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International K-8 Center



Community Project
2016 – 2017



Name: _____ Supervisor: _____

Due March 10, 2017

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Bibliography & Acknowledgements

-  IBO Projects guide (2014/15)
-  IBO documentation provided on the online site www.ibo.org and the IB Online Curriculum Center

Introduction

What is the Community Project?

The **Community Project** is a service learning (service as action) requirement of the MYP programme and must be completed in 8th grade. The project can be completed individually or by groups of a maximum of three students. The community project “focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community”. It basically consists of three main components: a minimum of 15 hours of community service (10 must be directly related) documented in a Process Journal and documentation, the development of an Action Plan based on your community service experiences, and an oral presentation which summarizes and evaluates the results of your Action Plan. It is an important part of the Middle Years Programme, providing you opportunity to demonstrate the skills you have learned during your MYP years, especially those regarding the Global Contexts. As it is an individualized project, you have the opportunity to choose your community service activity, identify a need, conceptualize opportunities for improvement, and enjoy learning about it as you research and develop your Action Plan. The skills you develop will be helpful in your future studies, especially at the high school and college levels. The Community Project will be assessed in the same manner as the other eight MYP subjects.

What are the AIMS of the Community Project?

The aims of the Community Project are to:

- demonstrate the personal abilities and skills required to produce and present an extended piece of work
- engage in personal inquiry, action and reflection on specific topics and issues
- focus on, and demonstrate an understanding of, the Global Contexts
- reflect on learning and share knowledge, views and opinions.

What are the OBJECTIVES of the Community Project

The objectives of the Community Project listed below relate directly to the assessment criteria.

A. Investigating

Students should:

- identify a clear and achievable goal to address a goal within a community, based on personal interests.
- identify prior learning and subject- specific knowledge relevant to the project.
- demonstrate research skills.
- record information and developments in process journals

B. Planning

Students should:

- develop a proposal for action to serve the identified need in the community.
- plan and record the development process of the project.
- Demonstrate self- management skills.

C. Taking Action

Students should:

- demonstrate service as action as a result of the project.
- organize their work in a coherent manner according to the required structure.
- demonstrate thinking skills.
- demonstrate communication and social skills
- present/ results, references, bibliography and symbolic representations appropriately.

D. Reflecting

Students should:

- evaluate the quality of the service as action against the proposal.
- where appropriate, suggest ways in which the project could have been tackled differently.
- Reflect on how completing the project has extended their knowledge and understanding of service learning
- reflect on their development of ATL skills.

Personal Engagement and Use of Process Journal

Students should:

- communicate and collaborate with the Supervisor
- meet deadlines
- demonstrate organizational skills through time and self-management
- follow agreed procedures and work plans
- make appropriate use of the process journal
- demonstrate information literacy, thinking and reflection
- show initiative, enthusiasm and commitment to the task.

Assessment Criteria

Your project will be assessed using the following MYP criteria:

| | | |
|--------------|---------------|----------------|
| Criterion A: | Investigating | 8 points (max) |
| Criterion B: | Planning | 8 points (max) |
| Criterion C: | Taking Action | 8 points (max) |
| Criterion D | Reflecting | 8 points (max) |

(See Appendix 1, p. 14 for more detailed descriptions of the assessment criteria.)

Community Project Guidelines

Your Project MUST include an oral presentation explaining how, why, and what you did, in a well-structured and organized manner. It should provide a clear outline of what the project will be about and how it has been organized.

Content:

1. Explain why you chose your Action Plan.
2. Identify the goal of your Action Plan and describe how you achieved your objective.
3. Describe the links the Action Plan has with the Global Contexts.
4. Describe the strengths and weaknesses of your Action Plan, what difficulties were encountered and how they were solved or overcome (if applicable).
5. Explore what you learned, and what you would do differently if you were to choose this Action Plan again.



