



PERSONAL PROJECT - STUDENT HANDBOOK

2018-2019

Your name: _____

Nicholas Senn High School
An International Baccalaureate World School

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IMPORTANT INFORMATION

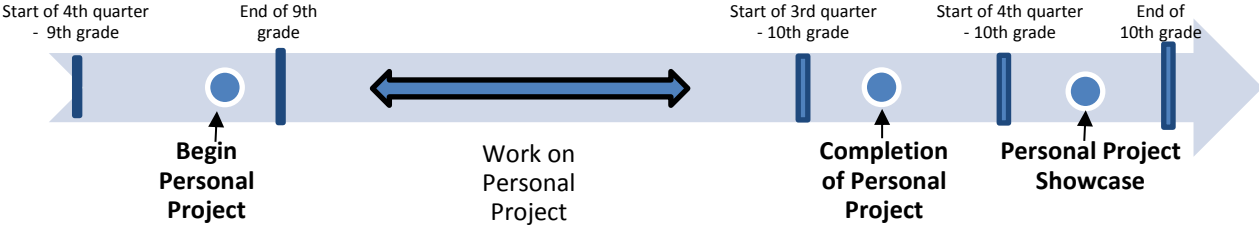
Requirements of the Personal Project

- EVERY sophomore student at Senn is expected to complete the Personal Project.
- The Personal Project will impact your grade in your Journalism, DPP Technology, Design II, or SennArts Music, Theatre, Dance, or, Visual Art class.
- Completion of the Personal Project is a requirement to be eligible for any advanced or IB Diploma/certificate course in 11th grade.
- Completion of the project is mandatory in order to continue in the Senn Arts magnet program.
- Upon completion of the Personal Project, students will receive an MYP certificate and will be recognized at the annual MYP Pinning Ceremony.
- Successful completion of the Personal Project will be recognized on students' high school transcripts.

PERSONAL PROJECT OVERVIEW

What is the Personal Project?

- A project with a topic that YOU CHOOSE because it matters to you
- A project in which YOU define a goal and work towards accomplishing that goal
- An independent study – so you do it on your own with the help of an adult supervisor. It is not a requirement for any one class; it is an MYP requirement for all Senn students.
- *A project that impacts your attitude and behavior because you:*
 - *Develop a new area of personal interest*
 - *Share new understandings with peers, teachers, and family*
 - *Are able to make a difference through your decisions and your actions!*
- It concludes with a public **showcase** of your work near the end of 10th grade



What are the major parts of the Personal Project? (What do I turn in?)

