared to discuss the following questions with your advisor during your conference:

1. Based on the research, how has your research shaped your knowledge about your topic and goal?
2. How has this new knowledge influenced your ideas about your product or outcome?

**Step 13: Continue Reflecting in your Process Journal and Following your Action Plan to Create your Product**

Be sure to reflect on and describe how you have used and are developing your selected strands of the ATL skills—Self-Management Skills, Thinking Skills, and Communication/Social Skills.
Remember: you need at least 10 journal entry extracts to accompany your report.

Be sure to take pictures of your process for creating your product. Make sure you are keeping your criteria in mind as you are creating your product. You will have to present your product to your class and/or the IB Showcase; therefore, make sure your product connects to your goal. Reflect on how your product changes in the process.

**Step 14: IB Rubric, Process Journal Reflection, and Adding more Journal Entries**

At this point, you should review the IB rubric (Appendix B) again before you begin writing your report. Use the chart below to add journal entries in your process journal. This will insure you don’t leave anything out and provides you with extracts you will need later to support your report.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>My Criteria:</td>
<td>Product:</td>
<td>Evaluation:</td>
</tr>
<tr>
<td>✓ Why?</td>
<td>✓ How were they developed?</td>
<td>✓ Pictures of the development of the product as well as the final version</td>
<td>✓ Be thorough</td>
</tr>
<tr>
<td>✓ How is it challenging?</td>
<td>✓ Who is my target audience? Why?</td>
<td>✓ Notes/explanations to go with the pictures</td>
<td>✓ Strengths?</td>
</tr>
<tr>
<td>✓ What are your next steps?</td>
<td>✓ Are they rigorous?</td>
<td>Thinking skills:</td>
<td>✓ Weaknesses?</td>
</tr>
<tr>
<td><strong>Global Context:</strong></td>
<td>My Plan:</td>
<td>✓ Evidence of skills</td>
<td>✓ What would you change?</td>
</tr>
<tr>
<td>✓ Why this one?</td>
<td>✓ Give an overview</td>
<td>Communication/social:</td>
<td>✓ Don’t try to hide an area of weakness—use it to your advantage—reflect upon it!</td>
</tr>
<tr>
<td>✓ How is your understanding of it changing (this is ongoing and needs to be fairly sophisticated)</td>
<td>✓ Show it!</td>
<td>✓ Who did you collaborate with?</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge:</strong></td>
<td>✓ How am I managing my time?</td>
<td>✓ Who did you interview?</td>
<td></td>
</tr>
<tr>
<td>✓ What don’t you know?</td>
<td>✓ How are things developing? (this needs to be stated a few times)</td>
<td>✓ What new social skills did you learn?</td>
<td></td>
</tr>
<tr>
<td>✓ What do you already know?</td>
<td>✓ Self-management:</td>
<td>✓ What was difficult?</td>
<td></td>
</tr>
<tr>
<td>✓ Which subjects are you relying on for knowledge and understanding?</td>
<td>✓ How am I managing the work?</td>
<td>✓ Where is the proof of your work with your supervisor?</td>
<td></td>
</tr>
<tr>
<td><strong>Show your research!</strong></td>
<td>✓ What am I doing well?</td>
<td>✓ Evaluation:</td>
<td></td>
</tr>
<tr>
<td>✓ Who and Why Notes</td>
<td>✓ What am I struggling with?</td>
<td>✓ Be thorough</td>
<td></td>
</tr>
<tr>
<td>✓ How did it change your perspective?</td>
<td>✓ What are the solutions?</td>
<td>✓ Strengths?</td>
<td></td>
</tr>
<tr>
<td>✓ Source analysis</td>
<td>✓ ATL reflection</td>
<td>✓ Weaknesses?</td>
<td></td>
</tr>
</tbody>
</table>

**Step 15: Writing your Final Report Outline**

The report should be presented with the following subheadings: Investigating, Planning, Taking Action, and Reflecting. Use the following questions to guide you as you create your outline; however, you must go beyond these questions by using the rubric:
Investigating
✓ What was your SMART goal?
✓ What made your goal a highly challenging goal?
✓ How did your personal interests influence the selection of your goal?
✓ What is your global context? Why did you select this global context?
✓ What is the relationship between your goal and the global context?
✓ What relevant prior knowledge did you have?
✓ What new understandings did you gain from your research?
✓ What sources did you use?
✓ How did you know they were credible? Accurate? Relevant? Objective?

