



IBMC Delegate Manual, 2016

Turner Fenton Secondary School



Your name:	_____
Your Homeroom Teacher:	_____
Your group number:	_____

Introducing the IBMC Executive

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Entertainment:

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Bani Arora, Riyadh Baksh, Rashi Ramchandani, and Tehnaad Sandhu

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences can also be right.

Advice from your Executive Team!

My first piece of advice would be to get involved in the school early in extra-curricular activities. There are many opportunities for you to showcase your skills and interests and especially meet so many amazing people that you wouldn't have otherwise, but don't overwhelm yourself either. I'd also like to dispel the myth that the IB program is too much work or too tough – it definitely isn't. It will challenge you but not only will you recognize that you're capable of great things, you'll be able to meet great people in the process. Just don't forget everyone here is willing to help you. I hope you guys have as great of a high school experience as I did and good luck! – Het

Turner Fenton has taught me a lot, not just academically but about life as well. The most important in my opinion would be accepting that mistakes are inevitable. We all make them and will make them regardless of how much of a perfectionist or how careful we are. Now this isn't an excuse to be reckless or justify our mistakes, but rather own them. I can't stress how important it is in high school to learn from your mistakes instead of letting them define you and asking for help when you need it. Remember, mistakes are proof that you are trying. – Sara

Turner Fenton has easily provided me with the most eventful years of my life, but the fact that this school has always kept me engaged is one of the best things about it. Finding a balance between academics and doing things I am interested in has effectively carved out a very productive and enjoyable high school career for me. I strongly recommend that you do not hesitate to get out of your comfort zone and explore your interests at this school, because the instant you find yourself with 2000 other Trojans, embodying our amazing school spirit, you'll realize that you truly belong here. - Kailas

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What is IBMC?

IBMC has come a long way, and since its creation, it has succeeded in helping grade 9 MYP students (like you!) better understand IB. Each year, around 250 students are introduced to the world of IB through the conference. Hopefully you were able to not only learn about the IB program, but also feel more comfortable at TFSS. We hope you had an amazing time at IBMC 2016!

What is the MYP?

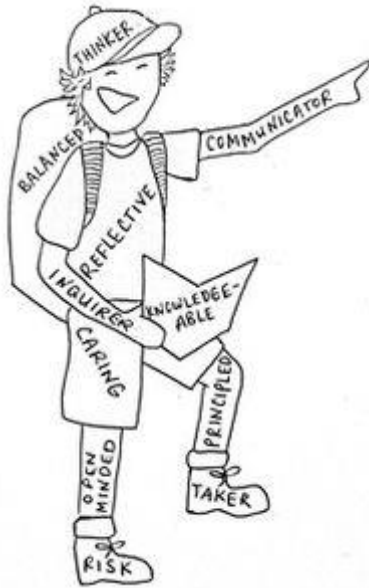
The MYP is a comprehensive program with one main goal, to take bright youth and turn them into well-rounded individuals for an ever-changing world! MYP sets itself apart from other advanced programs with its philosophy of holistic learning and global contexts. The MYP program model is divided into 3 rings: The first ring around the student at the center describes the features of the program that help students develop disciplinary (and interdisciplinary) understanding. The second ring describes some important outcomes of the program. The third ring describes the MYP's broad and balanced curriculum.



MYP Piece	Description	Specific Details
Learner Profile	The sort of person you should be when you graduate. Designed to help you become a better person.	(10) Inquirers, Thinkers, Principled, Caring, Balanced, Knowledgeable, Communicators, Open-minded, Risk-takers, Reflective
Statements of Inquiry	Questions used in a classroom unit. Designed to catch student interest and to encourage students to think more deeply.	Examples: <ul style="list-style-type: none"> Does taking a stand mean taking a side? Should there be a universal language?
Key concepts	Concepts that span global contexts, approached to learning and subjects. They provide a good starting point when you are investigation a statement of inquiry.	(16) Aesthetics, Change, Communication, Communities, Connections, Creativity, Culture, Development, Form, Global interactions, Identity, Logic, Perspective, Relationships, Systems, Time-place-&-space
Global contexts	Themes embedded in courses. These teach you how to live <i>the learner profile</i> .	(6) Scientific & Technical innovation, Personal & cultural expression, Orientation in space and time, Fairness & Development, Identities & Relationship, Globalization & Sustainability
Approaches to Learning	Learning how to learn better. Becoming a better learner.	(5) Communication Skills, Social Skills, Self-management Skills, Research Skills, Thinking Skills
Personal Project	A self-driven project where you explore and apply the components of the MYP programme.	Started in grade 9, due in grade 10.

The IB Learner Profile

IB students try to do more than merely learn their lessons. They also try to be good people. The Learner Profile is a list of characteristics that all IB students should strive to have. The IB organization believes that “these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.”



Learner Profile Characteristics

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-Minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-Takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced:** We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



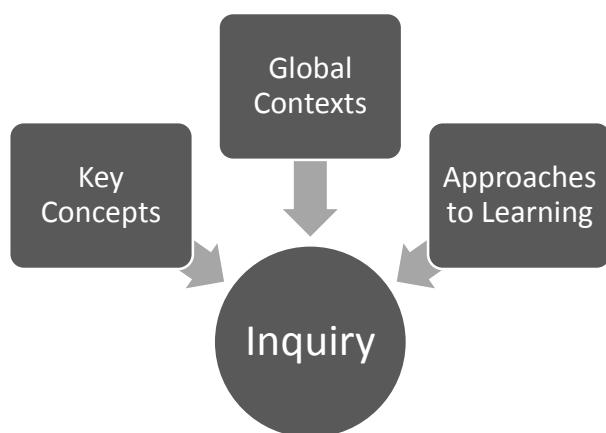
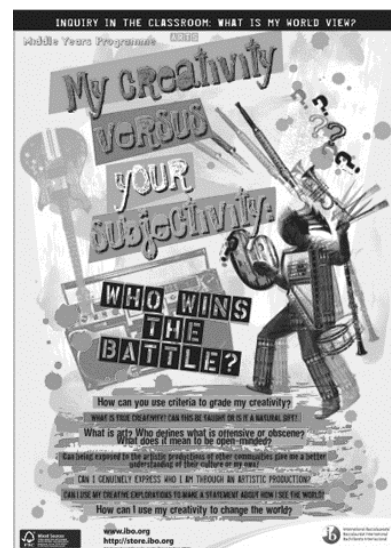
Statements of Inquiry

MYP believes that is important that students and teachers pose interesting questions as a theme to a unit.

- This helps students get interested in the unit.
- It helps relate the content to the real world
- It causes students to think more deeply about the content.

Some examples from IB are:

- Do authors manipulate their readers to view the world as they do?
- How can I be a global citizen, when my life is all I can focus on?
- Does taking a stand mean taking a side?
- What is peace?
- Is there a universal language? Should there be one?
- What happens when a language dies?
- Should innovations always solve a problem or meet a need?



The other aspects of the MYP Program are designed to help students frame their inquiry.

When investigating new topics, students should consider the key concepts and the global contexts.

They may also have to build their approaches to learning, so they are able to develop the skills needed.

MYP Subject Areas

There are 8 MYP Subject Areas. These are the courses offered in each subject area at TFSS. Courses that are starred ★, are mandatory.