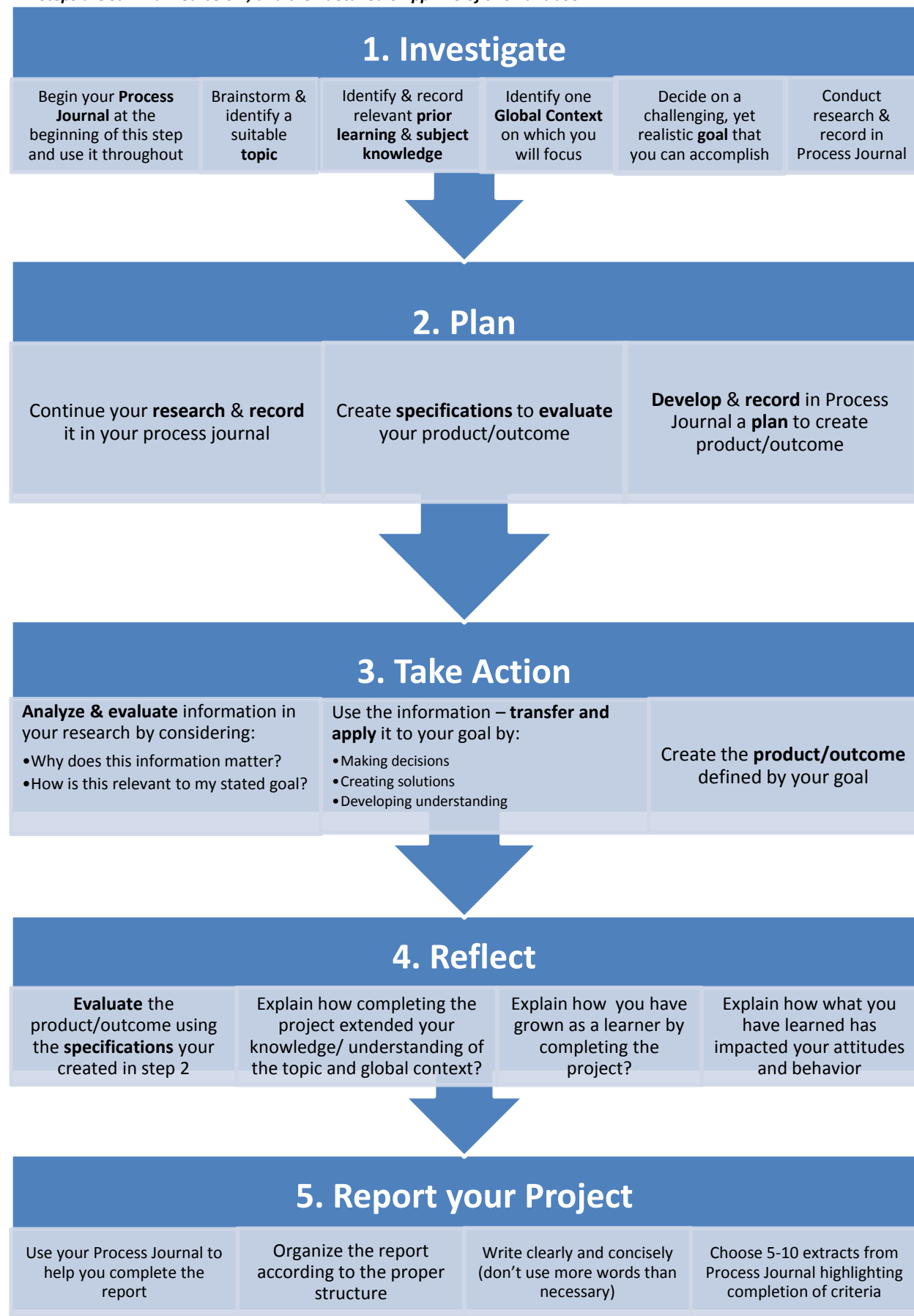
There are three major components to the Personal Project:

1. **The Process Journal** – You have to document all the steps you take and your evolving thinking about the project – from brainstorming a topic to reflecting on your final product.
2. **The Product/Outcome** – This is the ‘thing’ you produce in order to accomplish your project goal. Examples include: a video, an essay, a play, a fundraising campaign, a sculpture, etc. You evaluate its success by measuring the product/outcome against specifications that you create in advance (see ‘What are project specifications and how do I create them?’ on page 6 of this handbook).
3. **The Report** – You must create a detailed report of your project including evidence that you have met the Personal Project Assessment Criteria (see ‘How is the project graded?’ on page 10 of this handbook). The report must have a specific structure, and you will receive in-class guidance on writing it.

<h3>Process Journal</h3> <ul style="list-style-type: none"> Decide on a format and use it throughout the project A place for: <ul style="list-style-type: none"> - Brainstorming - Planning - Recording interactions with sources (e.g. books, online sources, teachers, supervisor) - Important ideas/quotes - Reflection 	<h3>Product/Outcome</h3> <ul style="list-style-type: none"> Based on the goal you define Evaluated based on specifications you create Can have multiple formats - your chance to be creative! 	<h3>Project Report</h3> <ul style="list-style-type: none"> Contains evidence that you met the assessment criteria Your supervisor uses it to score your project Must follow a specific format Submit with 5-10 extracts from your Process Journal as evidence of meeting the assessment criteria
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What steps do I have to take in order to complete the Personal Project?