Planning
✓ What were your criteria?
✓ Why did you select your criteria?
✓ What makes your criteria rigorous?
✓ Explain the step-by-step process and timeline you used as you worked to complete your project.
✓ Refer to specific process journal extracts you included in your appendix.
✓ How did you manage your time and resources effectively?
✓ What obstacles did you experience?
✓ How did you handle those obstacles?

Taking Action
✓ Describe the product/outcome that you created.
✓ How does your product/outcome reflect the SMART goal that you developed?
✓ How does your product/outcome reflect the global context you selected?
✓ Why did you choose to express your learning through your product/outcome?
✓ How did you collaborate throughout your project?
✓ How does your product/outcome reflect new ideas and different perspectives?

Reflecting
✓ How does your product/outcome meet each criterion that you developed?
✓ How can you transfer your newly learned knowledge to other areas of your life?
✓ How has completing the project extended your knowledge and understanding of your topic?
✓ How has completing the project extended your knowledge and understanding of the global context you selected?
✓ Which IB Learner Profile Attributes did you develop throughout the project?

Step 16: Writing or Creating your Final Report
The MYP personal project report demonstrates your learning throughout your project. Reflection and self-evaluation are a key component of your process journal entries and should be reflected in your project report.
Your Personal Project Report must:
- Show your engagement with your project
- Summarize the experiences and skills that you wrote about in your process journal.
- Be organized into identifiable sections following those of the Criteria:
  A. Investigating
  B. Planning
  C. Taking action
  D. Reflecting
- Include evidence for **ALL** the strands of all criteria.

**FORMAT:**

Your report can vary in format depending on the resources you have and your own interests. You also need to consider your learning preferences and your strengths. Your final report must address all strands of all four assessment criteria. It is so important that, regardless of which format you choose, that you communicate **clearly and concisely** in order to reach the highest grade possible.

<table>
<thead>
<tr>
<th>Format</th>
<th>Length</th>
<th>File Size (and format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written</td>
<td>1,500-3,500 words</td>
<td>20MB (PDF)</td>
</tr>
<tr>
<td>Visual (film)</td>
<td>13-15 minutes</td>
<td>500MB (FLV, M4V, MOV or MP4) Flash drive only</td>
</tr>
</tbody>
</table>

**Languages**

- English
- French
- Spanish

*If your report is written in French or Spanish, you must seek approval from Dr. Showers before you create your final report.

**STRUCTURE:**

You need to address **all** strands (bullet points) of **all** four assessment criteria. You need to make sure evidence of each strand is in the final report or you will not get credit for that strand. This is a piece of academic work, make sure it sounds formal.

Each criterion is worth the same amount so your report should address each one equally. Your title page, contents page, bibliography and any appendices do **not** count in your total number of words.
Refresh your memory about the criteria and the strands of the IB rubric in Appendix B.

ELEMENTS OF THE FINAL REPORT:
Regardless if you create a written final report or a visual final report, you must have the following elements in this order:

- Cover Page (Appendix F)
- Table of Contents
- Body of the report containing 4 distinct sections:
  - Investigating
  - Planning
  - Taking Action
  - Reflecting
- Bibliography in MLA format
- Appendices
  * Process Journal Extracts (see below)
  * Survey questions, interview questions
  * Graphs
  * Pictures of product (5)
- Academic Honesty Form printed from ManageBac and signed by you and your advisor

Further specifications:

<table>
<thead>
<tr>
<th>Written Final Report</th>
<th>Visual Final Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 pt font, Arial or Times New Roman</td>
<td>School appropriate music and visual</td>
</tr>
<tr>
<td>Single spaced or double spaced</td>
<td></td>
</tr>
</tbody>
</table>

Process Journal Extracts
You need to select a maximum of 10 extracts from your Process Journal to show how you have addressed specific strands of each criterion and specific strands of the ATL skills.

Make sure you refer to your extracts in the body of your report. If you have included something as an appendix, it must be talked about in the report.

Go through your process journal and mark entries that highlight specific ATL skills.

Step 17: Conference with your Advisor #3

After you complete your first rough draft, you must have your 3rd conference. Your 3rd conference will be recorded by you or your advisor on your Academic Honesty form in ManageBac. This document records your progress and the nature of your discussions with your supervisor. You should discuss and record a summary of the answer to the following questions:

Record the answers in your journal and ManageBac and be prepared to discuss the following questions with your advisor during your conference:
1. What have you learned about yourself during this process?
2. What successes or difficulties are you having with your paper?

**Step 18: Self-Assessment and Final Report Submission**

At this point, you are completing the finishing touches to your final report and product. Take the time to complete the self-assessment by using the Personal Project Rubric. What score would you give yourself for each criterion? Do you need to make changes?

