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| **MYP Personal Project Objective** | **MYP ATL Skill** | **VA SOL: Grade Ten** |
| 1. Investigating  * Goal setting & identification of global context * Identifying & applying prior knowledge * Identifying and evaluating sources | Research Skills   * Collect and analyze data to identify solutions and make informed decisions to further project * Create references and citations and construct a bibliography * Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media * Use critical-literacy skills to analyze and interpret information * Understand the impact of media representations and modes of presentation when analyzing information * Demonstrate awareness of media interpretations of events and ideas * Understand and implement intellectual property rights | 10.2   * Use media, visual literacy, and technology skills to create products * Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion * Determine author’s purpose and intended effect on the audience for media messages   10.5   * Recognize an author’s intended audience and purpose for writing * Skim manuals or informational sources to locate information * Compare and contrast informational texts * Interpret and use data and information in maps, charts, graphs, timelines, tables and diagrams * Draw conclusions and make inferences on explicit and implied information suing textual support as evidence * Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge * Use reading strategies throughout the reading process to monitor comprehension   10.7   * Use a style manual to apply rules for punctuation * Suggest how writing might be improved * Proofread and edit final product for intended audience and purpose   10.8   * Use technology as a tool to research, organize, evaluate, synthesize, and communicate information. * Develop the central idea or focus. * Verify the accuracy, validity, and usefulness of information * Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias |
| 1. Planning  * Identifying criteria for product * Plan & record development process for project | Self-management skills   * Make plans that are logically sequential and efficient * Demonstrate persistence and perseverance * Use appropriate strategies for organizing complex information * Select and use technology effectively and productively * Practice “bouncing back” after adversity, mistakes and failures | 10.1   * Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems   10.6   * Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose   10.7   * Use a style manual to apply rules for punctuation * Suggest how writing might be improved * Proofread and edit final product for intended audience and purpose   10.8   * Develop the central idea or focus |
| 1. Taking Action  * Create product in response to goal, global context & criteria | Thinking skills   * Evaluate evidence, arguments and propositions * Recognize unstated assumptions and bias * Analyze complex concepts and contexts into their constituent parts and synthesize them to create new understanding * Use models and simulations to explore complex systems and issues * Use existing works and ideas in new ways * Practice flexible thinking – develop multiple opposing, contradictory and complementary arguments * Create novel solutions to authentic problems   Communication and social skills   * Use appropriate forms of writing and speaking for different purposes and audiences * Use a variety of media to communicate with a range of audiences * Paraphrase accurately and concisely * Preview and skim texts to build understanding * Work effectively with experts   If applicable to the product/outcome   * Encourage others to contribute * Negotiate effectively * Build consensus * Exercise leadership and take on a variety of roles within groups * Make fair and equitable decisions * Manage and resolve conflict, and work collaboratively * Interpret and use effectively modes of non-verbal communication | 10.1   * Choose vocabulary, language, and tone appropriate to the topic, audience and purpose * Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems * Access, critically evaluate, and use information accurately to solve problems. * Evaluate one’s own role in preparation and delivery of oral reports. * Use a variety of strategies to listen actively   10.6   * Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose * Elaborate ideas clearly through word choice and vivid description * Write clear and varied sentences, clarifying ideas with precise and relevant evidence * Organize ideas into a logical sequence using transitions * Revise writing for clarity of content, accuracy, and depth of information * Use computer technology to plan, draft, revise, edit, and publish writing   10.7   * Use a style manual to apply rules for punctuation * Suggest how writing might be improved * Proofread and edit final product for intended audience and purpose |
| 1. Reflecting  * Evaluate quality of product against criteria * Reflect on how project has increased knowledge of topic and understanding of relation to global context * Reflect on development as IB learner |  | 10.1   * Evaluate one’s own role in preparation and delivery of oral reports   10.7   * Use a style manual to apply rules for punctuation * Suggest how writing might be improved * Proofread and edit final product for intended audience and purpose |

English Standards of Learning for Virginia Public Schools – January 2010, <http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml>

*Further Guidance for projects,* ibo.org