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| **Month** | **Topics for Discussion with Supervisor/Independent Work** |
|  | **STAGE 1: INVESTIGATION AND DESIGN MAY THROUGH OCTOBER**  The first stage of your Personal project is to select your focus for your project and make it something that is manageable and practical. Remember it has to be completed in the given time. During Phase 1, you will begin using your Process Journal. You will make entries in it before the summer and add to it over the summer and when you return in September. You are responsible for contacting your supervisor FREQUENTLY!  **IMPORTANT NOTES BEFORE MOVING TO STAGE 2:**  **Refer to Objective A: Investigating AND Objective B: Planning, for guidance**  **See Handbook page 16. Make sure to be informed on the appropriate ATL Skill Cluster**  **Make sure that you have a clear goal and a Global Context identified for the project.**  **Have you mentioned these more than ONCE in your Process Journal and stated how they will help you in achieving the goal?**  **Have you reflected in each entry as you write in your journal?**  **What about the Sources of information? Have you checked them using a Reliability Sources Checklist? See handbook page 25-27 for examples** |
| **May /June 2014** | **Through a series of meeting the following was set in motion.**  a. Grade 9/MYP 4 students meet with Personal Project Coordinator for student Question and  Answer Session  b. Parents and Grade 9/MYP 4 students meet with Personal Project Coordinator for evening introduction to the Personal Project  c. Contact details to Personal Project Coordinator  d**.** Meet with potential supervisors and Personal Project Coordinator to discuss work to be done over the summer. Exchange contact details. |
| **September**  **2014** | **September 15th to 21st 2014**   * Meetings with supervisors and Personal Project Coordinator to discuss project work done over the summer. Check work in Process Journals. **Should have minimum of 8 good entries** * New students will receive information on the Personal Project and hard copy of the handbook * **At least 2 more meetings with supervisor to discuss work.**  **Student and supervisor agree on what the student will accomplish before the next meeting** |
| **October**  **2014** | * **At least 2 more meetings with supervisor to discuss work. Student and supervisor agree on what the student will accomplish before the next meeting** * Review Process Journal – Should have minimum of **10-15 good entries**. **If there are more, so much the better!** * Meetings with supervisors and Personal Project Coordinator to discuss progress. * Discuss challenges, questions, avenues for research and brainstorm on resolutions and actions to be taken * In the Process Journal students there should be a clearly written and suitably challenging goal, rationale for chosen topic, a clear justification for the Global Context and aspects of the Learner Profile that matches the topic, and a detailed plan * **October 24th Last date to change project (October Vacation Oct 25-Nov 3rd)** * Personal Project meeting with parents * Reflect on the process and what has been learned * **Process Journals will be collected by Personal Project Coordinator to check work.** |
|  | **STAGE 2: PLANNING LATE OCTOBER/NOVEMBER**  The second stage of the Personal Project is planning. Here you are planning the service experiences and clearly identifying the actions to be taken, the resources needed and timeline you will follow, whilst acquiring any skills needed to successfully complete the planned activities.  In order for this process to be successful, your project needs to be organized and well planned. Once it is planned, it is important that you frequently check, reflect, and write in your Process Journal on your plan to keep the focus of your Personal Project. If your plan changes for whatever reason it is okay. Just make sure that you document the change in your Process Journal, making sure to say **WHY** you had to modify or adapt your plan.  **IMPORTANT NOTES:**  **Refer to Objective A: Investigating AND MOST IMPORTANTLY Objective B: Planning, for guidance. See Handbook page 16. Make sure to be informed on the appropriate ATL Skill Cluster**  **Make sure that you have a clear goal and a Global Context identified for the project and refer to the goal as your planning progresses in your Process Journal?**  **Have you made a detailed plan of how you will progress through the project? A weekly plan is a good tool to use.**  **Have you reflected in each entry as you write in your journal?**  **Have you developed DETAILED and RIGOROUS criteria that will be used to assess the product/outcome of your project?** |
| **November 2014** | **Project should be set. No changes to topic allowed from this point on.**   * **At least 2 meetings with supervisor to discuss topic and check Process Journal.** **Student and supervisor agree on what the student will accomplish before the next meeting** * Review Process Journal – **Should have minimum of 15-18 good entries** * **Supervisors check to see students have a timeline AND specifications for achieving their goal** * Meeting to review progress. All students and supervisors to attend.***Date To Be Announced*** * Review steps taken and work accomplished since last meeting and document it in the Process Journal * Discuss challenges, questions, avenues for research and brainstorm on resolutions and actions to be taken * Check progress with details in the timeline * In Process Journal there should be a minimum of **6 different sources from a variety of media.** There should be notes on research strategies to be used such as the Design Cycle showing techniques chosen, creation of product, support and development of the Global Context and the Learner Profile, listed relevant information from source material in journal, sources have been correctly. * Reflect on the process and what has been learned |
