

Personal Project Timeline

September:

- ◆ Brainstorm and identify topic, goals
- ◆ First meeting with supervisor

October:

- ◆ Finalize topic & begin research
- ◆ Contact a community mentor (optional)

November/December:

- ◆ Set criteria for success
- ◆ Work on product

January/February:

- ◆ Product completed

March/April:

- ◆ Complete report
- ◆ Turn in product, report and journal

May:

- ◆ Personal Project Community Night

Ongoing:

- ◆ Meet with supervisor monthly
- ◆ Use the process journal



Care for more information?

All 10th grade students receive an in-depth Personal Project guidebook with details about completing the project. The guidebook has all important due-dates, rubrics for assessment, examples and more. The guidebook, as well as other project resources, can be found online at:

ShakerHeightsPersonalProject.wikispaces.com

Or scan the QR code to automatically go to website:



Also feel free to contact the High School Middle Years Programme Coordinator, John Moore, at:

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 Shaker Heights Schools



Introduction to the 10th Grade Personal Project



What is the Personal Project?

All 10th graders will complete an independent project as the capstone experience of their journey through the Middle Years Programme. After completing Years 0-5 (grades 5-10), students have accumulated a wealth of knowledge and skills that the Personal Project challenges them to use in the real world. The project can take many forms, such as videos, planning events or fundraisers, inventions, speeches and anything else meaningful to the student. While the form that a project takes is totally up to each individual student, they will have staff and mentor support to help them hone and focus their goals into something achievable and worthwhile.

Examples of previous Personal Projects:

- ⇒ Taking up a new instrument
- ⇒ Creating a YouTube series
- ⇒ Writing a short story
- ⇒ Producing a fashion photo-shoot
- ⇒ Developing a fundraiser
- ⇒ Creating of a video game
- ⇒ Engineering of laser spy-gear
- ⇒ Composing songs for an album
- ⇒ Penning an investigative essay
- ⇒ Completing a Scouts Bronze Award
- ⇒ Collecting money for cancer research
- ⇒ Learning and doing statistics
- ⇒ Performing a play
- ⇒ Teaching at soccer camp
- ⇒ Building a computer



What makes up a Personal Project?

The Major Highlights of a Personal Project

In addition to the actual outcome or product of the project, students must complete accompanying materials that show their growth and reflection along the process. The requirements for the completed project are:

1. **A Product:** this is the outcome of the project and may be a physical object (e.g. invention, model, craft), an event (e.g. concert, play, fundraiser), or a creative piece (e.g. story/book, video, artwork). If the product is not a physical object, the product must be well recorded/ documented to share.
2. **The Report:** this written or recorded piece accompanies the product and shows the knowledge and skills students have used to create the product. It includes the goal of the project, the research, students' experiences, the project outcomes, and students' reflections. The report should be written following the guidelines and rubrics in the Personal Project Guidebook.
3. **Process Journal:** this journal acts as a record of the week-to-week work on the project. What ideas, struggles, brainstorming, goals, meetings, resources and more did the student encounter? The process journal is unedited and shows the development of both the student and project.
4. **Community Presentations:** students will present their findings informally to the community, discussing what they discovered and its value. Community members are welcomed to mingle with the 10th graders and join them in celebrating their successes in May.

Personal Project Support

Each student will meet in small groups with an “**advisory**” teacher to learn about the nuts n’ bolts of the project; these meetings are scheduled within the school day and happen monthly. In addition, students will have a 1:1 relationship with a **staff-supervisor** who will provide specific feedback and thoughts on a project’s progress, eventually evaluating the project based on the Personal Project criteria. Finally, students may choose to have a community **mentor** that can provide specific knowledge and skills for the topic the student has chosen, provided through interviews, internships, or other experiences.

Frequently Asked Questions

Q: Can students work together to complete a project?

A: Yes, but keep in mind that while the final *product* might be shared, **each young person is expected to turn in an independent report and process journal showing their deep and significant contribution to the product.** The product must be of significance to require a team, and each team member is responsible for a unique portion of the larger project.

Q: Can a National History Day (NHD) project count as a Personal Project?

A: Yes and no— **an NHD project can count as the product of a Personal Project**, but students are still responsible for submitting a report and process journal showing their growth and reflection.