Language and Literature	Sciences	Language Acquisition	Design Technology
<ul style="list-style-type: none"> • Gr9 English★ • G10 English★ 	<ul style="list-style-type: none"> • Gr9 Science★ • Gr10 Science★ 	<ul style="list-style-type: none"> • Gr9 French★ • Gr10 French★ 	<ul style="list-style-type: none"> • Gr10 Computer Science
Individuals and Societies	Mathematics	Physical Education	Arts
<ul style="list-style-type: none"> • Gr9 Geography★ • Gr10 Canadian History★ • Gr10 American History • Gr10 Business • Gr10 Civics/Careers★ 	<ul style="list-style-type: none"> • Gr9 Math★ • Gr10 Math★ • Gr11 Math★ 	<ul style="list-style-type: none"> • Gr9 Phys Ed★ • Gr10 Phys Ed 	<ul style="list-style-type: none"> • Gr9 Digital Arts • Gr9 Music • Gr9 Photography • Gr10 Music

Mark Conversion Table (Points, Level, Ontario Percentage)

0	2	4	6	8	9	10	12	14	15	17	18	19	22	23	24	26	27	28	31	32
1-	1	1+	2-	2	2+	3-	3	3+	4-	4	4+	5-	5	5+	6-	6	6+	7-	7	7+
40	45	49	51	56	60	61	66	71	72	78	83	84	88	92	93	94	96	97	99	100

Key Concepts

Key Concepts are used to help focus a student's investigation into their statement of inquiry. These concepts help to generate sub questions that need to be understood before students can begin to formulate their answers.









1. **Aesthetics** deals with the characteristics, creation, meaning and perception of beauty and taste. The study of beauty and taste develops skills for the critical appreciation and analysis of art, culture and nature.
2. **Change** is a conversion, transformation or movement from one form, state or value to another. Inquiry into the concept of transformation involves understanding and evaluating causes, processes and consequences.
3. **Communication** is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common “language” (which may be written, spoken or non-verbal).
4. **Communities** are groups that exist in proximity defined by space, time or relationship. Societies include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.
5. **Connections** are links, bonds and relationships among people, objects, organisms or ideas.
6. **Creativity** is the process of generating novel ideas and considering existing ideas from new perspectives. Inventiveness includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions.
7. **Culture** encompasses a range of learned and shared beliefs, values, interests, attitudes, products, ways of knowing and patterns of behaviour created by human communities. The concept is dynamic and organic.
8. **Development** is the act or process of growth, progress or evolution, sometimes through iterative improvements.
9. **Form** is the shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.
10. **Global interactions**, as a concept, focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.
11. **Identity** is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Personality can be observed, or it can be constructed, asserted and shaped by external and internal influences.
12. **Logic** is a method of reasoning and a system of principles used to build arguments and reach conclusions.
13. **Perspective** is the position from which we observe situations, objects, facts, ideas and opinions. Viewpoint may be associated with individuals, groups, cultures or disciplines. Different outlooks often lead to multiple representations and interpretations.

14. **Relationships** are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.
15. **Systems** are sets of interacting or interdependent components. Classifications provide structure and order in human, natural and built environments. Organisations can be static or dynamic, simple or complex.
16. The intrinsically linked concept of **time, place and space** refers to the absolute or relative position of people, objects and ideas. This key concept focuses on how we construct and use our understanding of location.

Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Your personal project **must** focus on **one** of the following explorations:

Identities and Relationships 	Students will 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 Time and Space 	Students will explore personal histories; homes and journeys; turning points in human kind; 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 	Students will 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 	Students will 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 	Students will 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 	Students will 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.

Approaches to Learning

In MYP, students develop skills which help you to “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others.

Thinking Skills	<p>Critical Thinking: the skill of analysing and evaluating issues and ideas.</p>	<ul style="list-style-type: none"> • Consider ideas from multiple perspectives, including those that might be unlikely or impossible. • Consider the ethical, cultural and environmental implications. • Develop contrary or opposing arguments. • Draw reasonable conclusions and generalizations. • Evaluate and manage risk. • Gather and organize relevant information to formulate an argument. • Identify obstacles and challenges. • Identify trends and forecast possibilities. • Interpret data. • Practice observing carefully in order to recognize problems. • Propose and evaluate a variety of solutions. • Recognize unstated assumptions and bias. • Revise understanding based on new information and evidence. • Test generalizations and conclusions. • Use models and simulations to explore complex systems and issues.
	<p>Creativity and innovation: the skill of exercising and initiative to consider challenges and ideas in new and adapted ways.</p>	<ul style="list-style-type: none"> • Brainstorm to generate ideas. • Create novel solutions to authentic problems. • Design new machines, media and technologies. • Formulate factual, topical, conceptual and debateable questions. • Make guesses, ask ‘what if’ questions and generate testable hypothesis. • Practise flexible thinking – develop multiple opposing contradictory and complementary arguments. • Use a mind map. • Use existing works and ideas in new ways.
	<p>Transfer: The skill of learning by making new connections and applying skills, knowledge and understanding to new situations</p>	<ul style="list-style-type: none"> • Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding. • Apply skills and knowledge in unfamiliar situations. • Change the context of an inquiry to gain different perspectives. • Inquire in different contexts to gain a different perspective. • Make connections between subject groups and disciplines. • Make unexpected or unusual connections between objects and/or ideas.

Social Skills	Collaboration: the skill of working co-operatively with others.	<ul style="list-style-type: none"> • Build consensus. • Encourage others to contribute. • Help others to succeed. • Listen actively to other perspectives and ideas. • Make fair and equitable decisions. • Manage and resolve conflict, and work collaboratively in teams. • Negotiate ideas and knowledge with peers and teachers.
Communication Skills	Interaction: the skill of effectively exchanging thoughts, messages and information.	<ul style="list-style-type: none"> • Give and receive meaningful feedback. • Understand and use mathematical notation. • Use and interpret a range of discipline-specific terms and symbols. • Use appropriate forms of writing for different purposes and audiences. • Use intercultural understanding to interpret communication.
	Information Literacy: the skills of reading, writing and using language to communicate information appropriately and write in a range of contexts.	<ul style="list-style-type: none"> • Access information to be informed and to inform others. • Collect, record and verify data. • Collaborate with peers and experts using a variety of digital environments and media. • Make connections between various sources of information. • Structure information in summaries, essays and reports. • Present information in a variety of formats and platforms. • Process data and report results. • Read for comprehension.
Self-Management Skills	Affective skills: the skills of managing our emotions through cultivation a focused mind.	<ul style="list-style-type: none"> • Demonstrate persistence and perseverance.
	Organization: the skill of effectively using time, resources and information	<ul style="list-style-type: none"> • Plan short- and long- term assignments; meet deadlines. • Practice visible thinking strategies and techniques (flowcharts) • Select and use technology effectively and productively. • Use appropriate strategies for organizing complex information.
	Reflection: the skill of considering what is learned and experienced in order to support personal development through metacognition.	<ul style="list-style-type: none"> • Consider ethical, cultural and environmental implications. • Consider personal learning strategies. • Develop new skills, techniques and strategies for effective learning.
Research Skills	Information and media literacy: the skill of interpreting and making informed judgements as users of information and media.	<ul style="list-style-type: none"> • Demonstrate awareness of media interpretation of events and ideas. • Evaluate and select information sources and digital tools based on their appropriateness to specific tasks. • Locate information from a variety of forms of media. • Use footnotes or endnotes and construct a bibliography according to recognized conventions. • Understand the impact of media representations and modes of presentation.