Structure & Form:

- It must be oral (powerpoint, prezi, Tedx talks, video, etc.)
- It must include typed speaker notes.
- It should be well organized with a title slide at the start.
- It should have an introduction. This should be short and general, with an idea of how you decided upon your Action Plan to research, and exactly what you wanted to achieve.
- Information could be displayed (in graphs or charts) and your links to the Global Contexts explained. Make the main part clear and well organized (with sub-headings and titles, as appropriate). Avoid irrelevant information.
- It should contain two parts: a review or summary of your Action Plan and a discussion answering your questions or showing what you found (or did not find).
- It must have a Works Cited page listing sources used, e.g. encyclopedias, books, magazines, journals and audiovisual material. You should use the Works Cited format that you have been taught to use in your Language and Acquisition class.
- It must include Appendices, if appropriate.
- It needs to be between **6-10 minutes; 10-14 minutes for groups**

Process Journal

You are required to maintain a process journal of your community service experiences. Your process journal should have all your rough ideas (even if your ideas change over the duration of the project), rough drawings, ideas, etc. It is a practical workbook. Record your progress in the journal, and use your notes/drawings to **reflect** on your ideas, achievements, obstacles, etc.

Here are some headings you could use to help provide a structure for your journal, ensuring you make best use of the journaling process.

- **Description of Action** – this section should detail all aspects of work completed on the Action Plan or Report in the week.
- **Resources Consulted** – you can record Works Cited details in this section. You should also record details of any conversations that took place with sources relating to the project.
- **Reflection: What went well – what would you improve upon? Challenges/difficulties faced** – you should detail obstacles and indicate how you did or intend to deal with them.
- **To do** – This is where you should refer to your initial goals and indicate whether or not you are achieving them.

You may also identify any areas that need improvement at this stage.

A typical journal entry might look like this:

September 17, 2016

I discussed my essay plans again with my supervisor, as I am thinking I would like to adapt them to include more examples. Problem is, if I do that, it will become too long. After discussions and thinking it over, I have decided to cut one of my subtopics in order to leave space for more examples.

Over the next week, I need to decide which sub topic to cut, and start researching for more examples. I will start with the library, and then search the internet. Next holidays, I plan to visit the museum and public library to get ideas and check for more resources.

(See Appendix 5, p. 20 for more detailed descriptions of the process journal extracts.)

Developing a Proposal for Action

When students are clear on what they want to achieve and the service as action of their project, they will be in a position to determine the proposal. They will need to plan specific tasks or activities to complete to develop their project. Students can use checklists, rubrics, timelines, flow charts or other strategies to prepare their proposal.

The project should follow a proposal for action and involve students in designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Some projects may require too much time or overly complex procedures. Other projects may be too simplistic and present no challenge to the student. Deciding whether a project is realistic or unrealistic for a student will be based on discussions between the students and the supervisors. Students document the proposal in their process journals and use this to evaluate the final service as action.

Action Plan Ideas to Get You Started

- Organize an annual talent showcase
- Fundraising for a cause
- Educational awareness
- Invention
- Create a sport or game

It should be:

personal, original, individual, something you have a genuine interest in.

It should not be:

bound by any specific subject, or destroy your social or academic life!

Requirements:

- 6-10 process journal extracts; 10-15 for groups
- A 6-10 minute Oral Presentation (10-14 minute for groups).
- Typed Speaker Notes
- Bibliography/ sources
- Typed proposal for action
- Any supporting visual aids used during the presentation

Defining a Goal to Address

Perhaps one of the most difficult aspects of a self designed project is choosing an appropriate topic at the right level and breadth. Planning, research and reflection are all to be carried out on your topic, and it should demonstrate your understanding and skills of the Global Contexts.

There are different ways of choosing and narrowing down a topic. A suggestion is to discuss the project with your friends and family, and consider options. You should then list the topics you have a genuine interest in, and brainstorm ideas or sub-topics you have relating to the topic, thus narrowing down your topic to a feasible amount. Discuss and brainstorm with your friends to get even more ideas, then share them with your supervisor. Remember to keep the GLOBAL CONTEXTS in mind, as well as a presentation.

