# **Introduction to Personal Project**

**Class of 2022**

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## **ESSENTIAL INFORMATION:**

### What is Personal Project?

* A project that explores something that is really interesting to you.
* A project that is challenging for you.
* A chance to show the Approaches to Learning that you’ve developed as an MYP student.

### How will it be graded?

The Personal Project at Baltimore City College is a full credit course completed by the student by the end of the first semester of their sophomore year.

Grades for Quarter 1 and Quarter 2 are formative as students complete tasks designed to facilitate the successful submission of the project. Students will receive feedback on this formative work and will have the opportunity to revise the tasks. The four components of the full project are due at the end of Quarter 2.

Quarter 3 grades are Summative, graded against the Personal Project Rubric. During Quarter 3 students work to revise the full project based on adviser feedback for submission to IB. This final grade on the project as a whole is also the final grade for the course.

### What will be submitted to IB?

* A Product
* A Report
* An Annotated Bibliography
* Process Journals

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### What process will we follow to complete the project?

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|  | **Tasks** |
| **4th Quarter**  **9th Grade**  **Introduction** | * Find out what Personal Project is and how it will be graded. * Choose a topic. * Identify a global context that helps you shape your Topic. * Identify a goal for your Personal Project. * Decide on a Product. * Take time to answer the questions for the first process journal thoughtfully and thoroughly. You’ll use these answers to write your report in the second half of Quarter 2. |
| **Quarter 1**  **Progress Reports**  **Stage 1** | * Research at least 8 sources to help you understand your topic, accomplish your goal and create your product. These can include surveys and interviews that you create. * Take notes on your sources. * Analyze the values and limitations of your sources given the origin, purpose, and content. * Take time to answer the reflection questions for the second process journal thoughtfully and thoroughly. You’ll use these answers to write your report in the second half of Quarter 2. |
| **Quarter 1**  **Report Card**  **Stage 2** | * Take time to answer the reflection questions for the third process journal thoughtfully and thoroughly. You’ll use these answers to write your report in the second half of Quarter 2. * Create a formal annotated bibliography. * Write a description of your perfect product, using between 4-7 criteria. * Take time to answer the reflection questions for the fourth process journal thoughtfully and thoroughly. You’ll use these answers to write your report in the second half of Quarter 2. |
| **Quarter 2**  **Progress Report**  **Stage 3** | * Take time to answer the reflection questions for the fifth process journal thoughtfully and thoroughly. You’ll use these answers to write your report in the second half of Quarter 2. * Create your product. * Do more research if you need to. * Write research-based paragraphs on what you learned about your topic and your global context, using the information from your sources and cite the information using MLA in-text citations. * Look at and revise the following, if you’ve made any changes: topic, goal statement, global context, or criteria for product. * Take time to answer the reflection questions for the sixth process journal thoughtfully and thoroughly. You’ll use these answers to write your report in the second half of Quarter 2. |
| **Quarter 2**  **Report Card**  **Stage 4** | * Take time to answer the reflection questions for the seventh process journal thoughtfully and thoroughly. You’ll use these answers to write your report in the second half of Quarter 2. * Write the “Investigating” section of your report. Use your process journals to help you. * Write the “Planning” section of your report. Use your process journals to help you. * Write the “Taking Action” section of your report. Use your process journals to help you. * Write the “Reflecting” section of your report. Use your process journals to help you. * Prepare your Product, Report, Annotated Bibliography and Process Journals for final submission and submit |
| **Quarter 3**  **Progress Report**  **Revisions, Resubmission**  **and Exhibition** | * Revise and resubmit based on input from your supervisor. * Present your work at the Personal Project Exhibition. |

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### Personal Project Task-Specific Rubric

Your report should be at least 1500 words long, double-spaced and typed in a 12 point font. It should have a Title Page, Table of Contents and 4 Sections: Investigating, Planning, Taking Action and Reflecting.

