

Criterion A: Investigating			
Define a challenging or highly challenging goal based on personal interests.	Choose ONE Global context and appropriate focus.	Identify prior learning and subject specific knowledge	Demonstrate research skills
<p>Below are some examples of appropriate goals:</p> <p><b>Challenging Goal</b></p> <ol style="list-style-type: none"> <li>1. A student documents his or her self-taught photography skills.</li> <li>2. A student creates a durable bag using second-hand materials.</li> <li>3. A student writes a magazine article on a topic of interest and submits it to an audience (academic/ extracurricular/commu nity)</li> </ol> <p><b>Highly Challenging Goal</b></p> <ol style="list-style-type: none"> <li>1. A student documents his or her neighborhood through a photography exhibition.</li> <li>2. A student creates a range of bags using second-hand materials to exhibit at the local arts center.</li> <li>3. A student writes and self-publishes a book length feature on a topic of interest and submits it to an audience (academic/ community/ extracurricular).</li> </ol>	<p>Step 1: Choose <b>ONE</b> Global Context, and focus your project through that lens:</p> <p><i>I have chosen <b>globalization and sustainability</b> as my global context . . .</i></p> <p>Step 2: Explain WHY you have chosen this global context (refer to the explanation outlined with the text):</p> <p><i>I have chosen <b>globalization and sustainability</b> as my global context because I will be raising awareness of the impact of human activity on oceans through a presentation in my science class.</i></p>	<p>Step 1: Identify learning that you acquired prior to beginning the project. You might address how prior learning in your classes relates to your project.</p> <p><i>What learning do I already have in relation to my topic?</i></p> <p><i>Where did I acquire this knowledge?</i></p> <p>Step 2: Identify the subject-specific knowledge necessary to complete the project.</p> <p><i>What knowledge must be acquired to complete the project?</i></p> <p>This is a research-based project so there should be a learning curve.</p>	<p>To demonstrate excellent research skills, you need to do the following:</p> <p>Select a wide range of relevant and reliable sources: a <b>minimum</b> of 10 primary and secondary sources.</p> <p>Sources might include subject-area content, interviews, survey data, published media, internet resources, video or audio recordings, and images.</p> <p>Evaluate each source for the following:</p> <ul style="list-style-type: none"> <li>• Authority</li> <li>• Accuracy</li> <li>• Currency</li> <li>• Bias</li> <li>• Usefulness</li> </ul> <p>Document how your research guided the process.</p> <p>Maintain a record of sources for your bibliography and in-text citations.</p> <p>Bibliography = every source you consult during the process</p>