Some examples of goals are:

| | | |
|--------------------|-------------------------|--------------|
| to raise awareness | to participate actively | |
| to research | to inform others | |
| to create/innovate | to change behaviors | to advocate. |

Role of the Global Contexts

Global contexts direct learning towards independent and shared inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development.

Students must identify one of these global contexts for their MYP project, to establish the relevance of their inquiry (why it matters). Students may consider the following questions as they choose a global context through which to focus their project.

When organizing fundraising campaigns or events for an organization, students will explore the challenges that the organization address, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

The choice of the global context will significantly shift the perspective of the MYP project. *See Appendix 4*

| Global context | Examples |
|-------------------------------------|--|
| Identity and relationships | Examine the question, "Why does rap speak to me?" |
| Orientation in space and time | Explore the development of rap as a style of music across continents |
| Personal and cultural expression | Perform a rap song for peers and have a question-and-answer |
| Scientific and technical innovation | Design a 3D model of a solar device with instructions for construction |
| Globalization and sustainability | Debate Hervé Kempf's ideas about "how the rich are destroying the Earth" |

Form of the Community Project

The topic of the Action Plan and the project are chosen by the student and should be inspired by issues or experiences directly linked to the Global Contexts. The student should have gained sufficient experience of the Global Contexts to choose a theme or issue and explore it in a truly personal, creative way. Students must address all strands of all four objectives in the MYP Community Project.

Objective A: Investigating

Identifying an Action Plan that you wish to pursue through your community service experiences, and defining the project outline you want to investigate

Objective B: Planning

Collecting the necessary information and/or materials and investigate

Objective C: Taking Action

Processing and analyzing the information, and developing your Report

Objective D: Reflecting

Finalizing your Report and communicating your results

Role of Your Supervisor

You will be allocated a faculty member to be your supervisor. **Supervisors are not expected to be an expert in your chosen project, nor expected to do your project for you.** They are there as facilitators, to guide you on your journey of learning. Supervisors' roles include:

- Providing guidance in the planning, research & completion of the Action Plan/Presentation
- Ensuring that the work is authentic
- Meeting with students periodically, and checking the completion of each phase within the deadlines set
- Making sure the topic is inspired by the Global Context & ATL

- Making sure the topic is limited in scope, and “do-able”
- Ensuring that the student is able to define his/her goal clearly
- Ensuring that the student has formed key questions and a statement of intention
- Making positive, constructive comments at each stage
- Marking the Community Project according to the criteria.



Community Project Timeline

The following Timeline is provided to help you set goals and deadlines for each phase (or focus) of your project. The questions/suggestions provided in each project focus will provide you with ideas to complete your journal. Make sure these planning sheets are kept in your Community Project file, and **remember to bring them to every appointment with your supervisor.** Between you and your supervisor, this document is a reminder of what you have set out to do, **like a contract.**

You may discover things work out differently from what you had planned; this is true for most projects. It is totally acceptable for you to adapt your planning to the new situations presented; however, this must be done with your supervisor's knowledge.

The Community Project must be completed by March 10, 2017, so you need to plan carefully to complete each focus by the deadline. In your first meeting with your supervisor, fix the four deadlines and make supervision appointments. Together, you may decide to meet more frequently; feel free to set more appointments if required. Provide your supervisor with any written material before the appointment, so as to give him/her time to read it beforehand.



Objective A: Investigating

Choosing the Topic You Want to Investigate and Planning Your Project

Consider these questions, and detail your responses in your journal...

- What is my topic/field of interest (narrow it down as much as possible)?

- What (personal) goals do I want to achieve? What are my intentions?

- Which Global Contexts are specifically addressed by my project: identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development?

- What is the project question I want to pursue?

- What do I think might be the answer to that question? In other words: what is my hypothesis (or thesis statement)?

- What do I have to do (find out) to check if my hypothesis is correct?

- How much time do I need to do these things? To analyze them? To present my analysis?