**Step 19: Personal Project class presentation**

All students must present their products in class. You will utilize Appendix G as a guide for this presentation. You will not present your whole report, but a summary of your report and your completed product.
Appendices

Appendix A- Student and Parent Acknowledgment Form (25 points)

Student’s Name: ______________________________ Supervisor’s Name: ____________

As a tenth grader in the Middle Years Programme, your child is required to complete a Personal Project. In an effort to ensure successful completion of the Personal Project, we ask that you discuss the project and review the introduction video with your son/daughter and both you and your child initial the items below:

<table>
<thead>
<tr>
<th>Parent</th>
<th>Student</th>
<th>Acknowledgment statements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I viewed the Introduction video and discussed the Personal Project with my child.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I reviewed the Personal Project student guide (specifically the action steps, timeline, and journal prompts).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the project will entail the majority of work to be done on his/her own time outside of school.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand that my child must utilize the weebly website and ManageBac site and check for updates weekly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand that integrity and honesty will be upheld throughout the Personal Project. Any suspicion of plagiarism or dishonesty in any aspect of the Personal Project will result in a referral to the administrator.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand that North Atlanta High School is not responsible for all potential risks resulting from the Personal Project, and all claims arising from any financial obligation incurred, and damage, injury or accident suffered, while my child participates in the Personal Project.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand that components of the Personal Project will be recorded as a Formative assessment during 1st semester and the final project will be recorded as a Summative grade 2nd semester. Late final projects penalty is 5 pts per week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand that my child will not be able to participate the IB DP or IB CP program if he/she does not successfully complete the Personal Project with a 3 or higher MYP grade.</td>
<td></td>
</tr>
</tbody>
</table>

Parent/Guardian Name (Print) ____________________________
Student Name (Print) ____________________________

Parent/Guardian Signature ____________________________ Date ____________________________
Student Signature ____________________________ Date ____________________________

Parent email and Phone Number ____________________________
Student email address ____________________________
Appendix B- Assessment Criteria

Criterion A Investigating

Maximum:  8

In the personal project students should achieve the following:

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

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student has not achieved a standard described by any of the descriptors given below.</td>
</tr>
</tbody>
</table>
| 1-2               | 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               | 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               | 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. |
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 achieve the following:

i. develop criteria for the product/outcome

ii. plan and record the development process of the project

iii. demonstrate self-management skills

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors given below.</td>
</tr>
</tbody>
</table>
| 1-2               | 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               | 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               | 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               | i. create an excellent 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 achieve the following:

i. create a product/outcome in response to the goal, global context and criteria

ii. demonstrate thinking skills

iii. demonstrate communication and social skills

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors given below.</td>
</tr>
</tbody>
</table>
| 1-2               | 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               | 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               | 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               | 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 achieve the following:

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.

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Level Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors given below.</td>
</tr>
</tbody>
</table>
| 1-2               | 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 global context  
iii. present **limited** reflection on his or her development as an IB learner through the project. |
| 3-4               | 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 global context  
iii. present **adequate** reflection on his or her development as an IB learner through the project. |
| 5-6               | 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. |
| 7-8               | 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. |
Appendix C- Approaches to Learning

As an IB student, you are developing the following skills (Research, Self-Management, Social, Communication, and Thinking) as you become an independent thinker. Throughout your project paper, you should refer to the Approaches to Learning (ATL) skills as you reflect on the Personal Project process. You are responsible for identifying evidence that demonstrates their development of specific skills. Remember to choose 1 strand per cluster of the correlating ATL skill categories.