## Criterion B: Planning

<b>Develop criteria for the product or outcome.</b> <b>This can be a checklist or rubric.</b>	<b>Plan and record the development process of the project.</b>	<b>Demonstrate substantial or excellent self-management skills.</b>
<p>You might consider the following when developing criteria for your product/outcome. You are not required to use all of these, and you are certainly welcome to include other criteria!</p> <ul style="list-style-type: none"> <li>• <b>Aesthetics</b> Appearance, style, color, shape, pattern, form, texture, finish, layout</li> <li>• <b>Cost</b> Is there a maximum cost? Is this a material cost / time cost?</li> <li>• <b>User/Audience</b> Who it is for? Consider age, gender, socioeconomic background</li> <li>• <b>Environmental considerations:</b> How will the design directly or indirectly affect the environment?</li> <li>• <b>Function:</b> What is its purpose? What will it do? How easily can it be used/maintained?</li> <li>• <b>Materials:</b> What materials will be used? What properties do the materials need to have?</li> <li>• <b>Size/Content:</b> Are there any specific sizes that need to be considered? Is there a particular amount of content required?</li> <li>• <b>Impact:</b> What impact do I want my product / outcome to have?</li> </ul>	<p>Planning and development should be documented through your criteria, your process journal, and your report.</p> <p><b>Process journal guidelines</b></p> <ul style="list-style-type: none"> <li>✓ You should follow the timeline on journal entry deadlines. Record your entries in ManageBac.</li> <li>✓ You should include a variety of formats: written entries, charts or graphs, diagrams, drawings, mind maps, videos, photographs, screenshots of a blog or website, bulleted lists, timelines/action plans, interview notes, etc.</li> <li>✓ Your process journal entries should address each of the three strands for each objective: investigating, planning, taking action, and reflecting.</li> <li>✓ At the end of the process, you will select 10 extracts that represent each stage of the process. These extracts will be submitted as an appendix to your report. You can annotate each extract to make it clear which stage in the process it addresses.</li> </ul> <p>The process journal is NOT . . .</p> <ul style="list-style-type: none"> <li>✓ Written after the project is completed; it should support the process and completion of the project</li> <li>✓ A daily diary entry that details every part of the process</li> </ul>	<p>Self-management should be evidenced through the process journal and report, through adherence to deadlines, and through interactions with your supervisor.</p> <p><b>Self-management skills can be demonstrated by . . .</b></p> <ul style="list-style-type: none"> <li>• Meeting project deadlines</li> <li>• Maintaining an organized/logical system of information</li> <li>• Planning strategies to guide your inquiry</li> <li>• Planning and managing activities to develop a solution or complete a project</li> <li>• Structuring information appropriately in written, oral, and visual work</li> <li>• Demonstrating patience and perseverance</li> <li>• Seeking out criticism and feedback from others and making informed choices about including it in one's work</li> <li>• Making informed choices on behaviors and choice of action</li> <li>• Practicing focus and concentration to overcome distractions</li> <li>• Pausing to reflect at different stages of the process</li> <li>• Keeping a reflective journal of personal learning experiences focused on both process and content</li> </ul>

## Criterion C: Taking Action

Create product or outcome.	Demonstrate thinking skills.	Demonstrate communication and social skills.
<p>Your product or outcome should reflect your goal, global context, and criteria.</p> <p><b>Goal:</b> My goal is to learn more about Japanese culture and then express my findings in a painting.</p> <p>Global Context: Personal and cultural expression</p> <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. The painting must represent all parts of Japanese art: poetry, paintings, clothing, and architecture.</li> <li>2. Requires a poem that represents the painting.</li> <li>3. Canvas around 20 inches by 40 inches.</li> </ol> <p><i>(Student might have included additional information about medium; for example, what type of paint was used . . . oil? acrylic? Also, which historical time period does the painting represent?)</i></p> <p><b>Product:</b> A Japanese historical canvas painting.</p> <p><b>Goal:</b> To provide fleece blankets to the homeless shelter</p> <p><b>Global Context:</b> Fairness and development</p> <p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. 25 Blankets and scarves from leftover material</li> <li>2. Scarves = short, and different colors</li> <li>3. The material needs to be fleece for both blankets and scarves</li> <li>4. The price of one fleece blanket kit is around \$12, but I purchased the kits for \$8 each during a winter sale.</li> <li>5. The size of the blankets will be 80 X 60</li> </ol> <p><i>(Are there other specifications that the student could have included?)</i></p> <p><b>Final Product:</b> 20 blankets and 5 scarves</p>	<p>Examples of thinking skills include the following . . .</p> <p><b>Critical Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Identify problems and develop aims, goals and objectives</li> <li>• Make inferences and draw conclusions</li> <li>• Identify gaps in knowledge and formulate key questions</li> <li>• Plan to achieve goals, including identifying targets and outlining steps</li> <li>• Identify obstacles and challenges</li> <li>• Consider ideas from other perspectives and points of view</li> <li>• Break down large concepts and projects into components parts and combine parts logically as appropriate</li> </ul> <p><b>Creative Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Utilize old ideas in new ways and combine parts in new ways</li> <li>• Consider all alternatives</li> <li>• Generate “what if” questions</li> <li>• Transfer and apply existing knowledge to generate new ideas, products, or processes</li> <li>• Brainstorm and map thoughts to create ideas and questions</li> <li>• Create original works or practice imitation of works with a focus on creative process</li> </ul> <p><b>Transfer Skills</b></p> <ul style="list-style-type: none"> <li>• Make connections between knowledge gained in different subject areas</li> <li>• Transfer current knowledge to learning new technologies</li> <li>• Make decisions</li> <li>• Use your knowledge, understanding and skills across subjects to create products or solutions.</li> </ul>	<p>Communication skills will be demonstrated through your communication with your supervisor and your mentor and through your report.</p> <p><b>Communication skills might include . . .</b></p> <ul style="list-style-type: none"> <li>• Organizing information logically</li> <li>• Making effective notes</li> <li>• Using a variety of speaking techniques to make meaning clear for different audiences and purposes</li> <li>• Using appropriate forms of writing for different audiences and purposes</li> <li>• Using a variety of media to present to an audience</li> <li>• Giving and receiving appropriate feedback</li> <li>• Structuring information correctly in essays, reports, or presentations</li> </ul> <p><b>Social skills might include . . .</b></p> <ul style="list-style-type: none"> <li>• Considering, respecting, and analyzing different opinions, points of view, ideas and preferences</li> <li>• Respecting different opinions of others</li> <li>• Taking responsibility for own actions</li> <li>• Resolving conflicts and work collaboratively with appropriate roles on a team</li> <li>• Making decisions based on fairness and equality.</li> </ul> <p>You can find a complete list of thinking, communication and social skills at <a href="http://smmhspersonalprojectguide.weebly.com">smmhspersonalprojectguide.weebly.com</a>.</p> <p style="text-align: center;">Source:</p> <p>“Project Teacher Support Material.” <i>Online Curriculum Centre</i>. International Baccalaureate, n.d. Web. 28 April 2015</p>