Personal Project

What is the Personal Project?

The Personal Project gives MYP Students the opportunity to do an in-depth project based on one of their personal interests. The students work with an assigned supervisor and are allowed to choose a topic of their liking. Throughout the year, it is the student's task to go to their supervisor for guidance, and update them on their progress. Their project will be evaluated through a final product, presentation and written report and journal entries.

Aims of the Personal Project

- To engage in the personal enquiry issues that are relevant to yourselves.
- Demonstrate you have the skills, attitudes, and knowledge required to complete a project over an extended period of time
- Develop confidence as an inquirer
- Make sure you learn something new. There is no point of inquiring about something that is not new to you. The purpose is to challenge yourself with something you would enjoy, in order to reflect on your learning and knowledge gained as result of this project

“

There should be no boundaries to human endeavor. We are all different. How ever bad life may seem, there is always something you can do, and succeed at. While there's life, there is hope.

- **Stephen Hawking**

”



Personal Project Phase 1: Investigation



Criteria A: Investigating

- A.1 Goal
- A.2 Personal Motivation and Context
- A.3 Global Context
- A.4 Research

1.1 Choose a topic or area of interest.

Consider the following questions to get you started:

- What is something that you have always wanted to learn but have never had the opportunity?
- Are there issues in our community that you would like to solve?
- How do you like to express yourself?
- How and what can you innovate to improve our quality of life or community?

1.2 Take a moment to jot down 3 ideas you have for you project:

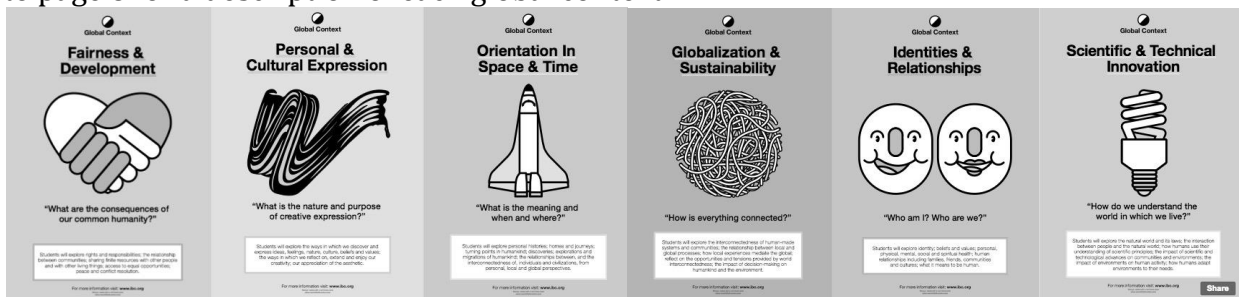
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1.3 Identify a relevant Global Context

The global context will inform the questions that you will ask as you develop your personal project. It will help you explain why your project matters and how it relates to the real world. Review the examples in the table below to see how a topic can be approached from different global contexts:

Topic - Goal	Global Context	Aspect of the Global context	Rationale
Cooking – Healthy Cook Book	Identities and relationships	Physical Health	Create a cookbook of healthier versions of favorite family recipes
Cooking – Hosting a dinner	Personal and Cultural expression	The ways in which we discover and express culture	Food and sharing food as a means of cultural exchange
Art – Social Justice Art	Fairness and Development	Sharing finite resources with other people and with other living things	Create art pieces that provoke thought on issues such as poverty and the environment
Art – Refugee Migrations	Orientation in Space and Time	Homes and journeys	Create a series of art pieces exploring refugee migration to Canada

Refer to page 8 for a description of each global context.



1.4 Meet with supervisor and present preliminary proposal

Prepare a short proposal including:

- Topic
- Personal Motivation and Context
- Goal - Product/Outcome
- Global Context

1.5 Arrange a meeting with supervisor and present your proposal

Be prepared to discuss your project proposal, and use feedback to:

- potentially revise your project or parts of it
- consider any potential ethical considerations
- identify potential research sources

1.6 Sign the Personal Project Agreement and hand it to your Supervisor

- Form is on the next page.

1.7 Process Journal – Goal, Motivation and Global Context

Complete the Personal Project Worksheet on Managebac

Make a note in your process journal outlining:

- Topic and personal motivation and context
- Goal – product/outcome
- Global Context and how it is relevant to the project
- Refer to Appendix C: A Special Note on the Process Journal

1.8 Process Journal - Research

- Determine potential research sources and begin your research. You are expected to access a range of sources and a variety of source types, for example: internet, books, articles, experts, workshop, recordings etc.
- Document your research in your process journal on Managebac
- Evaluate each of your research sources - refer to Appendix D: Research Source Evaluation
- Prior Knowledge can be used in a project but is not sufficient on its own
- You should document how your research has guided decision making in the project process

TUESDAY, 03 MARCH 2015

Weber's appinventor website continues to be an excellent source. I just finished the Lady Bug Chase tutorial and I learned a lot about animation, sprites, and screen co-ordinates for Android Apps.

While YouTube videos (like the Space Shooter tutorial) are good, I find that I have to start and stop them a number of times. This is a little annoying. On the other hand, Weber's tutorials are all in pdfs and they have lots of pictures so that it is possible to see what they mean. I often split my screen so that I have the Weber pdf on the right and appinventor on the left - it makes it very easy to follow along.

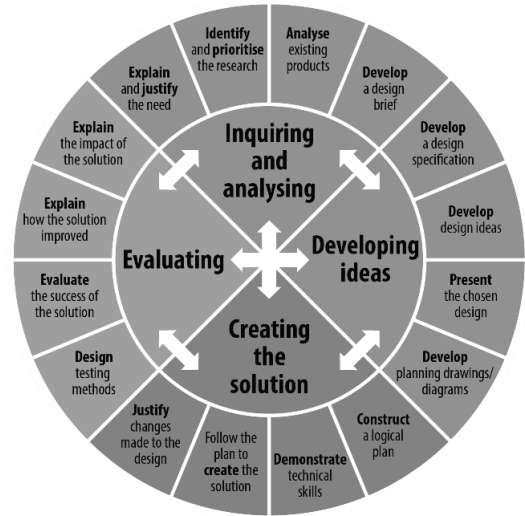
He also writes lots of extra notes about how appInventor is working and things about ifs, loops and methods. This helps me to understand what I am learning instead of just following along as I would be a YouTube tutorial. The only problem is that sometimes Weber goes into too much detail and it can take a while to read

Personal Project Agreement

The MYP Personal Project is a culminating project for the MYP Programme. All students must successfully complete the Personal Project in order to successfully complete the MYP Programme and move onto the Diploma Programme.