|  | **STAGE 3: TAKING ACTION AND EVALUATING DECEMBER- FEBRUARY**  Stage 3 is where you put your plan into operation. You finally have the opportunity to create your product and show your outcome. You are also evaluating the outcome of your project. You will have sufficient time to complete this part of your project if you have planned well and worked well. You will still need to regularly work on your project and check-in with your supervisor.  **IMPORTANT NOTES:**  **Refer to Objective C: Taking Action for guidance. See Handbook page 16**  **Make sure that you have referred to you goal and a Global Context identified for the project in your Process Journal?**  **Have you reflected on how your plan is going? Are you on target for the weekly plans you have made? Why?**  **Make sure to be informed on the appropriate ATL Skill Cluster**  **Have you reflected in each entry as you write in your journal?**  **Have you assessed your project through your DETAILED and RIGOROUS criteria d to assess the product/outcome? How did you do? Comment on this in the journal.**  **As always, have you reflected on you and the Learning Profile and how you have developed as an IB learner? Have you discovered new skills /ideas about yoursel**f**?**  **What is the final outcome of your product? It is what you intended? Why or why not?** |
| **December**  **2014** | * **At least 2 meetings with supervisor to discuss topic and check Process Journal.** **Student and supervisor agree on what the student will accomplish before the next meeting in January 2015 (Winter Vacation December 19th 2014 - January 14th 2015 )**      * ***Part of the product should be completed.*** * Review Process Journal – **Should have at least 20-25 good entries that** discuss challenges, questions, avenues for research * In the Process Journal there should be justifications for technique chosen to create the product, personal reflections based on the research used to create product should be included, any issues should be listed and reflected on as they were encountered. Any source material used should be cited correctly. The Global Context and ATL’s should be referred to and what was learned about the topic, themselves and the product created so far. Labeled drawings and sketches and photos, diagrams and graphics that show the process of creating the product should be shown on the personal timeline. * Complete the **Formative Checklist** with Supervisor * Reflect on the process and what has been learned |
| **January**  **2015** | * **At least 2 meetings with supervisor to discuss topic and check Process Journal.** **Student and supervisor agree on what the student will accomplish before the next meeting** * Review Process Journal – **Should have at least 25-30 good entries** * **January 19th - 23rd 2015:** Discuss the Report – review the outline, look at an example, begin the first draft of your written statement. Include a word count and bibliography Use checklist as a guide.  ***The product should almost be completed.*** * Reflect on the process and what has been learned * **Jan 26th 2015 : 1st draft of written report due to supervisor** * Student to bring in their product, at any stage of completion, for supervisor to check on the progress. |
|  | **STAGE 4: DEMONSTATION FEBRUARY AND MARCH**  Stage 4 is where you carefully and clearly demonstrate what you have learned and what you have accomplished during your study. What has the experience taught you as a person, as a member of a community, as a global citizen?  Integration of technology is greatly encouraged as you try to communicate to members of the school community what you accomplished and why it matters.  **IMPORTANT NOTES:**  **Refer to Objective D: Reflecting. See Handbook page 16**  **Make sure that you have referred to you goal and a Global Context identified for the project in your Process Journal?**  **Have you reflected in your entries and asked and answered the questions that arose?**    **Have you revised and rethought your plans?**  **What have you learned as a result of this study?**  **Have you assessed your project through your DETAILED and RIGOROUS criteria d to assess the product/outcome? How did you do? Comment on this in the journal.**  **As always, have you reflected on you and the Learning Profile and how you have developed as an IB learner? Have you discovered new skills /ideas about yoursel**f**?**  **What is the final outcome of your product? It is what you intended? Why or why not?** |
| **February**  **2015** | * **At least 2 meetings with supervisor to discuss progress.** **Student and supervisor agree on what the student will accomplish before the next meeting** * Review steps taken and work accomplished since last meeting. * **Discuss challenges and questions regarding the final product.** * Review the 1st draft with supervisor, check suggestions made, edit the draft, * **February 9th 2015: *Finished Product due to Personal Project Coordinator.***   ***If it is a written or visual product, there must be FOUR COPIES.***   * **Feb 20th 2015: 2nd draft due to supervisor** * **Meet with supervisor to discuss the 2nd draft of the report before completion of the report** * Complete the **Summative Checklist** with Supervisor * Student to select journal extracts to be submitted with supervisor * **BEFORE THE DEADLINE:** Check that Process Journal and Product have followed guidelines, Check the word count of the report. Carefully proofread the report for spelling, sentence structure, and paragraph structure. Review with your supervisor. * **February 27th**  **2015 FINAL DEADLINE.** Students turn in Process Journal extracts and **FOUR neatly bound, legible copies** of the Report for Assessment. |
| **March**  **2015** | * **Mar 2nd \_ Mar 27th 2015:** Marking and Standardization. Supervisor will complete **Assessment Evaluation** form for the Personal Project and meet with other supervisors to standardize the assessment**.** |
|  | * Students will begin planning for Presentation. * Students should discuss how they will present their project with their supervisors. * Make a list of materials/equipment they will need for the Presentation. * Gather materials that they will use for the Presentation * Practice before their Presentation to present their project in the best possible manner. * **Wednesday March 18th 2015 Personal Project Exhibition for school and parents – (*date subject to change)*** |