

## WHAT IS A COMMUNITY PROJECT?

The community project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community. The community project gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project may be completed individually or by groups of a maximum of three students.

The aims of the MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- communicate effectively in a variety of situations
- demonstrate responsible action through, or as a result of, learning
- appreciate the process of learning and take pride in their accomplishments

## TIMELINE

STEP	DESCRIPTOR	DUE DATE
I. BRAINSTORMING IDEAS	I chose a good topic based on personal interest.	9 <sup>th</sup> December
	I wrote a clear and demonstrable question and define a global context.	
	I predict possible action based on my chosen topic.	
	I determine and submit proposal.	
II. INVESTIGATING	I define a clear goal for chosen topic.	December/ January
	I identify prior learning and subject-specific knowledge.	
	I start initial research period - select relevant resources and gather information.	
	I selected information and took notes.	
	I decide on product/outcome.	
	The mentor was assign to me.	
III. PLANNING	I continue research - select, evaluate and acknowledge information.	17 <sup>th</sup> January
	I work on product/outcome.	
	I reflect upon my learning process.	
IV. TAKING ACTION	I carried out service as action (I complete product/outcome)	24 <sup>th</sup> February
	I shared my product/outcome.	
	I reflected recorded information, development and service.	
	I prepared the oral presentation.	
V. REFLECTING	I reflected the quality of service as action,	February/March
	I reflected upon all stages of the project, ATL skills, Learner profile,	
	I completed the academic honesty form.	
	I completed oral presentation and written part of the project.	

# ASSESSMENT CRITERIA

ASSESSMENT CRITERIA	MAX.
<p><b>A</b> <u>Investigating:</u></p> <p><b>A1</b> Define a <b>clear goal</b> and <b>context</b> for the project, based on personal interests.</p> <p><b>A2</b> Identify <b>prior learning</b> and <b>subject-specific knowledge</b> relevant to the project.</p> <p><b>A3</b> Demonstrate <b>research skills</b> (<i>locate, gather, select, assess, record data; organise ideas</i>)</p>	/8
<p><b>B</b> <u>Planning:</u></p> <p><b>B1</b> Develop a <b>proposal</b> for a product/outcome to serve the identified need</p> <p><b>B2</b> Plan and <b>record</b> the development <b>process</b> of the project.</p> <p><b>B3</b> Demonstrate <b>self-management skills</b> (<i>be equipped, organise notes, keep materials organised, meet deadlines; self-motivation</i>)</p>	/8
<p><b>C</b> <u>Taking action:</u></p> <p><b>C1</b> Create a <b>product/outcome</b> in response to the goal, context and criteria.</p> <p><b>C2</b> Demonstrate <b>thinking skills</b> (<i>think critically, consider multiple perspectives, develop strong arguments, think creatively, make connections between subject groups and disciplines</i>)</p> <p><b>C3</b> Demonstrate <b>communication and social skills</b>. (<i>collaboration with the mentor / peers / audience, collaboration with other sources; being efficient in communicating ideas</i>)</p>	/8
<p><b>D</b> <u>Reflecting:</u></p> <p><b>D1</b> Evaluate the <b>quality</b> of service as action (product/outcome) against the proposal</p> <p><b>D2</b> Reflect on <b>how</b> completing the <b>project has extended their knowledge and understanding</b> of the topic and the global context. (<i>consider what has been learnt; strengths, weaknesses, recommendations for improvements</i>)</p> <p><b>D3</b> Reflect on their development of <b>ATL skills</b>.</p>	/8
<p>Level: 1-5□1, 6-9□2, 10-14□3, 15-18□4, 19-23□5, 24-27□6, 28-32□7</p>	<p><b><u>TOTAL</u></b> /32</p> <p><b><u>FINAL GRADE</u></b> /7</p>

## Glossary of Terms

Glossary of Terms	MYP definitions
<b>Bibliography</b>	An alphabetical list of every source used to research the project
<b>Criteria</b>	Specific elements the personal project product/outcome must meet to be a quality outcome, as defined by the students
<b>List of references</b>	An alphabetical list of only those sources that are cited in the project presentation or report
<b>Outcome</b>	The end result of the student's personal 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
<b>Process journal</b>	A generic term to refer to the documentation that student develop during the process of completing the MYP project
<b>Product</b>	The end result of the student's personal project used particularly where the project has resulted in a tangible artefact such as a sculpture, film, story or model
<b>Report</b>	A spoken or written account of something that one has observed, heard, done or investigated, which aims to inform, as clearly and succinctly as possible

## Command terms

Command terms	MYP definitions
<b>Create</b>	To evolve from one's own thought or imagination, as a work or invention
<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity
<b>Demonstrate</b>	Prove or make clear by reasoning or evidence, illustrating with examples or practical application
<b>Develop</b>	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s)
<b>Identify</b>	Provide an answer from a number of possibilities, recognize and state briefly a distinguishing fact or feature
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion
<b>Outline</b>	Give a brief account
<b>Present</b>	Offer for display, observation, examination or consideration
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation