

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Major Time Teacher Name: \_\_\_\_\_

Period:   3  

Mentor: \_\_\_\_\_

# **Mount Vernon High School**

## **MYP Personal Project**

### **Process Journal Guide**

#### **2010-2011**





## What is the Personal Project?





Have you ever wanted to build a musical instrument? Do you have questions about a topic that you have wanted to research on your own? Do you have a secret passion to write a play? Now is your chance! The Personal Project is **your** project to do what **you** want to do, to show the skills you have developed since sixth grade in the IB Middle Years Program. The Personal Project is an individual project completed in your 10<sup>th</sup>-grade year. It consists of three main components: **a product, a process journal, and a reflection paper**. You will choose a topic and enjoy learning about it as you research and develop your chosen product.

Through the Personal Project, you:

- ◆ demonstrate the personal abilities and skills required to produce and present an extended piece of work
- ◆ engage in personal inquiry, action and reflection on specific topics and issues
- ◆ focus on, and demonstrate an understanding of, the Areas of Interaction
- ◆ reflect on learning and share knowledge, views and opinions

## What are some examples of Personal Projects?

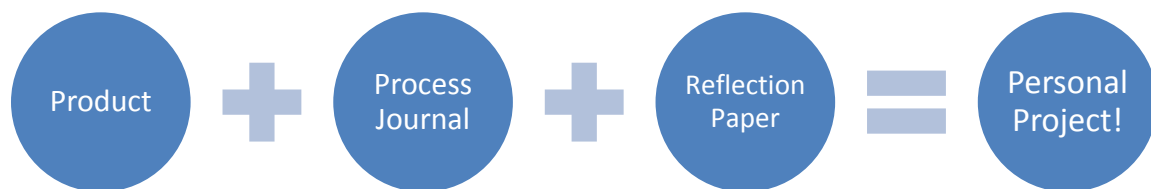
The Personal Project can take many forms, but all must be framed by one Area of Interaction. The following are some examples to inspire your thinking.

Community and Service	Human Ingenuity
	
<p><b>Projects that help you become aware of your roles and responsibilities as a member of the community.</b></p> <ul style="list-style-type: none"> <li>◆ Design a website to encourage people to donate time to an organization</li> <li>◆ Start a book club to help students learn English</li> <li>◆ Organize a tutoring service for students</li> <li>◆ Create goods to donate to an organization</li> </ul>	<p><b>Projects that help you become an inventor or to explore the effects of human invention on the world.</b></p> <ul style="list-style-type: none"> <li>◆ Create an original piece of art/music/literature</li> <li>◆ Design an original science experiment</li> <li>◆ Create jewelry/clothing/quilts</li> <li>◆ Develop a computer program or game</li> </ul>
Environments	Health and Social Education
	
<p><b>Projects that help you explore your relationship with the environment, how it affects you, and how you affect it.</b></p> <ul style="list-style-type: none"> <li>◆ Plant a garden</li> <li>◆ Research a solution to combat global warming</li> <li>◆ Implement a recycling plan in the community</li> <li>◆ Write a children's book to explain how our choices will impact future</li> </ul>	<p><b>Projects that help you investigate personal, global, and societal issues and healthy decision-making.</b></p> <ul style="list-style-type: none"> <li>◆ Create a sport or game</li> <li>◆ Explore the impact of sports on the disabled</li> <li>◆ Shoot a documentary film to raise awareness of a global health issue</li> <li>◆ Write a magazine to help teens deal with specific issues</li> </ul>

# What do I need to submit?

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A complete Personal Project has three elements: the project itself, the written statement, and the process journal. Each is important and each is required.



## The Product

The main element of the Personal Project is the product you intend to create. As stated earlier, it may take a variety of physical forms based on the Area of Interaction you choose. If it is not something that may be submitted, such as a performance or community service project, you should take pictures throughout the process to document your work.

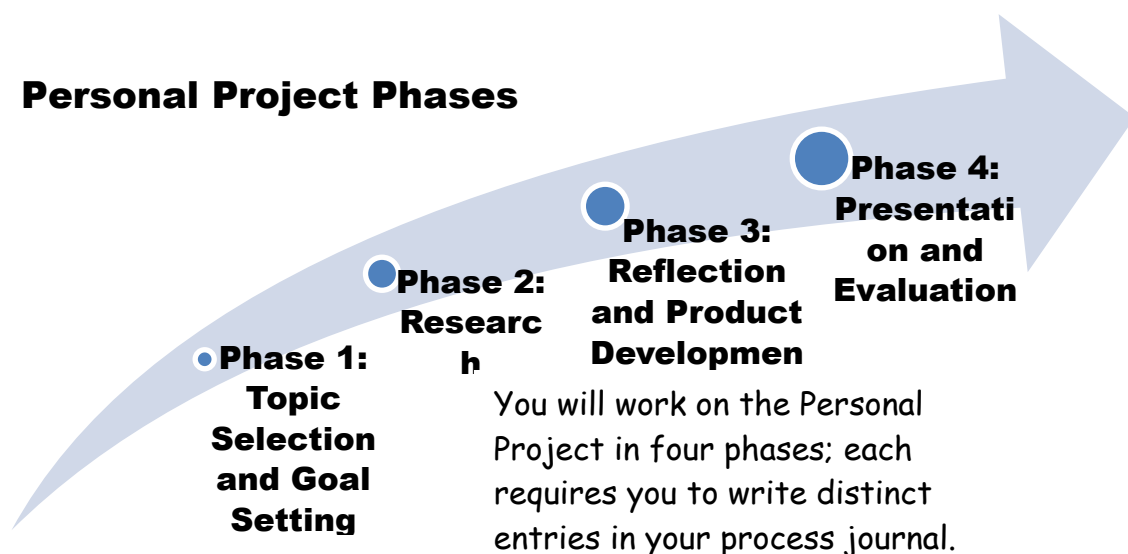
## Process Journal

Through each phase of the Personal Project, you will be responsible for maintaining a process journal to document the choices you made and an evaluation of why you made them. You will receive a set of journal prompts that directly relate to the sections of the reflection paper you will write after the creation of your product. You will submit your process journals to your English teacher on established dates that you will receive at the beginning of the year.

## Reflection Paper

All Personal Projects include a structured piece of writing that begins by defining the goals of your project, establishing the area of interaction on which you focused, and an outlining how you intend to achieve the goal. Next, you will describe the process of your work, analyze the inspiration and research that guided your work, and identify the findings you made through creating the product. Finally, you will conclude by reflecting on the impact of your project and the new perspectives it provided you.

## Personal Project Phases



# Process Journal Phase 1: Topic Selection and Goal Setting

In the first part of the project, you need to establish a goal and outline how you plan to research and create a final product.

## **Journal #1**

Brainstorm a list of three things you want to learn more about.  
Why do you want to learn more about them?

Things I want to learn more about	Why I want to learn more about them

## **Journal #2**

Identify one topic that interests you most that could develop into a Personal Project. Why is this topic of interest to you?

## **Journal #3**

Now, it is time to narrow down what you want to create—note that you do not need to create a “thing” but you can also create an event, organization, new idea, etc.

Using your topic as a guide, how could you use that topic to...

Community and Service	Environments	Health and Social Education	Human Ingenuity
Help you become aware of your roles and responsibilities as a member of the community?	Help you explore your relationship with the environment, how it affects you, and how you affect it?	Help you investigate personal, global, and societal issues and healthy decision-making?	Help you become an inventor or to explore the effects of human invention on the world?

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**Journal #4**

Identify a realistic goal of what you want to create/develop/organize as your product/project. Make a list of steps you would need to take to achieve your goals.

I want to create/develop/organize a \_\_\_\_\_

In order to do this, I will need to...

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

**Journal #5**

Based on your responses to Journal #2, identify **ONE** Area of Interaction that will focus your exploration. Explain the connection between your topic and the Area of Interaction.

Circle the Area of Interaction that links most closely with your project.

Community and Service	Environments	Health and Social Education	Human Ingenuity
<b>Projects that help you become aware of your roles and responsibilities as a member of the community.</b>	<b>Projects that help you explore your relationship with the environment, how it affects you, and how you affect it.</b>	<b>Projects that help you investigate personal, global, and societal issues and healthy decision-making.</b>	<b>Projects that help you become an inventor or to explore the effects of human invention on the world.</b>

How does your project link to this Area of Interaction?

Why is this Area of Interaction the best choice?

**Journal #6**

Blend all the notes you wrote in your previous four journals into one paragraph which will ultimately act as the introduction to the **reflection paper** portion of your personal project.