Criterion D: Reflecting		
Evaluate the quality or outcome of the product.	Reflect on what you learned about the topic and the global context	Demonstrate development of . . . 1. Approaches to Learning skills 2. IB learner traits
<p>Once the product or outcome is complete, you will evaluate it against the criteria (specifications) that you created at the beginning of the process.</p> <p>You should have a complete and critical evaluation of the quality of the product /outcome against each of the criteria that you set.</p> <p>Be sure to include details about your achievements, as well as possible improvements.</p> <p>You might consider the following for each criteria:</p> <p><i>How does the product or outcome's quality measure up to my criteria?</i></p> <p><i>What did I do well?</i></p> <p><i>If I could do it over, what would I do differently?</i></p>	<p><b>Step 1:</b> Through the personal project, you have investigated a topic of personal interest to you. In your process journals and at the end of the process in the report, you need to reflect on what you have learned about your topic. You should include many specific details to demonstrate what you have learned.</p> <p><b>Step 2:</b> At the beginning of the process, you chose ONE global context. In your process journal and in your report, you should reflect on what new knowledge and understanding you gained about that global context.</p>	<p>Considering both the ways in which we learn (Approaches to Learning) and who we strive to be as learners (IB Learner Profile) can help us appreciate our strengths and identify areas to improve.</p> <p><b>Approaches to Learning</b></p> <ol style="list-style-type: none"> <li>Thinking <ul style="list-style-type: none"> <li>critical thinking skills</li> <li>creative thinking skills</li> <li>transfer skills</li> </ul> </li> <li>Self-management <ul style="list-style-type: none"> <li>organization skills</li> <li>affective skills (social/emotional)</li> </ul> </li> <li>Research <ul style="list-style-type: none"> <li>information literacy skills</li> <li>media literacy skills</li> </ul> </li> <li>Social <ul style="list-style-type: none"> <li>collaboration skills</li> </ul> </li> <li>Communication <ul style="list-style-type: none"> <li>communication skills</li> </ul> </li> </ol> <p><b>IB Learner Traits</b></p> <p>IB learners strive to be . . .</p> <ul style="list-style-type: none"> <li>inquirers</li> <li>knowledgeable</li> <li>thinkers</li> <li>communicators</li> <li>principled</li> <li>open-minded</li> <li>caring</li> <li>reflective</li> <li>balanced</li> <li>reflective</li> </ul>