Students are expected to:

- ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
- follow the process and timelines laid out in this guide
- keep in regular contact with their supervisor and make any required meetings
- spend approximately 25 hours on their personal project
- complete the project independently
- document their personal project through a process journal on Managebac
- follow the academic honesty policy of IB
- complete the personal project report and present at the personal project fair



Students will receive:

- guidance in the process and completion of the project
- guidelines about the MYP project
- a timetable with deadlines
- the assessment criteria for the project
- advice on how to keep and use a process journal
- a teacher supervisor to help guide them through the project
- formative feedback

Student Name: _____ Student Signature: _____

Parent Name: _____ Parent Signature: _____

Supervisor Name: _____ Supervisor Signature: _____

Personal Project Phase 2: Planning

Criteria B: Planning

- B.1 Success Criteria
- B.2 Develop Process Plan
- B.3 Self-management Skills



2.1 Create Success Criteria for the Product/Outcome

- Determine what your product/outcome will be (eg. an original work of art, a model, a business plan, a campaign, an piece of original writing...)
- Define your goal and realistic criteria to measure the quality of the final product/outcome.
- Consider a rubric or checklist
- Include some quantifiable measures
- Qualitative measures should include descriptors

Sample Success Criteria:

[Overall Goal: Write a play about e-waste]

1. Develop character studies for 3 characters.
2. Develop a plot diagram with at least 15 points.
3. Write a play of at least 4000 words with 2 acts.
4. Develop 2 different scenes relating to e-waste.
5. Use pathos well at least 4 times in the play.
6. Use 5 other literary devices to develop the theme of e-waste.
7. Create empathy in the audience for the problem of e-waste.



2.2 Develop Process Plan

Create an action plan for your project. The action plan should outline the tasks you need to complete and anticipated timelines. Use a table or flowchart to outline your action items and timelines

Sample Process Plan

[Overall Goal: Write a play about e-waste]

Process Item	Planned Start Date	Planned End Date
Criteria A:	Dec 2016	Jan 2017
1. Conduct research into e-waste.	-date in range-	-date in range-
2. Research play writing.	-date in range-	-date in range-
3. Research epub creation and file formats.	-date in range-	-date in range-
Criteria B:	Feb 2017	Mar 2017
4. Brainstorm list of 15 possible settings.	-date in range-	-date in range-
5. Brainstorm list of plot ideas & characters	-date in range-	-date in range-
6. Select character, settings and plot ideas.	-date in range-	-date in range-
7. Develop character studies for 3 characters.	-date in range-	-date in range-
8. Develop plot diagram with at least 15 points.	-date in range-	-date in range-
9. Brainstorm literary devices and uses in the play.	-date in range-	-date in range-
10. Outline the play: 2 acts and 2 scenes.	-date in range-	-date in range-

Criteria C:	Apr 2017	Aug 2017
11. Write the rough draft of the play	-date in range-	-date in range-
12. Edit the draft, cutting words.	-date in range-	-date in range-
13. Verify literary devices.	-date in range-	-date in range-
14. Format play as an epub.	-date in range-	-date in range-
15. Try play out with a test audience.	-date in range-	-date in range-
16. Edit play.	-date in range-	-date in range-

It may be helpful to view the personal project timelines in selecting your start and end dates.

Dates	Stage	Details	Due Dates
Nov. 2016	Intro to PP	<ul style="list-style-type: none"> ✓ Intro to PP during IBMC and PP Assembly ✓ Gallery Walk of Grade 10 PP during Fair ✓ Brainstorm and generate ideas 	
Dec. 2016 – Jan. 2017	Investigation	<ul style="list-style-type: none"> ✓ Identify PP topic ✓ Outline prior learning ✓ Outline of PP: Identify goal and global context ✓ Initial research 	1 st Meeting with Supervisor – Project Proposal Feb. 6th, 2017
Feb. 2017 – Mar. 2017	Planning	<ul style="list-style-type: none"> ✓ Develop criteria for product /outcome ✓ Continue research – select, evaluate & acknowledge sources ✓ Create Process Plan 	2 nd Meeting with Supervisor – Goal, Criteria, and Process Plan Mar. 10th, 2017
Apr. 2017 – Aug. 2017	Taking Action	<ul style="list-style-type: none"> ✓ Work on & complete product /outcome 	3 rd Meeting with Supervisor – Update on Progress Jun. 2nd, 2017
Sept. 2017	Reflecting	<ul style="list-style-type: none"> ✓ Evaluate the quality of the product against criteria ✓ Reflect on learning 	4 th Meeting with Supervisor – Update on Progress Sept. 29th, 2017
Oct. '16 – Nov. '16	Reporting	<ul style="list-style-type: none"> ✓ Write report ✓ Prepare presentation for P.P. Fair 	Report and Personal Project Fair Nov. 2017 Date T.B.A.

2.3 Meet with supervisor and propose Success Criteria and Process Plan

- Present your proposed Success Criteria and Process Plan to your supervisor.
- Be prepared to revise your success criteria and/or process plan based on your supervisor's feedback.

2.4 Process Journal – Success Criteria and Process Plan

- Document your Success Criteria on Managebac
- Document your Process Plan on Managebac

Personal Project Phase 3: Taking Action

Criteria C: Taking Action

- C.1 Product Created
- C.2 Thinking Skills
- C.3 Communication Skills



3.1 Follow Through on Project

- Implement your Process Plan
- Be disciplined in your work habits

3.2 Process Journal – Taking Action

- Document your progress in the Process Journal
- Take pictures/video of your project to document your progress
- Document all decisions and problem solving
- Document further research
- Document interactions
- Document any revisions to your project

A Special Note on the Process Journal

The process journal is a critical component of the Personal Project. Students must demonstrate all 4 objectives through the process journal. Students' approaches to learning skills, working behaviours and academic honesty are also demonstrated through the Process Journal.

Types of entries:

- initial ideas, brainstorming, decisions, processes
- all meetings with your supervisor including what was discussed
- proposals and action plans
- all research sources including an annotation and evaluation of the source
- visuals of work in progress
- questions and problems
- reflections on progress, problems, decisions...

Form of entries:

- Short written entries
- Diagrams, sketches, mindmaps
- Bulleted lists
- Links with annotations
- Evaluation of sources
- Pictures
- Video clips

Expectations for the Process Journal:

- All entries must be recorded in Managebac
- The process journal should be used consistently over the duration of the project.
- NB. all entries are date stamped. Back dating will not be accepted
- Minimum of 15 entries
- 5-10 process journal entries will be included as appendices for the final report to document the project

“If it is not in your journal, it didn't happen” – Mr. Langford

3.3 Meet with supervisor to update them on your progress

- Meet with your supervisor at least once during the action portion of your project, to update them on your progress

Personal Project Phase 4: Reflecting

Criteria D: Reflecting

- D.1 Criteria evaluation
- D.2 Deepening knowledge of topic and Global Context
- D.3 Reflect on development as IB learner



4.1 Process Journal - Evaluate your Product/Outcome

- Evaluate your product/outcome using the Success Criteria you established in your plan
- Write a justification for each judgement

4.2 Process Journal - Reflection

- Write a reflection on how the process deepened your understanding of the topic and the Global Context – refer to IBMC Personal Project Package for description of Global Contexts
- Write a reflection on how you developed IB Learner Profile attributes and Approaches to Learning skills
- Refer to page 5 for details about the IB Learner Profile.
- Refer to page 9 & 10 for details about the Approaches to Learning.