- What do I expect of my supervisor and when are we going to meet?

- Have I set realistic deadlines for each phase?

Make an outline of your Community Project. Ensure you look over the Global Contexts, and ATL in particular during this process and discuss the outline with your supervisor. Write the outline in your journal. Fill in the Community Project Topic Notification Form (next page) and hand it in.

Community Project Topic Notification Form

Student's Name: _____ Requested Supervisor: _____

Working in Group (Circle one): Y or N Additional Students (no more than 2): _____

Parent's Telephone Number: _____ Parent's E-mail address: _____

Proposed topic for Action Plan chosen: _____

Specific links with the Global Contexts: _____

What is the goal of your project? What do you wish do? _____

What is your personal motivation for setting this goal? _____

What form of presentation do you have in mind (e.g., PowerPoint, oral presentation, photo album, scrapbook, video, etc.) Give a brief description. _____

What kind of material do you require for this Community Project? _____

What expertise will you require for your project, and do you have an idea of who you would consult? _____

In what way do you intend to share your Community Project for public use or other? _____

FOR OFFICE USE ONLY:

Assigned Supervisor: _____

Comments: _____

Objective B: Planning

Collecting the Necessary Information and/or Materials

Throughout your research, continue to ask yourself (and document in your process journal):

- What results do I expect and how do my results relate to my topic?

- Am I developing an insight in my field of study?

- Limit yourself to your research questions and ask yourself the following:
 - Do I need to organize events (when/where/invitations) (if applicable)?

 - Do I need to carry out experiments (set-up, material, equipment, lab)?

 - Do I need to make a questionnaire (why, how, for whom, when, where)?

 - Do I need to interview experts in the field (who, how, when, where)?

 - How will I record and order my information (cards/tape/photo)?

- Discuss the research plan and later results with your supervisor.





Analyzing the Information and Working on the Project

In this phase, you are developing your conclusions. You are interpreting your results, and showing that these results support your conclusions. If your results lead towards other conclusions than the one you were anticipating that is fine

You must continually ask yourself the following questions (and document in your process journal).

- Which information relates to my project question?
- Can I come to an answer of my project question now?
- What answers can I get?
- Do I have enough information/data? Is it convincing? Do I need more?
- Can I leave out any unnecessary information?
- Am I addressing the Global Contexts appropriately?
- Have I achieved the goals that I had set for myself?
- Are there any flaws in my reasoning?
- How would I modify my planning/research to improve my results?
- Am I satisfied with what I have achieved?

Discuss these questions and their answers with your supervisor. Try to convince him/her of your conclusion using your information.

Objective D: Reflecting

Communicating Your Research Results

Now you are in the final stage. You have to present your work, your conclusions and your information. You must ask yourself how you should best present it.

In all cases the following issues need to be addressed.

- Am I communicating the goals of the project? How?

- Am I communicating the research process? How?

- How can I show/present the results?

- How can I display my conclusions convincingly?

- How can I make my recommendations for improvement?

- How can I explain what I have learned from this project?



Appendix 1

MYP Community Project Assessment Criteria: Years 3 or 4

Criterion A: Investigating

| Maximum 8 points | |
|---|--|
| Students should be aware that it is essential to define a clear goal before starting detailed research and work. A goal can be defined as a statement, or one or more key questions, which identify the focus of the Community Project based on one or more Global Contexts. The goal may alter during the course of the Community Project but students need to state and explain clearly the reason(s) for a change in goal. Evidence of students' achievement in this criterion will be found in the introduction, the body of the work and the conclusion. | |
| Level of Achievement | Descriptor |
| 0 | The student has not reached a standard described by any of the descriptors given below. |
| 1 - 2 | Students are able to: i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrate limited research skills. |
| 3 - 4 | Students are able to: i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills. |
| 5 - 6 | Students are able to: i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills. |
| 7- 8 | Students are able to: i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills. |