**All steps are summarized below, and then detailed on pp. 4-8 of this handbook.*



I. INVESTIGATE – How do I get started?

- Begin your choice of *Process Journal* with some brainstorming in order to find a topic that best suits your interests.

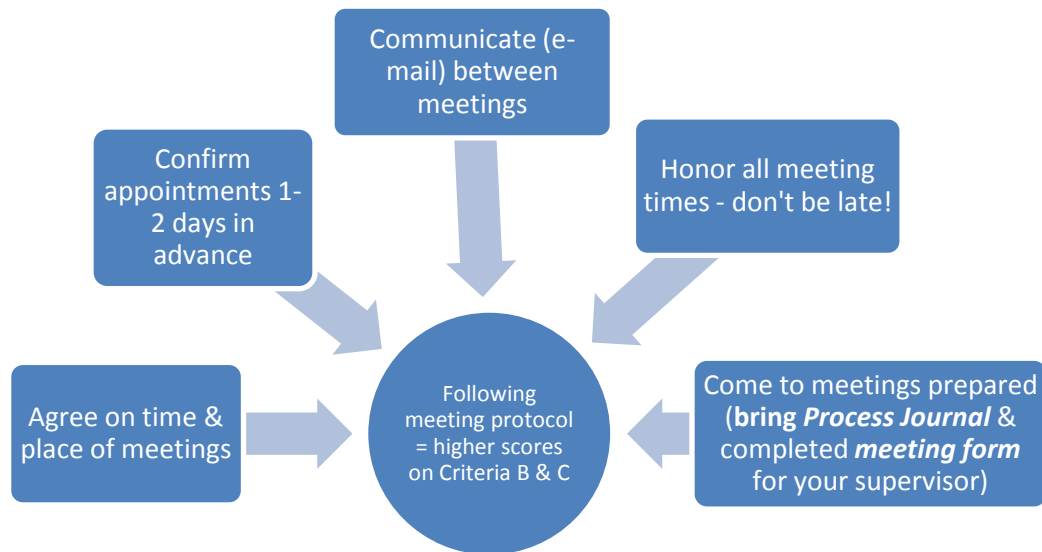


Possible Formats for your Process Journal...

- A journal notebook
- An organized binder
- A wiki/blog

- Meet your supervisor to share your topic and review the **meeting protocol**.

**Also see 'My Personal Project Supervisor' on page 8 of this handbook.*



- You will do some **background research** on your topic before you can develop a worthwhile goal.
- Make sure to use your process journal during your research to record ALL sources you encounter – even if you do not end up using a particular source.

CHOOSING A GLOBAL CONTEXT:

- There are six Global Contexts. Each of them is described on page 9 of this handbook. They are:

1. **Identities & Relationships**
2. **Orientation in Space & Time**
3. **Personal & Cultural Expression**
4. **Scientific & Technical Innovation**
5. **Globalization & Sustainability**
6. **Fairness & Development**