4.3 Meet with supervisor to update them on your progress

- Meet with your supervisor at least once during the Reflection component of your project, to update them on your progress

4.4 Reporting the Personal Project

The Report

“The MYP personal project report demonstrates a student’s engagement with his or her personal project by summarizing the experiences and skills recorded in the process journal.” -Project Guide

The report can take a variety of forms:

Format	Length
Written	1,500–3,500 words
Electronic (website, blog, slideshow)	1,500–3,500 words
Oral (podcast, radio broadcast)	13–15 minutes
Visual (film)	13–15 minutes
Multimedia including an audio/visual component and written report	6 minute A/V

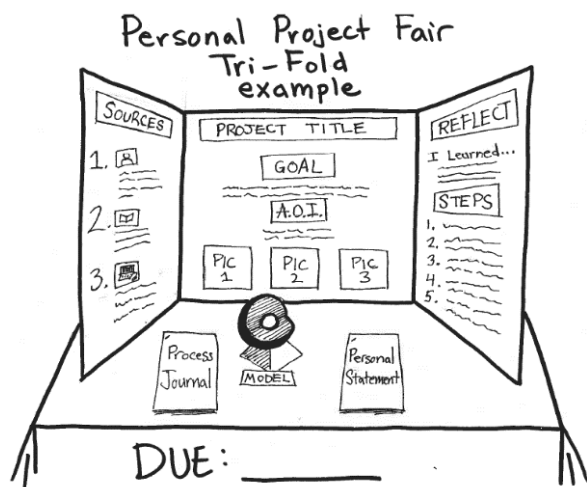
When submitting the report for assessment, students must include:

- the personal project coversheet
- the completed academic honesty form
- process journal extracts
- any supporting visual aids used during the presentation, if applicable
- bibliography/sources.

“The report, however creatively developed and presented, does not replace the product/outcome of the personal project. If the product/outcome of a personal project is in written form, such as an essay or novel, this is considered as distinct from the project report”. -Project Guide

The Presentation

In addition to the report, students must present their presentation at the Personal Project Fair. For at least three days in November, the south cafeteria will be closed at lunch and students will present their personal projects.



You do not need a tri-fold board, but you do need to bring your report AND some artifacts that you created during your personal project. Bring power cables and charge your battery before you arrive.

The grade 9s will be coming around to see the personal projects to get ideas for their own.

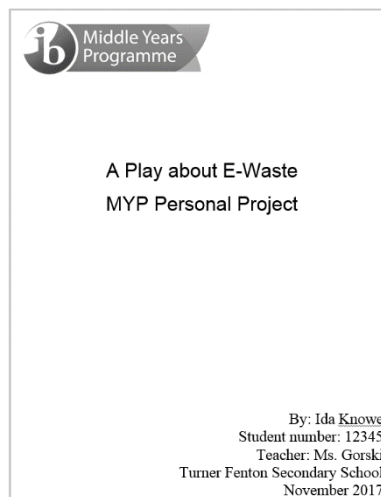
As well, your teacher supervisor will ask you a series of questions about your project. Think about some of your responses before the presentation.

1. What did you want to achieve through your personal project?
2. What did you want others to understand through your work?
3. What impact did you want your project to have?
4. What global context did you choose? Why was it more appropriate than the others?
5. Explain thinking skills did you gained from the project. (what about communication skills or research skills?)
6. Identify your most important source and explain why it was so effective.
7. If you lived in a place without a connection to the Internet, how would the personal project have been different for you?
8. Explain how the personal project has helped you explore the IB learner profile.
9. What were the most interesting aspects of the PP process?
10. Did you discover anything that surprised you? Explain.
11. Is there any advice that you would want to pass on to someone starting out on a Personal Project?
12. If you had to do this project again, would you pick the same topic?

Details for the Personal Project Report

Title Page

- The IB logo
- A title that describes your project
- The year it is due
- Your name
- Your student number
- Your advisor's name



Criteria A: Investigating

A.1 Goal

- One sentence outlining the goal of your project.
- What will you create?
- How will you use it?
- Eg. The goal of this personal project is to create a puppet show to entertain children and use it to tour schools and hospitals.



A.2 Personal Motivation & Context

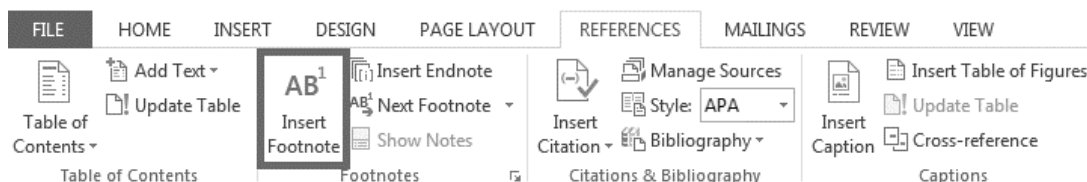
- 3-4 sentences.
- Why is this topic important to you personally?
- What was your inspiration for the project?
- Why do you want to do this?

A.3 Global Context

- Name your global context and define it – see page 8.
- Explain in a sentence or two how it relates to your goal.

A.4 Research

- Several paragraphs, one of each of your major types of sources. (Eg. One on YouTube videos, One on How-to-websites, One on the people you talked to, One on the books you read)
- Consider the relevance of your sources:
 - Authority Who is the author? What are their credentials?
 - Accuracy Does the information appear correct and consistent? Does the author provide a bibliography?
 - Relevance Is the content relevant for your purpose?
 - Audience Who is the intended audience? Is the content too simple, technical or advanced?
 - Objectivity Is the purpose obvious? Is there any evident bias?
 - Currency Is the content up to date? When was the content published?
- In each paragraph,
 - Actually name the source (Whose web page is it? What was its name?)
 - Explain what you learned from the source
 - Evaluate the source, explaining why it was helpful or what could have been improved.
 - Footnote your sources. Use the word button (or Google doc) to do so.



Criteria B: Planning

B.1 Criteria

- Develop a list of at least 7 criteria that you need to complete to finish your project.
- Use numbers or quantifiable measures in some of the criteria.
- Examples of criteria:
 - Create a play that is 5 pages long and has 4 characters.
 - Perform the play at 2 area hospitals a total of 5 times.



B.2 Development Process Plan

- Create a table to outline what you plan on doing and when you will do it.

Process Item	Planned Start & End Date	Actual Start & End Date on Managebac
Brainstorm Play		
Create storyline		

- The rest of this will be documented on Managebac.
- Put in 5-6 pictures of the project while you are creating it. Briefly outline what is happening in each picture. Provide a description for each photo.

B.3 Self-management Skills

- Self-management skills are listed on page 9 of this manual. Choose 2 items from the last column.
- Write a paragraph for each of your selected self-management skills. Discuss how you developed the self-management skills during the project.

Criteria C: Taking Action

C.1 Product Created

- Briefly outline what was created in a sentence or two.
- Show 2 pictures of your final project.



C.2 Thinking skills

- Thinking skills are listed on page 10 of this manual. Choose 2 items from the last column.
- Write a paragraph for each of your selected thinking skills. Discuss how you developed this thinking skill during the project.

C.3 Communication & Social skills

- Communication skills are listed on page 10 of this manual. Choose 2 items from the last column.
- Write a paragraph for each of your selected communication skills. Discuss how you developed this thinking skill during the project.

Criteria D: Reflecting

D.1 Criteria Evaluation

- Make a chart. Include each of your criteria from Section B.1.
- Give yourself a rank out of 7, with 7 being the best for each criteria.
- Briefly justify your choice.



Criteria	Rank (7)	Justification
Create a play that is 5 pages long and has 4 characters.	6	Children enjoyed performance, so play was effective, but could have been longer. Needed a second act.


D.2 Deeping Knowledge of Global Context

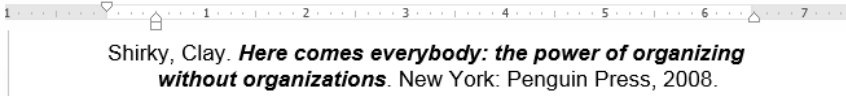
- Using the global context named in A.3, explain how the experience has allowed you to understand the global context in more depth.