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|  | **7-8** | **5-6** | **3-4** | **1-2** |
| **CRITERION A:**  **INVESTIGATING** | Define a **clear and highly challenging** goal and context for the project, based on personal interests.  Identify prior learning and subject-specific knowledge that is **consistently highly** relevant to the project.  Demonstrate **excellent** research skills. | Define a **clear and challenging** goal and context for the project, based on personal interests.  Identify prior learning and subject-specific knowledge that is **generally** relevant to the project.  Demonstrate **substantial** research skills. | Outline a **basic and appropriate** goal and context for the project based on personal interests.  Identify **basic** prior learning and subject-specific knowledge that is **relevant to some areas** of the project.  Demonstrate **adequate** research skills. | State **a goal** and context for the project based on personal interests, but this may **be limited in depth or accessibility.**  Identify **basic** prior learning and subject-specific knowledge but this **may be limited in occurrence** or relevance.  Demonstrate **limited** research skills. |
| **TASK-SPECIFIC CLARIFICATIONS: INVESTIGATING**  In the Investigating section of the report:   * Comprehensive explanation of the goal * Clear explanation of how global context is appropriate for the project and description of how it shapes the project. * Convincing evidence that the project is personal to you in some way * Clear connection to prior learning both inside and outside of the classroom -- academic skills, process-oriented skills like research and writing, and specific content. * Explain at least one Research Skill from the Approaches to Learning that you had prior to the project that helped you complete it successfully. * Discuss at least two specific Research Skills from the Approaches to Learning and how you developed them through doing this project, using your process journals as evidence.   In the Reflecting section of the report:   * Cite using MLA in-text citations what information you learned about your goal through your research.   Throughout the report:   * Cite your process journals using the date (in parentheses) as a source of information.   In the Annotated Bibliography:   * Accurate MLA bibliography entries for at least 8 sources.. * Evaluate the values and limitations of your sources in terms of their origin, purpose, and content. | | | | |
| **CRITERION B: PLANNING** | Develop **rigorous** criteria for the product/outcome.  Present a **detailed and accurate** plan and record of the development process of the project.  Demonstrate **excellent** self-management skills. | Develop **substantial and appropriate** criteria for the product/outcome.  Present a **substantial plan and record** of the development process of the project.  Demonstrate **substantial** self-management skills. | Develop **adequate** criteria for the product/outcome.  Present an **adequate plan and record** of the development process of the project.  Demonstrate **adequate** self-management skills. | Develop **limited** criteria for the product/outcome.  Present **a limited or partial** plan and record the development process of the project.  Demonstrate **limited** self-management skills. |
| **TASK-SPECIFIC CLARIFICATIONS: PLANNING**  In the Planning section of your report:   * Describe and justify at least 4 criteria that describe your perfect product. * Include a calendar with a month-by-month plan of what specific tasks you will accomplish towards the completion of your project and when. * Include an account of how accurately you followed your plan and an analysis of how and why the process of completion ended up being different than the plan. * Explain at least one self-management skill from the Approaches to Learning that you had prior to the project that helped you complete it successfully. * Explain at least two self-management skills from the Approaches to Learning that you have further developed over the project, give specific examples, using your process journals as evidence. | | | | |
| **CRITERION C:**  **TAKING ACTION** | Create an **excellent** product/outcome in response to the goal, global context, and criteria.  Demonstrate **excellent** thinking skills.  Demonstrate **excellent** communication and social skills. | Create a **substantial** product/outcome in response to the goal, global context, and criteria.  Demonstrate **substantial** thinking skills.  Demonstrate **substantial** communication and social skills. | Create a **basic** product/outcome in response to the goal, global context, and criteria.  Demonstrate **adequate** thinking skills.  Demonstrate **adequate** communication and social skills. | Create a **limited** product/outcome in response to the goal, global context, and criteria.  Demonstrate **limited** thinking skills.  Demonstrate **limited** communication and social skills. |
| **TASK-SPECIFIC CLARIFICATIONS: TAKING ACTION**   * Make a product that clearly shows the goal was achieved, fits the global context and the criteria you created.   In the Taking Action section of the report:   * Explain at least one Thinking Skill from the Approaches to Learning that you had prior to the project that helped you complete it successfully. * Discuss at least two specific Thinking Skills from the Approaches to Learning and how you developed them through doing this project using your process journals as evidence. * Explain at least one Communication and Social Skills from the Approaches to Learning that you had prior to the project that helped you complete it successfully. * Discuss at least two specific Communication and Social Skills from the Approaches to Learning and how you developed them through doing this project, using your process journals as evidence. | | | | |
| **CRITERION D:**  **REFLECTING** | Present an **excellent** evaluation of the quality of the product/outcome against his or her criteria.  Present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context.  Present **excellent** reflection on his or her development as an IB learner through the project. | Present a **substantial** evaluation of the quality of the product/outcome against his or her criteria.  Present **substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context.  Present **substantial** reflection on his or her development as an IB learner through the project. | Present a **basic** evaluation of the quality of the product/outcome against his or her criteria.  Present **adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context.  Present **adequate** reflection on his or her development as an IB learner through the project. | Present a **limited** evaluation of the quality of the product/outcome against his or her criteria.  Present **limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and global context.  Present **limited** reflection on his or her development as an IB learner through the project. |
| **TASK-SPECIFIC CLARIFICATIONS: REFLECTING**  In the Reflecting section of the report:   * Discuss the extent to which you achieved each of the criteria you laid out in the Planning section. * Explain, in detail, what you have learned about the global context you identified in the Investigating section by completing your project. Use process journals as evidence. * Explain, in detail, what you have learned about the topic you identified in the Investigating section by completing your project. Use the sources from your research as evidence. * Explain, in detail, at least two different ways that you grew as an IB Learner by completing your project. Use process journals as evidence. | | | | |

## **WORKSHEETS:**

**Directions: Read carefully and complete all yellow boxes.**

### Choose a topic, global context, goal, and product.

1. Find a topic -- it can be anything that is interesting, something that you think you can work on for several months and is not something about which you are already an expert. Think about things you’ve learned in school, something you’ve always wanted to do or make, the problems you see in your community or in the country. It can be anything!