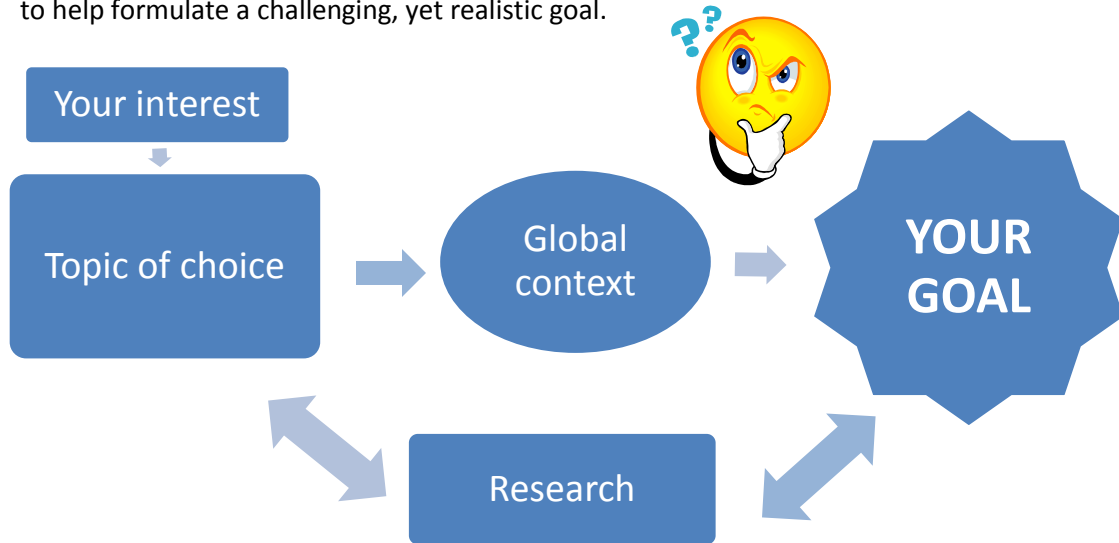
Consider the following questions as you choose a global context through which to focus your project.

- ✓ What do I want to achieve through my 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 must choose ONE of these contexts through which you will explore your topic.
- Topics often lend themselves to one or more of the Global Contexts; think about which ones seems to fit well with the topic you have chosen and the way you wish to approach it.
- The Global Context that you choose will help you to formulate your goal!

How do I decide on a goal?

- Now that you've chosen a topic, done some research, and selected a Global Context, use these to help formulate a challenging, yet realistic goal.



Consider the following examples of Personal Projects:

	Challenging (worthwhile)	HIGHLY Challenging (not advised!)
A	Create a cyber-bullying awareness campaign in the school	End cyber-bullying among teenagers in Chicago
B	Write/perform a hip hop song for peers and have a question & answer session	Write and record/produce a hip hop album
C	Create a 15-minute documentary about race and inequality in Chicago	Create a feature-length (90 minute) documentary about race and inequality in the United States
D	Organize a 5K run in Edgewater to raise funds for a charity	Organize a city-wide marathon to raise funds for charity

Samples adapted from the IB's Personal Project Guide

ACTIVITY: Considering the Global Contexts

What might be the Global Context for each of the above sample Personal Project goals? (refer to p.9)

Project	Possible Context	Explanation of why the Global Context fits the project goal
A	<u>Identities/Relationships</u> OR <u>Scientific/Technical</u> <u>Innovation</u>	- Focus on creating more positive peer relationships in the school emphasizing our common humanity (outcome might be a petition drive) OR - Focus on the negative impact of widespread irresponsible use of social media (product might be an exposé article or presentation)
B	<u>Personal/Cultural Expression</u> OR <u>Orientation in Space/Time</u>	- Focus on the way the song was written and performed help to creatively express your ideas OR - Focus on how your song fits in the development of hip hop over time and across the world
C	_____ or _____	
D	_____ or _____	

II. PLAN - How do I conduct my research?

- You must use a *variety* of resources.
- Remember to begin with ***your own prior knowledge*** about the topic and any related information you have learned in one of your classes. Don't forget to record this prior knowledge in your process journal!
- Be very careful to record the bibliographic information for every resource that you consult
- Use MLA for referencing (your History teacher will help with this)
- When your resource is a person, get the correct spelling of their full name and the record the date on which you spoke
- For websites, print off one page and get the URL and date you accessed the site

Possible sources include:

- Your supervisor
- Other teachers/librarian
- Books & periodicals
- Adults in the community
- Websites

You can more easily evaluate a website by checking out the 'About' link on the site's homepage!