D.3 Reflect on IB Learner Profile

- Pick two characteristics from the learner profile and demonstrate how the personal project experience reflected those characteristics (on page 5 of this manual)
- Two paragraphs: one characteristic in each paragraph.

Bibliography

- In alphabetical order, using MLA or Chicago format.
- To sort, highlight all of the lines in the bibliography and press the sort button: 
- The first line of each entry is not indented. The others are. This is done by highlighting all lines in the bibliography and moving the ruler.



Bibliography:

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Academic Honesty Form

- Include the form from the following page.

Appendix

- Screen snap-shots of the journal entries from Managebac for your personal project.
- There should be at least 2 per criteria.
- An example is seen below:

Managebac Journal Entry 5

Criteria C	Date: July 21, 2015	Purpose/topic: Dry Brush Experiment Results
<p>Process Journal Entry:</p> <p>TUESDAY, 21 JULY 2015</p> <p>July 21, 2015</p> <p>I focused a lot of a technique called the dry effect/dry brush technique. It is basically using a dry brush loaded with ink to create a certain look for a stroke. This effect gives a painting a natural rough looking texture to paint mountains or tree bark for example. I focused a lot on this technique so I could make my paintings appear more realistic. It adds an addition to detail to my paintings.</p> <p>Next time, I hope to add the dots technique which I have looked at previously. This technique is also a way to add details by placing long and short dots on a painting to give it more texture and depth.</p> 		

Personal Project Academic Honesty Form



Student Name:		Student Number:	
School Name:		School Number:	1003
Supervisor Name:		Supervisor Department:	

Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.

Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.

	Date	Main Points Discussed	Initials	
			Student	Supervisor
1		Proposal/Idea:		
2		Signed Proposal:		
3		Success Criteria & Process Plan:		
4		Taking Action:		
5		Reflection:		

Page 2, Academic Honesty Form

Student's comments:

Supervisor's comments:

Student declaration

I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

Student's Signature: Date:

Supervisor declaration

I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Supervisor's Signature: : Date:

How to study effectively and efficiently

1. Cover and test method

This method is good for spelling, definitions, vocabulary lists, etc. First, read the material then, after covering it either say it or write it out. Check to see which facts you omitted, cover it again and repeat.

2. Studying with a partner

This technique involves asking a friend, brother, sister or parent to question you from your notes. This can be effective only if you have a complete set of notes and if you can stay on topic. It can reinforce what you have already learned and help to get the facts sorted into a logical sequence.

3. Recite aloud

Just as reading aloud improves your concentration, reciting aloud will enable will enable you to learn faster. Pretend that you're explaining the concept to another person because if you can properly explain the concept, it means that you understand it. For example, if you are trying to memorize something, repeat it several times aloud. Your mind will have to concentrate to recall and you will be listening to what you are saying.

4. Over learning

Most students can easily recite the nursery rhyme "Humpty Dumpty" and yet they find it difficult to remember facts learned in class the day before. Why is this so? As a child, you recited it so many times after learning it that it became impossible to forget. This is called over learning. If you frequently review material after learning it thoroughly in study, you will over learn and never forget!

5. Study notes

Put the main heading at the top of the page. In the margin put the sub- heading (or word to be defined). Beside it, put the facts or (or definition) in point form. Finally cover the point and test yourself as you look only at what is it in the margin.



How to overcome procrastination

Step 1- Recognize that you are procrastinating

If you are honest with yourself, you probably know when you are procrastinating. But to be sure, take our "Are You a Procrastinator? Self-Test". Here are some useful indicators that will help you know when you are procrastinating:

- Filling your day with low priority tasks from your To Do List.
- Reading e-mails several times without starting work on them or deciding what you are going to do with them.
- Sitting down to start a high-priority task, and almost immediately going off to make a cup of coffee.
- Leaving an item on your To Do list for a long time, even though you know it is important.
- Regularly saying "Yes" to unimportant tasks that others ask you to do, and filling your time with these instead of getting on with the important tasks already on your list.
- Waiting for the "right mood" or the "right time" to tackle the important task at hand.

Step 2- Recognize why you are procrastinating

One reason for procrastination is that people find a particular job unpleasant, and try to avoid it because of that. Most jobs have unpleasant or boring aspects to them, and often the best way of dealing with these is to get them over and done with quickly, so that you can focus on the more enjoyable aspects of the job. If you are procrastinating because you find the task unpleasant:

- Many procrastinators overestimate the unpleasantness of a task. So give it a try! You may find that it is not as bad as you thought!
- Hold the unpleasant consequences of not doing the work at the front of your mind.
- Reward yourself for doing the task.

Another cause is that people are disorganized. Organized people manage to fend off the temptation to procrastinate, because they will have things like prioritized to-do lists and schedules which emphasize how important the piece work is, and identify precisely when it is due. Organized people are also better placed to avoid procrastination, because they know how to break the work down into manageable "next steps". Even if you are organized, you can feel overwhelmed by the task. You may doubt that you have the skills or resources you think you need, so you seek comfort in doing tasks you know you are capable of completing. Unfortunately, the big task is not going to go away -truly important tasks rarely do. If you are procrastinating because you are disorganized, here is how to get organized!

- Keep a To-Do list so that you cannot "conveniently" forget about unpleasant or overwhelming tasks.
- Use an Urgent/Important Matrix to help prioritize your to-do list so that you cannot try to kid yourself that it would be acceptable to put off doing something on the grounds that it is unimportant, or that you have many urgent things which ought to be done first when, in reality, you are procrastinating.
- Become a master of scheduling and project planning, so that you know when to start those all-important projects.
- Set yourself time-bound goals: that way, you will have no time for procrastination!
- Focus on one task at a time.

Surprisingly, perfectionists are often procrastinators, as they can tend to think "I don't have the right skills or resources to do this perfectly now, so I won't do it at all." One final major cause of procrastination is having underdeveloped decision-making skills. If you cannot decide what to do, you

are likely to put off taking action in case you do the wrong thing. If you are putting off starting a project because you find it overwhelming, you need to take a different approach. Here are some tips:

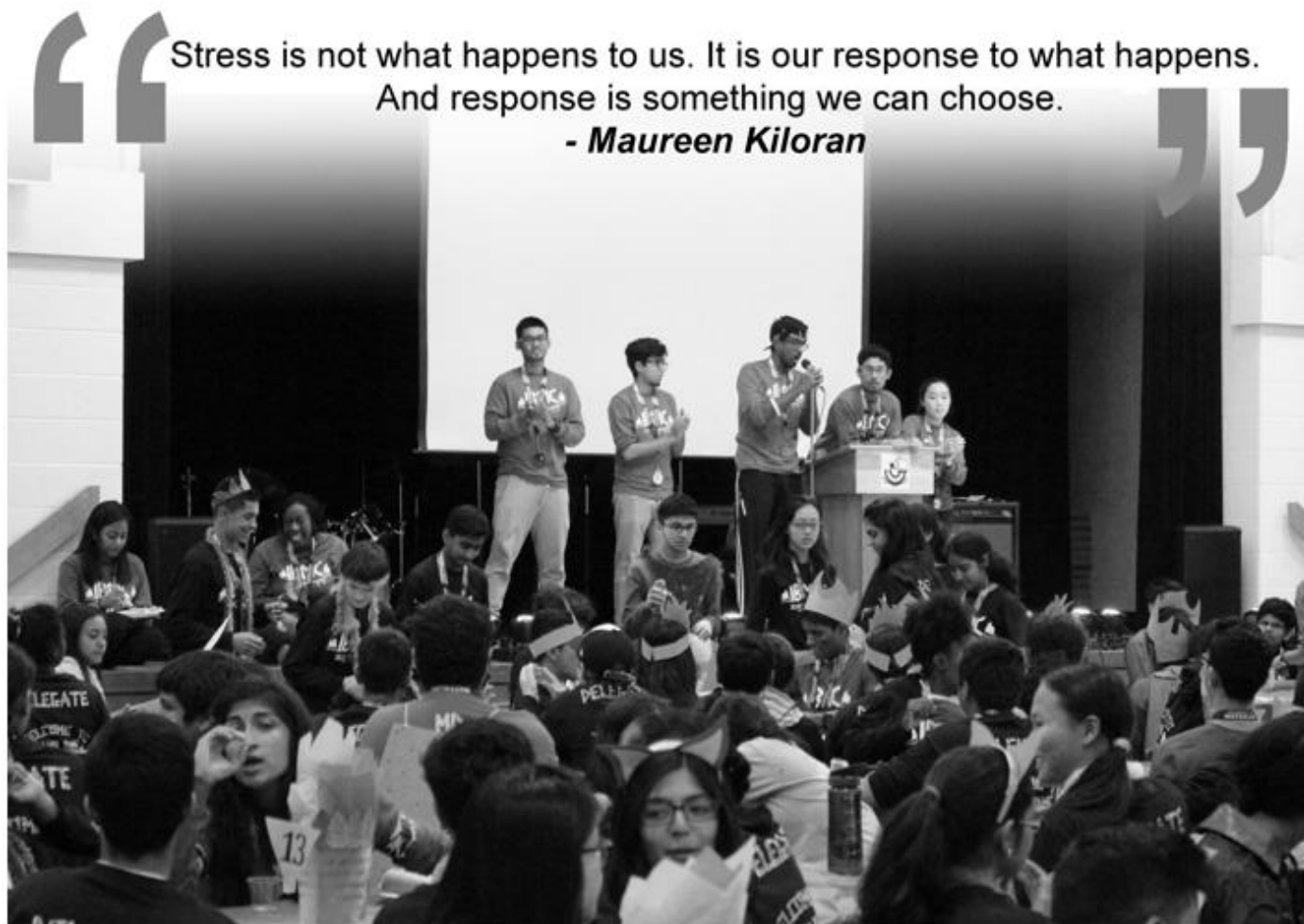
- Break the project into a set of smaller, more manageable tasks. You may find it helpful to create an action plan.
- Start with some quick, small tasks if you can, even if these are not a logical first step. This will create a sense of accomplishment and so the whole project will not seem so overwhelming.

Step 3- Adopt anti-procrastination strategies

Procrastination is a habit— a deeply ingrained pattern of behaviour. You will not be able change it overnight. Habits only stop being habits when you have persistently stopped practicing them, so use as many approaches as possible to maximize your chances of beating procrastination.

Some tips will work better for some people than for others, and for some tasks than others. And, sometimes, you may simply need to try a fresh approach to beat the "procrastination peril"! These general tips will help motivate you to get moving:

- Make up your own rewards. For example, promise yourself a piece of cake, if you have completed a certain task. And make sure you notice how good it feels to finish things!
- Ask someone else to check up on you. Peer pressure works! This is the principle behind slimming and other self-help groups, and it is widely recognized as a highly effective approach.
- Identify the unpleasant consequences of NOT doing the task.



Leading a Balanced Life

IB encourages students to lead a balanced life by having interests outside of academics. There are many options to how you can have fun and spend time with your friends, ACE holds different intramurals throughout the year. You just sign up with friends and play at lunchtime! This is an awesome way for some IB students to get involved if they cannot commit to afterschool activities. For competitive athlete there is a wide variety of sports, the school offers throughout the year. Here is a list of the many sports teams offered at our school:

Fall Sports	Winter Sports	Spring Sports
Cross Country Running	Archery	Archery
Girls' Basketball	Alpine Skiing	Badminton
Girls' Flag Football	Nordic Skiing	Ball Hockey
Boys' Football	Curling	Baseball
Girls' Field Hockey	Swimming	Cricket
Boys' Volleyball	Table Tennis	Track and Field
Golf	Wrestling	Ultimate Frisbee
Tennis	Boys' Basketball	Girls' Lacrosse
	Girls' Hockey	Girls' Rugby
	Boys' Hockey	Boys' Rugby
	Girls' Volleyball	Girls' Soccer
		Boys' Soccer

For the more artsy student, our school also offers The Bistro Show, LAC and multiple bands and ensembles organized by Music Council. Bistro is a great to showcase your performing talents and work toward a final away from performance; it is something fun and engaging to take your mind school. IAC and Music Council both have executives if you want to commit more time, however meetings are open to a general council as well.

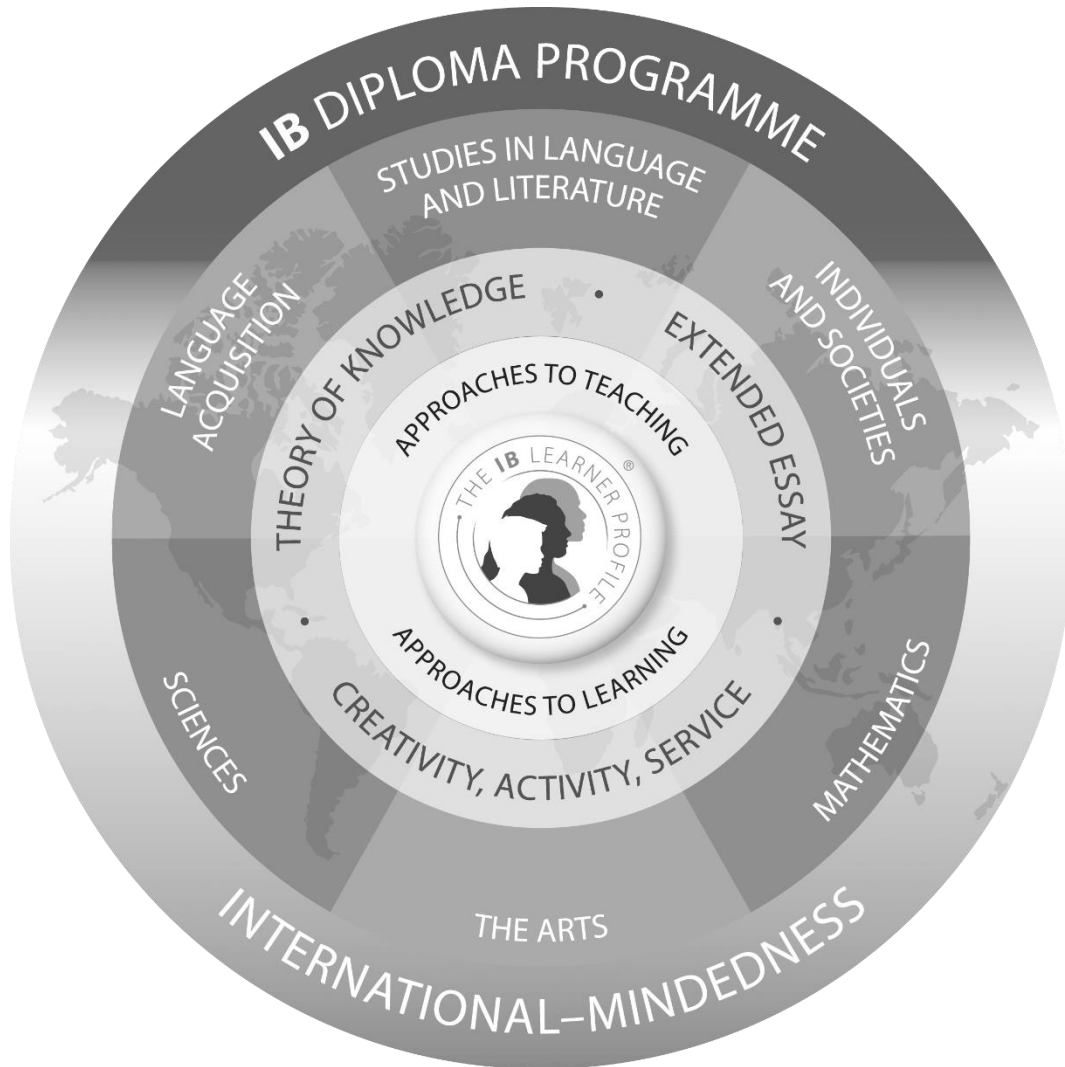
TFSS has many clubs available for you to join throughout the year. They are fun and easy to commit to! They vary from Chess club, to Envirothon club, to Culturefest, and everything in between. You can even get a group together to start up your own club or join one of the ones below:

ACE (Athletic Council Executive)	Free The Children	Senior Jazz Ensemble
Amnesty International	HOSA	SETA
Anime Club	IAC (Integrated Arts Council)	START
Chess Club	IBMC	Student Activities Council
Children's Christmas Party	Interact Club	SAFE (Student Alliance For Equality)
Culturefest	Junior Jazz Ensemble LINK Crew	Table Tennis
Debate Team	Mechanics Club	Turnerround
DECA	Music Council	United Way of Peel
Drama Club	Peer Tutors	White Pine Reading Club
Earth Core	Photography Club	Writers' Club
Engineering Club	Prom Committee	Yearbook
Envirothon Team	Recreational Sports Club	
Fashion Club	Robotics Team	

There are always options for extra-curriculars outside of school as well. Your local community centre, temple, and sports complex usually offer lessons and workshops that can create routine and give you a nice break volunteering at any of these places does the same, but also gives you the benefit of getting experience and volunteer/CAS hours. Look for your interests to find the best options for you, and try these new things out with friends!

The Diploma Programme

After grades 9 and 10, you will enter the IB's diploma programme. Your classes will follow an internationally set and moderated curriculum.



There are 3 pieces of the core of the DP programme:

- Creativity, Activity, Service (CAS)
- Theory of Knowledge (TOK)
- Extended Essay (EE)

The Extended Essay

The extended essay (EE) is an in-depth study of a specific topic chosen from an approved list of Diploma programme subjects. It is intended to promote high-level research, writing skills, intellectual discovery and creativity. extended essay is assessed against common criteria which are interpreted differently based on its Diploma subject.

- The EE is a minimum of 4,000 words in length
- It is compulsory for all Diploma students
- It is externally assessed and contributes up to three points (in combination with the 'Theory of Knowledge' essay) to the total score of the IB diploma.

Creativity, Action, Service (CAS)

Creativity, Action, Service (CAS) is at the heart of the Diploma Programme. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities and characterized as follows.

1. **Creativity** - Any and all activities involving creative thinking, such as:
 - Artistic creation (poetry, dance, painting, etc.)
 - Helping to organize an event (helping to design fundraisers or even conferences)
2. **Action** - Physical exertion contributing to a healthier lifestyle. This component has the widest scope, and is usually considered the easiest to accomplish, due to the fact that action is usually used in activities of service or creativity. It can include activities such as:
 - Sports teams and clubs
 - Dance
3. **Service** - An unpaid activity designed to help people and teach the student, such as:
 - Conference volunteering
 - In-school volunteering (refereeing sport events, helping in the cafeteria, library, etc.)
 - Out of school volunteering (cleaning parks, participating in fundraisers, etc.)

For student development to occur, CAS should involve:

- Purposeful goals with significant outcomes
- Personal challenge and opportunity to learn
- Thoughtful consideration and reflection on outcomes and personal development.

All proposed CAS need to meet the above criteria. CAS should continue on a regular basis and for as long as possible throughout the programme, and absolutely for at least 18 months. CAS updates can be made on ManageBac. CAS must be completed to be awarded the IB diploma.

Theory of Knowledge (ToK)

How do you know if what you know is actually knowledge? How does one justify knowledge. Can someone know without believing? How do you distinguish the different ways in which you perceive knowledge? Getting a headache yet? It'll all make sense after you have ToK. ToK is a course designed to make Diploma students broaden their minds and better analyze the world around them in its entirety.

Ways of Knowing

The ToK course identifies eight specific ways of knowing (WoKs):

Language	Imagination	Emotion	Reason
Sense Perception	Faith	Intuition	Memory

Areas of Knowledge

How do we know things? We know because we use a range of methods of inquiry that utilise the WoKs to construct knowledge into different areas of knowledge (AoKs). The theory of knowledge divides knowledge into eight AoKs:

Mathematics	Indigenous Knowledge Systems	Natural Sciences	Ethics
Human Sciences	Religious Knowledge Systems	History	The Arts

Assessment Component

Part 1: The Essay

- An essay on a prescribed title that is maximum 1,600 words and externally assessed by the IB

Part 2: The Presentation

- A presentation in class in a small group of approximately 10 minutes per student
- A written presentation planning document (TK/PPD)

Advance TUTORING

Grades 9-12

- + Advanced Functions
- + Calculus and Vectors
- + Mathematics of Data Management
- + Functions
- + Functions and relations
- + Functions and Applications

- + Science (9-10)
- + Math (9-10)
- + Physics(11-12)
- + Chemistry (11-12)
- + Biology (11-12)
- + English (9-12)

Math, Physics and Chemistry for **IB** Students(9-12).

Math: **Grades K - 8**

Extra practice on entire Curriculum materials, Skills Development, Work habits, Quiz and Test Preparation, math drill, concept building, word problems: Many areas such as integers, fractions, order of operations, tables, word problems, linear systems, one step equations, multi step equations, algebra, arithmetical estimation, quadratic equations, quadratic functions, parabolas, transformations, graphing and many more.

Reading :

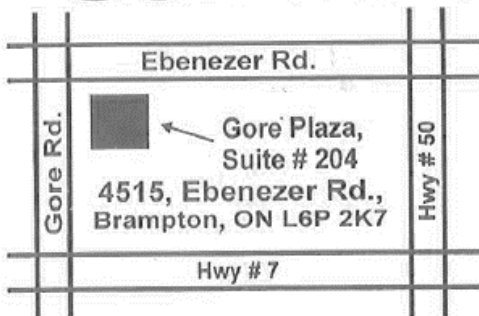
Reading will also include to work on main ideas, summarizing facts, context clues, facts and opinions, similies and metaphor, and many more.

Writing :

Paragraphs and Essays : Descriptive writing, Persuasive writing, Expository writing, Narrative writing, report writing, Media Literacy, etc.

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