Criterion B: Planning

Maximum 8 points

This criterion allows the student to demonstrate the ability to collect relevant information from a variety of sources and to compile a bibliography of sources used in the project. Students should select sufficient information and appropriate resources to substantiate all arguments and/or to support the project. Students should also acknowledge their sources of information clearly in the body of their text through clear referencing.

| Level of Achievement | Descriptor |
|----------------------|---|
| 0 | The student has not reached a standard described by any of the descriptors given below. |
| 1 - 2 | Students are able to: i. develop a limited proposal for action to serve the need in the community ii. develop a limited or partial plan and record of the development process of the process iii. develop adequate self-management skills. |
| 3 - 4 | Students are able to: i. develop an adequate proposal for action to serve the need in the community ii. present an adequate plan and record of the development process of the process iii. demonstrate adequate self-management skills. |
| 5 - 6 | Students are able to: i. develop a suitable proposal for action to serve the need in the community ii. present a substantial plan and record of the development process of the process iii. demonstrate substantial self-management skills. |
| 7- 8 | Students are able to: i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community ii. present a detailed and accurate plan and record of the development iii. demonstrate excellent self-management skills. |

Criterion C: Taking Action

Maximum 8 points

This criterion focuses on the presentation of the written work (including title page, contents page and page numbering, overall neatness, the appropriate use of graphs, diagrams and tables, where appropriate). It also assesses the internal structure and coherence of the work.

| Level of Achievement | Descriptor |
|----------------------|--|
| 0 | The student has not reached a standard described by any of the descriptors given below. |
| 1 - 2 | Students are able to: i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills. |
| 3 - 4 | Students are able to: i. demonstrate adequate service as action as a result of the project |

| | |
|-------|--|
| | <ul style="list-style-type: none"> ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills. |
| 5 - 6 | <p>Students are able to:</p> <ul style="list-style-type: none"> i. demonstrate substantial service as action as a result of the project ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills. |
| 7- 8 | <p>Students are able to:</p> <ul style="list-style-type: none"> i. demonstrate excellent service as action as a result of the project ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills. |

Criterion D: Reflection

Maximum 8 points

Students and teachers must bear in mind that the aim of the Community Project is to understand and recognize the dimensions of the Global Contexts. This criterion refers to the student's ability to demonstrate a meaningful relationship between his/her project and the Global Contexts other than approaches to learning. The treatment of the project as a whole should be clearly inspired by the Global Contexts, and the links to several areas must be **explicit** within the report/personal statement. Students are expected to describe and develop the **links** which they identified and the **thought processes** followed.

| Level of Achievement | Descriptor |
|----------------------|---|
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1 - 2 | <p>Students are able to:</p> <ul style="list-style-type: none"> i. present a limited evaluation of the quality of the service as action against the proposal ii. present limited reflections on how completing the project has extended their knowledge and understanding of service learning iii. present limited reflections on their development of ATL skills. |
| 3 - 4 | <p>Students are able to:</p> <ul style="list-style-type: none"> i. present an adequate evaluation of the quality of the service as action against the proposal ii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning iii. present adequate reflections on their development of ATL skills. |
| 5 - 6 | <p>Students are able to:</p> <ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the service as action against the proposal ii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learning iii. present substantial reflections on their development of ATL skills. |
| 7- 8 | <p>Students are able to:</p> <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the service as action against the proposal ii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learning iii. present detailed and accurate reflections on their development of ATL skills. |

Appendix 2

Introductory Questions

These questions may help you select a topic:

1. What do you enjoy doing in your spare time?
2. Where (in what places) have you volunteered your time before?
3. What kinds of activities did you engage in?
4. What did you like/or **not like** (about the activities, the place, the people, etc.)?
5. What would you like to do better?
6. Think about your school and the wider community. Is there any aspect of your community that really infuriates you (e.g., community center, parks, lack of safety, animal shelters, homeless shelters, etc.)? Be careful to be constructive and proactive!
7. At this point in time, what are some of your ideas for your Action Plan?
8. How will you be involved in the community?