When **evaluating** your sources, consider:

- Origin – where did the information come from? Who is the author or interviewee? What is their background?
- Purpose – Why did the author write it? Who is the intended audience?
- Value – Is the author credible? Is the information current? Is it accurate?
- Limitation - Why does its origin and purpose the source make the source NOT so believable/ trustworthy/timely

****Based on your research, develop a plan - including a timeline - to create your product/outcome. Record the plan in your process journal!***

What are project specifications and how do I create them?

ASK YOURSELF:

What qualities or properties should my product or outcome have in order for me to say at the end... "YES! This is exactly as I planned it."

- Specifications (or 'specs') are criteria that help us measure the success of a product/outcome.
- So, a product/outcome is successful if it meets the specifications.



- Create a checklist of the criteria you decide to use for your project specifications.
Your specifications checklist could look something like this...

Project Specifications for 5k Run	
<input type="checkbox"/> <i>Complete</i>	My 5k run will take place in a safe and secure location (away from car traffic)
<input type="checkbox"/> <i>Complete</i>	There will be a minimum of 100 participants in the 5k run
<input type="checkbox"/> <i>Complete</i>	Runners will collect a minimum of \$1000 in pledges toward my charity

III. TAKE ACTION – How do I apply the information I gather from my sources?

- First, you must analyze the information you gather. You should do this while you are selecting and evaluating your sources in the previous step.
 1. Make sure you choose sources that are relevant to your topic.
 2. You want to be able to answer the following questions about your research:
 - Why is this information important?
 - How will this information help me achieve my goal?
- When you are able to answer the above questions, it should be easier to transfer and apply the information you gathered. In your Project Report, you should be able to answer the following:
 - How did I use the information I gathered to help me make decisions and/or create solutions relevant to my goal?
 - How did the information help me develop a greater understanding about my topic?

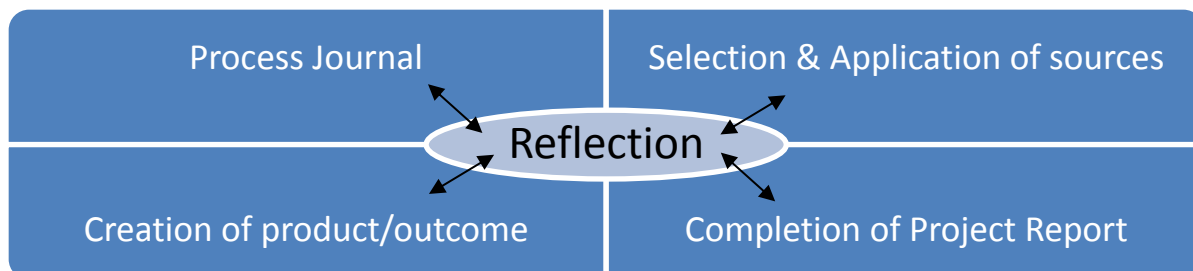
ACHIEVING YOUR GOAL will take some time and will involve a different process from one project to another, depending on the defined goal. Some important things to remember:

- *Plan* out how you will create the product/solution **before getting started**.
- Leave enough time to accomplish this before the deadline.
- Use the specifications you created to guide your work.
- In the 'Achievement of the Goal' section of your Project Report, you will evaluate your product/outcome by showing how it met or did not meet the specifications.

IV. REFLECT – How do I reflect on my learning?

There are three big questions/prompts that should guide you in your reflection:

1. How did completing the project extend your knowledge/understanding of the topic?
 2. How did completing the project extend your understanding of the chosen Global Context?
 3. How have you grown as a learner by completing the project?
 4. How has what you have learned impacted your attitudes and behavior
- You should reflect on your learning throughout the entire process and record these reflections in your Process Journal
 - You must explain your reflections in the 'Reflect on Learning' section of your Project Report



HOW DO I COMPLETE MY PROJECT REPORT?

Much of your grade on this project comes from your supervisor reviewing the report you submit. It is therefore VERY important that you follow the guidelines below for completing your Project Report!