- Define the goal of your project (and explain why you chose that goal)
- Identify the Area of Interaction that links to your project (and explain how it relates)
- Explain the steps you intend to take to achieve your goals

The goal of my Personal Project is: \_\_\_\_\_

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I chose this goal because: \_\_\_\_\_

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The Area of Interaction that focuses my project is: \_\_\_\_\_

This focuses my project because: \_\_\_\_\_

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I will take the following steps to achieve my goal: \_\_\_\_\_

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When I finish, I will have created/developed/organized: \_\_\_\_\_

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## Phase 1 Mentor Feedback

The product/project you wish to create:

- Is a realistic goal for an independent project
- Will require special equipment
- Will require extensive support to complete well

A few suggestions of different ways to create a product linked to your topic may be: \_\_\_\_\_

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The following sources will help you find information on your topic:

- Interviewing a specialist in the area of your topic
- Researching databases with current articles
- Reading a book related to your topic
- Observing someone else executing a similar task
- Analyzing reliable web pages

Others: \_\_\_\_\_

Your project:

- Aligns closely with the chosen Area of Interaction
- Links indirectly with the chosen Area of Interaction
- May be better focused with a different Area of Interaction

Another suggestion would be: \_\_\_\_\_

**Comments:**

## Process Journal Phase 2 – Research

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**In the second part of the process, you will research information that will help you learn more about your topic so you can create your final product.**

### **Journal #7: Process Reflection**

Review the feedback you received on the first set of journals you submitted. Do you plan to make any changes to your product? If so, what changes will you make? Why?

### **Journal #8: Determining Purpose**

What are you hoping to learn as a result of your research?

### **Journal #9: Planning for Research**

Identify the central focus of your research. What exactly are you hoping to learn/prove through collecting this information?

Change that statement into a question that you will answer as you research your topic.

Identify 3 different sources you will use to find information while in the library including: book, work of art, web site, database, field work, audio file/oral history, primary sources, etc.

Identify any additional places you will need to access to get enough information on your topic including interview, field work, museum, event, email communication, etc.

**At a minimum, you must find 3 RELIABLE sources of information during the research process in the library. Identify each source in your notes and write 1-2 sentences explaining why this is reliable based on what we learned in class.**

Title:	Author:	Date Published:	Location:
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Notes:

Why is this source particularly useful?

Why is this source reliable?

What perspective does the author of this source have? Does that create bias?



Title:	Author:	Date Published:	Location:
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Notes:

Why is this source particularly useful?

Why is this source reliable?

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Title:	Author:	Date Published:	Location:
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Notes:

Why is this source particularly useful?

Why is this source reliable?

What perspective does the author of this source have? Does that create bias?

**Additional Sources**

Document any additional sources of information you used. Make sure to write down the date on which you accessed them.

**Journal #10: Documenting the Research**

Create a Works Cited page using MLA format. You may use NoodleBib or other online resources. Save and print the works cited page and submit it to your English teacher.

Due Date: \_\_\_\_\_

**Journal #11: Reflecting on the Research**

Evaluate the research that you did. Write a paragraph explaining the product that you will create in the next phase of the project based on the information that you found. Identify the materials you will need to obtain, how you will obtain them, and the amount of time you anticipate it will take to create the product. Also, reflect on your performance so far. What are you proud of? What do you need to work on harder?

After you have finished your research, you will meet with your mentor to discuss your progress and evaluate the resources you collected. Use these questions as guides to set goals for creating your final product.

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Mentor Signature

Date

Does the student have enough information to achieve his/her goal in creating the product? If not, what additional information could he/she collect?

How can the student best plan his/her time to complete the project by the deadline?

Establish due dates for the student so the project is completed by the end of 3<sup>rd</sup> quarter.

	What will you do?	When?
Step 1		
Step 2		
Step 3		
Step 4		
Step 5		

## Process Journal Phase 3: Reflection and Product Development

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Now that you have gathered a variety of information on your topic, it is time to create your product. In this phase, you will:

- ✓ Create the Product you set forth to accomplish
- ✓ Write a report documenting and analyzing your Personal Project

The product may take many different forms, but the essay must follow a set structure and must not exceed 4,000 words. You will use the journals you completed in the first two phases of the project to complete the essay. The structure is as follows:

1. Title page
2. Table of contents
3. Introduction, defining the goal of the project and an explicit focus on the chosen area(s) of interaction, and providing an outline of how you intend to achieve the goal
4. Description of the process, including production steps, the characteristics, aspects or components of the work
5. Analysis of the inspiration, research, and influences guiding the work, the findings and decisions made, the resulting product and the process in terms of the goal and its focus on the area(s) of interaction chosen (if you chose to write an essay about a specific issue, the essay itself forms the main part of this analysis)
6. Conclusion, where you reflect on the impact of your project, and on new perspectives that could be considered
7. Works Cited
8. Appendices, where appropriate (this is a good place to put pictures of your product)

**As you go through the process of completing the product, complete the following essay organizer to keep track of your progress.**

**Journal #12: Reflecting on your work and outlining the essay**

As you complete your project, complete the following outline, which will ultimately prepare your essay.

**Introduction**

The goal of my personal project was to \_\_\_\_\_

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I chose \_\_\_\_\_ as my Area of Interaction because \_\_\_\_\_

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To achieve my goal, I \_\_\_\_\_

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My plan for creating my product was (what you planned to do, not what actually happened)

- Step 1:
- Step 2:
- Step 3:
- Step 4:
- Step 5:

(You may add more steps as needed)

I needed to research the following things to achieve my goal \_\_\_\_\_

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### Description of the Process

***This is what really happened, not necessarily what you planned to do***

This is what I did to make/organize/design/create my product		Date
Step 1	What I did:  My reason for doing this was:	
Step 2	What I did:  My reason for doing this was:	
Step 3	What I did:  My reason for doing this was:	
Step 4	What I did:  My reason for doing this was:	
Step 5	What I did:  My reason for doing this was:	

This was the best way to create my product because:

## Analysis

### Analysis of the inspiration

What inspired you to undertake this particular project?

### Analysis of the research

Choose your three best sources of information and identify what did you learned as you researched your project (you will include internal citations for all your sources).

What did you learn from source #1? How did this help you create your final product?  
INCLUDE A PARENTHETICAL CITATION.

What did you learn from source #2? How did this help you create your final product?  
INCLUDE A PARENTHETICAL CITATION.

What did you learn from source #3? How did this help you create your final product?  
INCLUDE A PARENTHETICAL CITATION.

**Analysis of the influences guiding the work**

How did what you have learned in school inspire you to create this particular project?

Who influenced the ways in which you researched and created the final product? How did they help you?

**Analysis of the findings and decisions made**

What decisions did you make through the process? Why were your decisions good?

**Analysis of the resulting product**

How successful was your product? How do you know? What are you proud of?

**Analysis of the process in terms of the goal and its focus on the Area(s) of Interaction chosen**

What did you do to ensure you would achieve your goals? How did the Area of Interaction help you focus your project?

## **Conclusion**

What was the impact of your project on yourself and on others?

What new perspectives did you develop as a result of this project?

How do you plan to continue learning about this topic?

## **Appendix Section**

Attach any pictures, illustrations, work samples, graphs, charts, or diagrams that clarify or illustrate what you document in your essay.

### Phase 3 Mentor Feedback

After outlining your essay, meet with your mentor to discuss anything that he/she feels needs clarification before you write the final draft of the essay. Document any notes here on elements you will revise and have the mentor sign that he/she has seen the outline. On the next page, you will find the assessment criteria for the personal project. Go through each criterion with your mentor and evaluate where you currently fall on each. After your meeting, you may write the final draft of your essay. We will discuss the structure in your English class this month.

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Mentor Signature

Date

Does the essay outline mirror what the student did to complete the project?

Does the essay include information from the research the student gathered?

What is the student most proud of as a result of completing the project?

Add additional questions as they are appropriate.