Appendix 3

Some Self Check Questions for Presentation and Written Requirements

ORAL PRESENTATION should include:

- ✓ Title slide
- ✓ Introduction
- ✓ Body of presentation includes:
 - Goals
 - Outline
 - Reflection and analysis
 - Global Contexts used
 - Diagrams, photographs, illustrations labeled clearly (6-10 journal extracts for individual; 10-15 for groups)
- ✓ Conclusion
- ✓ Works Cited (See Timeline for due date)
- ✓ Appendices

WRITTEN REQUIREMENTS (Due at time of presentation)

- ✓ Typed Speaker Notes
- ✓ A completed Academic Honesty form
- ✓ The typed proposal for action (See Timeline)
- ✓ Completed community service hours (10 related to project)



Useful Ideas

- Always assume that the people who will listen to your Community Project know nothing about the topic.
- You need to explore different ways of recording and documenting information for your process journal. Examples include photos, audio recordings, paper documents, video, the web, and electronic documents.
- Access to a computer at different stages of the development of the project would be very helpful as you prepare your Oral Presentation, making it easier to edit a draft version and produce a neat, easy-to-read product. Do not forget that your final structured writing should be typewritten or word-processed.

Appendix 4

How do we inquire deeply?

MYP Global Contexts and Explorations

These and other contexts for teaching and learning inspire explorations of our common humanity and shared guardianship of the planet. They invite reflection on local, national and global communities, as well as the real-life issues and concerns of 11- to 16-year-old students. For each MYP unit, teachers should identify one global context that establishes a focus for meaningful teaching and learning in a programme of international education. Over the course of their study, students should encounter all six global contexts. (*Developing MYP Units, 2014*)

Inquiring into subject content through global context enables students to develop a deeper understanding of both the subject and its application in the real world. Repeated cycles of inquiry, action and reflection can lead students from academic knowledge towards practical understanding, developing positive attitudes towards learning as well as a sense of personal and social responsibility. (*Developing MYP Units, 2014*)

Purpose/Intent: To create a three-dimensional learning environment that transcends subject areas and creates natural opportunities for making connections.

Why is this worthy of my effort and understanding?

Why am I learning this?

Why should this matter to me and to the communities to which I belong?

| GLOBAL CONTEXTS (SELECT 1) | EXPLORATION (SELECT 1) | GLOBAL CONTEXTS (SELECT 1) | EXPLORATION (SELECT 1) |
|---|--|--|--|
| <p>Identities and Relationships</p> <p><i>Who am I? Who are we?</i></p> <p>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</p> | <ul style="list-style-type: none"> • Competition and cooperation • Teams • Affiliation and leadership • Identity formation • Self-esteem • Status • Roles and role models • Personal efficacy and agency • Attitudes • Motivations • Independence • Happiness and the good life • Physical, psychological and social development • Transitions • Health and well-being • Lifestyle choices • Human nature and human dignity • Moral reasoning and ethical judgment • Consciousness and mind | <p>Orientation in Space and Time</p> <p><i>What is the meaning of “when” and “where”?</i></p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationship between, and the interconnectedness of individuals and civilizations from personal, local and global perspectives</p> | <ul style="list-style-type: none"> • Civilizations and social histories • Heritage • Pilgrimage • Migration • Displacement and exchange • Epochs • Eras • Turning points and “big history” • Scale • Duration • Frequency and variability • Peoples • Boundaries • Exchange and interaction • Natural and human landscapes and resources • Evolution • Constraints and adaptation |