- You must have a written report ready to present to your supervisor by the project due date.
- The written report may be on paper or in a digital format.
- The report must have the structure described below:

Title Page	Table of Contents	Body of Report (the sections)	Bibliography	Appendices
<ul style="list-style-type: none"> • Student name • Student ID* • School Name • Supervisor name • Title of Project • Month & Year of submission 	<ul style="list-style-type: none"> • Section names • Corresponding page numbers 	<ul style="list-style-type: none"> • Investigation • Planning • Taking Action • Reflection 	<ul style="list-style-type: none"> • MLA Format • Alphabetical order 	<ul style="list-style-type: none"> • Journal Extracts • Charts/graphs • Photos/drawings • Other supporting material

* ID number will be provided by IB Coordinator

- The minimum length of the report is 1,500 words.
- The maximum length is 3,500 words.
- The word count applies only to *Body of Report*; appendices, bibliography, etc. do not count.
- **You must choose 5-10 extracts from your Process Journal to submit with the Project Report.**
 - ✓ Choose extracts that highlight how you have achieved the assessment criteria (p.10)
 - ✓ Annotate each extract to show how it demonstrates your achievement of the criteria.

A LITTLE HELP, PLEASE?

My Personal Project Supervisor

- You will have a teacher or other faculty member assigned to work with you as your Personal Project Supervisor. No Personal Project supervisor will be assigned to more than three students.
- You must give to your supervisor **a reliable e-mail address that you will check regularly.**
- Your supervisor will check in with you from time to time; but it is YOUR responsibility to arrange meetings with the supervisor and to come to those meetings prepared (see 'meeting protocol' on p.4).
- You and your supervisor must sign off that the work is your own on the *MYP projects academic honesty form*, so be careful to cite every source and do not just copy and paste!

My Support Teacher

- Your Design, Arts, Journalism, Environmental Science, or General Music teacher will provide general guidance about the project, give you some class time to work on it, and will check your progress and give grades on your work.
- You may receive some time in your **English II** class to support your preparation for the showcase.



EXPLAINING THE GLOBAL CONTEXTS

- Global contexts direct your learning toward inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, your project can develop meaningful explorations of:



Identities and Relationships -

You may 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.



Orientation in Space and Time -

You may 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.



Personal and Cultural Expression -

You may 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.



Scientific and Technical Innovation -

You may 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.



Globalization and Sustainability -

You may 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.



Fairness and Development -

You may 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.

Students must identify one of these global contexts for their MYP project, to establish the relevance of their inquiry (why it matters).

How is the project graded? (What rubric will be used?)

Criteria Points	Criterion A: INVESTIGATING	Criterion B: PLANNING	Criterion C: TAKING ACTION	Criterion D: REFLECTING
0	The student has not reached a standard described by any of the descriptors below	The student has not reached a standard described by any of the descriptors below	The student has not reached a standard described by any of the descriptors below	The student has not reached a standard described by any of the descriptors below
1-2	The student is able to: 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*	The student is able to: 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*	The student is able to: 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*	The student is able to: 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 the global context iii. present limited reflection on his or her development as an IB learner through the project
3-4	The student is able to: 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*	The student is able to: 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*	The student is able to: 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*	The student is able to: 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 the global context iii. present adequate reflection on his or her development as an IB learner through the project
5-6	The student is able to: 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*	The student is able to: 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*	The student is able to: 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*	The student is able to: 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	The student is able to: 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*	The student is able to: i. develop rigorous 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*	The student is able to: 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*	The student is able to: 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
Total pts. 32	8 pts. possible	8 pts. possible	8 pts. possible	8 pts. possible

* Task-specific clarifications for research, self-management, thinking, and communication and social skills are provided on the following pages.