<table>
<thead>
<tr>
<th>ATL skills category</th>
<th>Strand (choose 1 per category)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>• Collect, record, verify, and use a range of sources/data.</td>
</tr>
<tr>
<td></td>
<td>• Identify primary and secondary sources.</td>
</tr>
<tr>
<td></td>
<td>• Compare, contrast and draw connections among resources.</td>
</tr>
<tr>
<td></td>
<td>• Seek a range of perspectives from multiple and varied sources to inform the project.</td>
</tr>
<tr>
<td></td>
<td>• Make connections between various sources of information, prior knowledge and subject-specific knowledge.</td>
</tr>
<tr>
<td></td>
<td>• Construct a bibliography according to recognized conventions appropriate for the task.</td>
</tr>
<tr>
<td><strong>Self-Management</strong></td>
<td>• Organize time and energy for a sustained period of time.</td>
</tr>
<tr>
<td></td>
<td>• Keep and use a weekly planner for milestones.</td>
</tr>
<tr>
<td></td>
<td>• Practise strategies to develop mental focus.</td>
</tr>
<tr>
<td></td>
<td>• Practise analysing and attributing causes for failure.</td>
</tr>
<tr>
<td></td>
<td>• Practise managing self-talk and positive thinking.</td>
</tr>
<tr>
<td></td>
<td>• Practise dealing with change throughout the project.</td>
</tr>
<tr>
<td></td>
<td>• Make plans that are logically sequential and efficient.</td>
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<tr>
<td></td>
<td>• Demonstrate persistence and perseverance.</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate strategies for organizing complex information.</td>
</tr>
<tr>
<td></td>
<td>• Select and use technology effectively and productively.</td>
</tr>
<tr>
<td></td>
<td>• Practise “bouncing back” after adversity, mistakes and failures.</td>
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<tr>
<td><strong>Communication and Social</strong></td>
<td>• Participate in, and contribute to, digital social media networks.</td>
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<td></td>
<td>• Read a variety of sources for information.</td>
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<tr>
<td></td>
<td>• Communicate information and ideas effectively to audiences using a variety of media and formats.</td>
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<tr>
<td></td>
<td>• (Give and) Act meaningfully on feedback received.</td>
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<tr>
<td></td>
<td>• Use intercultural understanding to interpret communication.</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate forms of writing and speaking for different purposes and audiences.</td>
</tr>
<tr>
<td></td>
<td>• Use a variety of media to communicate with a range of audiences.</td>
</tr>
<tr>
<td></td>
<td>• Use and interpret a range of terms and symbols.</td>
</tr>
<tr>
<td></td>
<td>• Paraphrase accurately and concisely.</td>
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<tr>
<td></td>
<td>• Preview and skim texts to build understanding.</td>
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<tr>
<td></td>
<td>• Work effectively with experts and/or supervisor.</td>
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<td></td>
<td>• Listen actively to other perspectives and ideas.</td>
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</tbody>
</table>
| **Thinking** | • Practise observing carefully in order to recognize problems.  
• Gather information strictly relevant to the project.  
• Draw reasonable conclusions and generalizations.  
• Evaluate and manage risk.  
• Consider ideas from multiple perspectives.  
• Identify obstacles and challenges.  
• Use brainstorming and visual diagrams to generate new ideas and inquiries.  
• Interpret data useful to the project.  
• Test generalizations, hypotheses and conclusions.  
• Revise understanding based on new information and evidence.  
• Make guesses, ask “what if” questions.  
• Apply existing knowledge to generate new ideas, products or processes.  
• Consider multiple alternatives, including those that might be unlikely or impossible.  
• Make connections between subject groups, prior learning and experiential learning.  
• Combine knowledge, understanding and skills to create products or solutions. |
## Appendix D General Timeline

<table>
<thead>
<tr>
<th>Advisement Date*</th>
<th>Action Steps and Items Due</th>
<th></th>
</tr>
</thead>
</table>
| **August 2018**  | **8/7** Intro to the Personal Project  
Step 1: *Student and Parent Acknowledgment Form (25 points) and Introduction Video*  
Step 2: Determine your Process Journal and format  
Step 3: Brainstorming Ideas and Journal Entry  
Step 4: Determine your Goal and Journal Entry  
Step 5: Determine your ATL skills and Journal Entry  
Step 6: Determine your Global Context, IQ, and Journal Entry  
Step 7: Product, Criteria, and Journal Entry | **Investigating** |
| **8/14**         | **9/11** Step 8: *Complete Personal Project Proposal in ManageBac (25 points)*  
Step 9: *Conference with Advisor #1 (15 points)* and Journal Entry  
Step 10: Developing Action Plan, Resources, and Journal Entry  
Step 11: Resources, Planning Research, and Journal Entry | **Planning** |
| **9/18**         | **10/16** Step 12: *Conference with Advisor #2 (15 points)* and Journal Entry | **Taking Action** |
| **October 2018** | **10/24** Step 13: Continue Reflecting and follow your Action Plan to Create your Product  
Step 14: IB Rubric, Journal Reflection, and adding more Journal Entries | **Reflecting** |
| **November 2018**| **11/3** Step 15: Writing your Report outline  
Step 16: Writing and Creating your Final Report  
Step 17: *Conference with Advisor# 3* | **Presentations** |
| **December 2018**| **1/8** Step 18: Self-Assessment and *Final Report Submission*  
Step 19: *Personal Project presentation*  
*Late final report/ product penalty - 5 points per week |  |
| **January 2019** | **1/15** |  |
| **February 2019**| **2/12** |  |
| **March 2019**   | **3/6** Step 19: *Personal Project presentation* |  |
| **April 2019**   | **TBD** IB Showcase |  |

*Advisement dates are subject to change.
Appendix E - NAHS’s MYP Personal Project Academic Honesty Form

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>North Atlanta High School</td>
</tr>
<tr>
<td>School Number</td>
<td>0231</td>
</tr>
<tr>
<td>Supervisor Name</td>
<td></td>
</tr>
</tbody>
</table>

**Student:** This document records your progress and the nature of your discussions with your supervisor. You will meet with your supervisor at least 3 times throughout the process.

** Supervisor:** You are asked to have three supervision sessions/conferences with students. After each conference, students should make a summary of what was discussed; you should sign and date these comments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Main points discussed</th>
<th>Signature/initials</th>
</tr>
</thead>
</table>
| Meeting 1 |  | Student:  
Supervisor: |
| Meeting 2 |  | Student:  
Supervisor: |
| Meeting 3 |  | Student:  
Supervisor: |

**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).

Student’s Signature:  
Date:  

**Supervisor declaration**
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Supervisor’s Signature:  
Date:  

North Atlanta High School MYP Personal Project Student Guide 2017-2018 (updated 7/31/18)
### Appendix F - Cover Sheet

<table>
<thead>
<tr>
<th>Student Name</th>
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<tbody>
<tr>
<td>Student Number</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>North Atlanta High School</td>
</tr>
<tr>
<td>School Number 0231</td>
<td></td>
</tr>
<tr>
<td>Supervisor Name</td>
<td></td>
</tr>
</tbody>
</table>

#### Title of the project:


#### Goal of the project:


#### Length (word count and/or presentation time):


#### Included when submitting the project:

- A completed academic honesty form
- Process journal extracts (10 maximum)
- Any supporting visual aids used during the presentation, if applicable
- Bibliography/sources
Appendix G- MYP Personal Project Presentation

Now it’s time to present your MYP Personal Project! You have completed a lot of work independently and it’s time to present your work to your peers and advisor. Please follow the outline below during your presentation. Remember your advisory will use your presentation of your product/outcome and report to determine your Final MYP grade.

1. **Introduction (1 min max)**
   a. State your name, goal of your project, and global context
   b. Briefly describe why you chose this project

2. **Presentation of Product (8 min max)**
   a. Briefly describe the criteria you designed to evaluate your product
   b. Present your product
      i. Must include the product’s connection to your goal and global context
      ii. Must include the most interesting feature of your product

3. **Approaches to Learning (2 min max)**
   a. Choose 1 ATL skill and tell how you used it to complete your project

4. **Final Reflection (1 min max)**
   a. Briefly tell what you are most proud of or what you would change/ do differently

5. **Closing (30 sec max)**
   a. Thank your audience (peers) for their attention.

**Example**

Good morning, my name is Ima Student. The goal for my project was to design a fitness program for teens and the global context I chose was Identities and Relationships. I chose this project because I wanted to learn more about making healthy choices and fitness and helping my friends improve their personal health.

Now I am going to show you the fitness program that I created. My criteria were my program needed to be founded in research, included 7 days of healthy meals, included a 30 day training schedule, and was interesting to teens. My fitness program connected to my global context because I wanted to improve teen health which is connected to how we see ourselves. The most interesting feature is the meal plan. I was able to create 7 days of healthy breakfasts, lunches, dinners, and even snacks. Also, the exercises were easy to do anywhere and anytime because you don’t need equipment, like weights.

Throughout this project, I had to use several Approaches to Learning Skills. For this project, I had to really use my self-management skills to finish on time. I used ManageBac to keep up with due dates, but I also used a wall calendar at home to determine when I was going to work on my project and other school work.

I am most proud of my fitness plan. I really think it can help teens feel better about their health. I thought that my fitness plan would only help teens, but now my family uses some of the meals and we exercise together. We all feel great!

*I hope you enjoyed my presentation. Thank you!*

**Other things to remember:**

1. Practice your presentation at home- your presentation must be between 10-13 minutes.
2. Write out what you are going to say during your presentation on notecards.
3. Speak clearly during your presentation.
4. Make sure your product is finished and bring it on your presentation day.
5. Check on technology (If you need a computer, talk with your advisor.)
6. This is your time to share your research, your product, and your growth with your peers.
7. Be Proud of your hard work!