| | | | |
|---|--|---|--|
| <p>Personal and Cultural Expression</p> <p><i>What is the nature and purpose of creative expression?</i></p> <p>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</p> | <ul style="list-style-type: none"> • Artistry • Craft • Creation • Beauty • Products • Systems and institutions • Social constructions of reality • Philosophies and ways of life • Belief systems • Ritual and play • Critical literacy • Languages and linguistic systems • Histories of ideas • Fields and disciplines • Analysis and argument • Metacognition and abstract thinking • Entrepreneurship • Practice and competency | <p>Scientific and Technical Innovation</p> <p><i>How do we understand the world in which we live?</i></p> <p>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.</p> | <ul style="list-style-type: none"> • Systems • Models • Methods • Products • Processes and solutions • Adaptation • Ingenuity and progress • Opportunity • Risk • Consequences and responsibility • Modernization • Industrialization and engineering • Digital life • Virtual environments and the information age • The biological revolution • Mathematical puzzles • Principles and discoveries |
| <p>Globalization and Sustainability</p> <p><i>How is everything connected?</i></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.</p> | <ul style="list-style-type: none"> • Markets • Commodities and commercialization • Human impact on the environment • Commonality • Diversity and interconnection • Consumption • Conservation • Natural resources and public goods | <p>Fairness and Development</p> <p><i>What are the consequences of our common humanity?</i></p> <p>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</p> | <ul style="list-style-type: none"> • Democracy • Politics • Government and civil society • Inequality • Difference and inclusion • Human capability and development • Social entrepreneurs • Rights • Law • Civic responsibility and the public sphere • Justice • Peace and conflict • Management • Power and privilege • Authority • Security and freedom • Imagining a hopeful future |

Appendix 5

Selecting Process Journal Extracts

Students should carefully select evidence from their process journals to demonstrate development in all criteria. These extracts are submitted as appendices presentation at the conclusion of the project. The student should take responsibility for making the appropriate extracts available to the supervisor.

The student should select extracts that demonstrate how he or she has addressed each of the objectives, or annotate extracts to highlight this information.

An extract may include:

- visual thinking diagrams
- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- annotated research
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- self and peer assessment feedback.

Materials directly relevant to the achievement of the project should also be included in the extracts, as appropriate. For example, if the student has produced a questionnaire or survey that has been described and analyzed in the report, he or she could include a segment of that completed survey.

An individual extract may include any of the formats that the student used to document the process. Extracts should simply be supporting evidence of the process and will not be individually assessed.

Appendix 6

MYP Community Project Academic Honesty Form

| Student name | | |
|---|-------------------------|--------------------|
| Student number | | |
| School name | | |
| School number | | |
| Supervisor name | | |
| <p>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.</p> <p>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.</p> | | |
| Date | Main points discussed | Signature/initials |
| Meeting 1 | Student: Supervisor: | |
| Meeting 2 | Student: Supervisor: | |
| Meeting 3 | Student: Supervisor: | |
| Supervisor Comment | | |
| <p>Student declaration</p> <p>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).</p> <p>Supervisor declaration</p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p> | | |
| Supervisor's Signature: | | Date: |
| Student's Signature: | | Date: |

Appendix 7

Glossary of terms

| Glossary of terms | MYP definitions |
|--------------------------|---|
| Bibliography | An alphabetical list of every source used to research the project |
| Communities | Groups that exist in proximity defined by space, time, or relationship |
| Criteria | Specific elements the project outcome must meet to be a quality outcome, as defined by the student |
| List of references | An alphabetical list of only those sources that are cited in the project presentation or report |
| Need | A condition or situation in which something is required or wanted; a duty or obligation; or a lack of something desirable, or useful |
| Outcome | The end result of the student's project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness-raising campaign |
| Process journal | A generic term to refer to the documentation that students develop during the process of completing the MYP project |

Command terms

| Command terms | MYP definitions |
|----------------------|--|
| Create | To evolve from one's own thought or imagination, as a work or an invention |
| Define | Give the precise meaning of a word, phrase, concept or physical quantity |
| Demonstrate | Prove or make clear by reasoning or evidence, illustrating with examples or practical application |
| Develop | To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state |
| Formulate | Express precisely and systematically the relevant concept(s) or argument(s) |
| Identify | Provide an answer from a number of possibilities; recognize and state briefly a distinguishing fact or feature |
| Justify | Give valid reasons or evidence to support an answer or conclusion |
| Outline | Give a brief account |