Criteria Points	RESEARCH SKILLS
0	The student has not reached a standard described by any of the descriptors below
1-2	The student is able to demonstrate limited research skills: i. 1-3 resources are used and cited ii. Relevance of the chosen sources to the project goal is limited iii. Evaluation of chosen sources is limited, if present at all
3-4	The student is able to demonstrate adequate research skills: i. 4-5 resources of some variety are used and cited ii. Relevance of the chosen sources is satisfactory iii. Some evaluation of chosen sources is evident
5-6	The student is able to demonstrate substantial research skills: i. More than 5 resources of some variety are used and cited ii. All selected sources are relevant to the project goal iii. All sources are adequately evaluated
7-8	The student is able to demonstrate excellent research skills: i. 10 or more resources of significant variety are used and cited ii. All selected sources are relevant to the project goal iii. All sources are evaluated with some sophistication

Criteria Points	SELF-MANAGEMENT SKILLS
0	The student has not reached a standard described by any of the descriptors below
1-2	The student is able to demonstrate limited self-management skills: i. Organization and meeting of deadlines is limited ii. Mindfulness, perseverance, self-motivation, and resilience throughout the project is limited
3-4	The student is able to demonstrate adequate self-management skills: i. Organization and meeting of deadlines is adequate ii. Mindfulness, perseverance, self-motivation, and resilience throughout the project is adequate
5-6	The student is able to demonstrate substantial self-management skills: i. Organization and meeting of deadlines is substantial ii. Mindfulness, perseverance, self-motivation, and resilience throughout the project is substantial
7-8	The student is able to demonstrate excellent self-management skills: i. Organization and meeting of deadlines is excellent ii. Mindfulness, perseverance, self-motivation, and resilience throughout the project is excellent

Criteria Points	THINKING SKILLS
0	The student has not reached a standard described by any of the descriptors below
1-2	The student is able to demonstrate limited thinking skills: i. Analysis and evaluation of issues and ideas are very limited, if present at all ii. Creative thinking and generation of novel ideas are very limited, if present at all iii. Transfer and application of information to make decisions, create solutions, and/or develop understandings in connection with the project's goal is very limited
3-4	The student is able to demonstrate adequate thinking skills: i. Analysis and evaluation of issues and ideas are somewhat evident ii. Creative thinking and generation of novel ideas are somewhat evident iii. Transfer and application of information to make decisions, create solutions, and/or develop understandings in connection with the project's goal is somewhat evident
5-6	The student is able to demonstrate substantial thinking skills: i. Analysis and evaluation of issues and ideas are clearly evident ii. Creative thinking and generation of novel ideas are clearly evident iii. Transfer and application of information to make decisions, create solutions, and/or develop understandings in connection with the project's goal is clearly evident
7-8	The student is able to demonstrate excellent thinking skills: i. Analysis and evaluation of issues and ideas are excellent ii. Creative thinking and generation of novel ideas are excellent iii. Transfer and application of information to make decisions, create solutions, and/or develop understandings in connection with the project's goal is excellent

Criteria Points	COMMUNICATION AND SOCIAL SKILLS
0	The student has not reached a standard described by any of the descriptors below
1-2	The student is able to demonstrate limited communication and social skills: i. Communication and collaboration with supervisor is limited ii. Communication and collaboration with other sources, as applicable, is limited iii. Communication on the project report is rarely clear, coherent, and concise
3-4	The student is able to demonstrate adequate communication and social skills: i. Communication and collaboration with supervisor is adequate ii. Communication and collaboration with other sources, as applicable, is adequate iii. Communication on the project report is sometimes clear, coherent, and concise
5-6	The student is able to demonstrate substantial communication and social skills: i. Communication and collaboration with supervisor is substantial ii. Communication and collaboration with other sources, as applicable, is substantial iii. Communication on the project report is usually clear, coherent, and concise
7-8	The student is able to demonstrate excellent communication and social skills: i. Communication and collaboration with supervisor is excellent ii. Communication and collaboration with other sources, as applicable, is excellent iii. Communication on the project report is consistently clear, coherent, and concise