	0	1	2	3	4
<b>A: Planning and Development</b>	The student has not reached a standard described by any of the descriptors.	The student identifies the goal of the personal project but does not provide an outline of how he/she aims to achieve this goal.	The student identifies and describes the goal of the personal project, states the focus on the chosen area(s) of interaction and provides a simple outline of how he/she aims to achieve this goal.	The student identifies and clearly describes the goal of the personal project, describes the focus on the chosen area(s) of interaction and provides a coherent account of how he/she aims to achieve this goal. The development of the personal project is generally consistent with this description.	The student identifies and clearly describes the goal of the personal project within a context, develops and justifies the focus on the area(s) of interaction and provides a coherent and thorough description of how he/she aims to achieve this goal. The development of the personal project is totally consistent with this description.
<b>B: Collection of Information/ Resources</b>	The student has not reached a standard described by any of the descriptors.	Few sources of information and resources have been collected, or the majority is irrelevant to the goal of the personal project. The student has provided a summary bibliography, where many elements are missing. Few references are made in the text to sources of information used.	The student has chosen and used a limited amount of relevant information and resources, from a limited number of appropriate sources. A bibliography has been compiled with most elements present and/or appropriately presented. Some references are made in the body of the text and appendices, where appropriate.	The student has chosen and used a good amount of relevant information and resources, from a fairly extensive number of appropriate sources. A bibliography has been compiled with all important elements present and/or appropriately presented. Detailed references are made in the body of the text and appendices, where appropriate.	The personal project contains excellent, relevant information and resources from a wide variety of appropriate sources. The bibliography is complete and well presented, with clear references to sources in the body of the text and appendices, where appropriate.
<b>C: Choice and Application of Techniques</b>	The student has not reached a standard described by any of the descriptors.	Large parts of the project are not relevant in terms of the goal that had been identified by the student. The techniques used are largely inappropriate and inadequately applied.	The techniques chosen vary in their appropriateness with some being applied to an acceptable standard in order to contribute to the achievement of the goal. The student begins to provide justification for the use of the chosen techniques.	The techniques chosen are generally appropriate and well applied to contribute to the achievement of the goal. The student provides some justification for the use of the chosen techniques.	The student has chosen absolutely appropriate techniques, provided specific justification for their choice and applied them effectively to achieve the stated goal.
<b>D: Analysis of Information</b>	The student has not reached a standard described by any of the descriptors.	The personal project contains little reflection in terms of the goal and focus on the chosen area(s) of interaction, and is largely narrative/descriptive. The student misses many opportunities for personal treatment of the topic/theme.	The personal project contains some reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is mostly supported with arguments and evidence. However, some opportunities for analysis are not pursued.	The personal project contains significant reflection in terms of the goal and focus on the chosen area(s) of interaction. Personal thought is almost always supported with arguments and evidence. Few opportunities for analysis are not pursued.	The personal project clearly shows the depth of reflection and vitality of the student's own ideas and vision in terms of the goal and focus on the chosen area(s) of interaction. A truly personal response is consistently supported with arguments and evidence. Opportunities for analysis are consistently pursued.
<b>E: Organization of the Written Work</b>	The student has not reached a standard described by any of the descriptors.	The written work is poorly organized, lacking a sensible order and coherent structure. The presentation of the work (for example, table of contents and page numbering) is lacking in several respects.	The student has made some attempt at logical organization and an attempt to respect the required structure of the personal project. There are some coherent links between parts of the personal project, and the presentation of the work is often appropriate.	The student has made a good attempt at logical organization, respecting the required structure of the personal project. There are some good links between parts of the personal project, and the presentation of the work is almost always appropriate.	The organization of the work is completely coherent with the required structure. Ideas are sequenced in a consistently logical manner with appropriate transitions. Overall presentation and neatness of the work are excellent.
<b>F: Analysis of Process and Outcome</b>	The student has not reached a standard described by any of the descriptors.	The student's review is simply a narrative summary or a superficial review of the development of the personal project in terms of the goal set at its start. There is little understanding of the dimensions of the area(s) of interaction that were stated as the focus for the personal project.	The student adequately reviews his/her personal project in terms of the goal set at its start. The student's review shows some reflection on different stages of the process including an adequate analysis of the quality of the product. The student's review shows some understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.	The student consistently reviews his/her personal project in terms of the goal set at its start. The student's review shows significant reflection on different stages of the process. The evaluation includes a good analysis of the quality of the product, and shows a clear understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project.	The student consistently and thoroughly reviews his/her personal project in terms of the goal set at its start. The student's review shows excellent reflection on different stages of the process. The evaluation includes an excellent analysis of the quality of the product and reveals a thorough understanding of the dimensions of the chosen area(s) of interaction that served as a focus for the personal project. The student presents new perspectives emerging from the chosen topic.

## Process Journal Phase 4: Presentation and Evaluation

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### **Journal #13—Planning the Exhibition**

Congratulations! You are almost done! The Exhibition is the final component to the Personal Project. Your work will be on display in the school for the entire student body to see. For this journal, sketch how you envision your work to be displayed on the table.

What are you most proud of in completing this project?

How will what you learned through the process of this project help you on future assessments in school?