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| Brainstorming Topics: |

2. Choose a Global Context to shape your topic -- it’s like a filter that changes how a topic looks and what you focus on.

* **Identities and Relationships:** identity, personal health, relationships
* **Orientation in Space and Time:** histories, turning points, discovery, migration
* **Personal and Cultural Expression:** culture, beliefs, values, creativity, aesthetic
* **Scientific and Cultural Innovation:** natural world, people and science, adaptation
* **Globalization and Sustainability:** interconnectedness, local/global, tensions created, humans/environment
* **Fairness and Development:** rights/responsibilities, finite resources, equal opportunities

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| How does each global context change your focus for your topic? Write a question that you might explore for each of these different global contexts for your topic. Then, choose the ONE that you like the best and that will become your focus.  **Identities and Relationships:**  **Orientation in Space and Time:**  **Personal and Cultural Expression:**  **Scientific and Cultural Innovation:**  **Globalization and Sustainability:**  **Fairness and Development:** |

3. Choose a product that will allow you to show that you achieved your goal.

**Some Product Ideas**: Documentary, Multimedia presentation, Children’s story, Performance, Teach a set of classes, An editorial, Event, Website, Blog, A novel or short story, Create a discussion group, Documentary, Multimedia presentation, Children’s story, Performance, Teach a set of classes, An editorial, Event, Website, Blog, A novel or short story, Create a discussion group (OR WHATEVER YOU WANT!)

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| Brainstorm Product Ideas -- justify why it’s a good idea! |

4. Establish a goal by choosing a verb and an audience to match your topic (as shaped by your global context), as well as a product.

**Verb possibilities:** inform, persuade, create, compare, contrast, discover, explore, investigate, build, test…

**Audience Examples:** People who are interested in…, City College 10th grade students, Teachers, Parents, Government, community, business or school leaders, Artists, People who…, Boys/men, Girls/women…(it is fine to have an audience of one!)

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| Write in here your goal statement that includes the topic you like the most (as narrowed by a global context), the statement of what you are going to do (that includes a verb), your audience and your product. |

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### Process Journal I

Answer the following questions in full sentences. Try to write 3-4 sentence answers for each question. Answering these questions thoroughly is essential to creating your report at the end of the process. YOU MUST ANSWER EACH QUESTION WITH ACTUAL INFORMATION. IF YOU THINK A QUESTION DOESN’T APPLY TO YOU, THEN THINK AGAIN OR DO SOMETHING DIFFERENTLY SO THAT IT DOES.

1. What is your goal and why is it personally interesting to you? Why do you want to achieve this goal?

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1. How are you going to achieve this goal? Be as specific as possible in your description, thinking about both what you need to do and what you need to think about.

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1. Why is this goal challenging for you? It could be challenging in a number of ways – academically because of the research you will need to do, in terms of process because creating your product is challenging and/or in terms of content because the information is new and difficult to understand.

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1. What do you already know that will help you accomplish this goal and create your product? Be specific – think about what you know about the topic, how to create your product, or the process of doing the research. Be sure to specify where and how you learned what you know and give examples.

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1. What you have already learned in your classes that will help you accomplish your goal and create your product? Again, think about the content and/or the process that you will use to do research, record your thinking, and create your product. Name specific classes and activities you’ve done that will help.

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1. What is your global context and why was it an appropriate choice for your project? In what ways does your global context shape your topic to help you create your goal statement? (You might want to explain how other global contexts shaped your topic differently and why you didn’t like those other options as well.)

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1. Who did you choose for your audience and why did you make this choice? In what ways does your choice of audience shape your goal statement and product?

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1. What is your product and why is this product an appropriate choice to show how you have accomplished your goal?

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1. This is a list of Research Skills from the Approaches to Learning.

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| **Research Skills:**   * Understand how, when and why you use references and citations – in-text or footnotes -- and construct a bibliography according to MLA, Chicago/Turabian or APA. * Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks.) * Create, collect, and/or analyze data that helps you understand your topic and project more thoroughly. * Analyze the values and limitations of sources critically, thinking about each source’s origin, purpose, and content. Understand the impact of media representations and modes of presentation when analyzing information. * Demonstrate awareness of media interpretations of events and ideas (including digital social media). * Understand and implement intellectual property rights of texts, videos, and music by respecting copyrights and not plagiarizing. |

Pick at least one that you think that you know something about and explain, using specific examples, how you will use that/those Research Skills to help you in completing your Personal Project.

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1. Now, from the same list of Research Skills, pick at least two that you will work on improving as you complete your Personal Project.

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1. Throughout the work on Personal Project, you will be asked how you are sharing the skills that you are developing with your peers. This might mean that you are helping someone else, receiving help from someone else, or just working with someone to problem-solve together. You can do this by forming a Personal Project work group with your friends, by going to the Research or Writing centers to work with tutors, and/or by planning regular check-in sessions with your advisor. Try to do a variety of these things throughout the two quarters as you accomplish your project. Right now, make a plan as to how you are going to collaborate with others on Research Skills through the “Investigating” set of tasks.

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