

HIS MYP Projects Guide

2020-2021

Name: _____

Supervisor: _____



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What are the MYP Projects?

MYP Projects develop your personal interests. They are to show the skills you have developed in the MYP through your Approaches to Learning (ATL), and to apply these skills to a topic. Your project should be based on your interests, talents, and passions, resulting in a **product** or **outcome**. A **product** is an object that is the result of an action. An **outcome** is the end result of a process.

This project will have a **principled action**. This means you make choices that extend beyond your MYP classroom learning. The Community Project (Grade 8) needs to be focused on a service for a community. The Personal Project (Grade 10) does not need to be focused on a service for a community. As you complete your project, you will learn more about the importance of being socially responsible and how to take thoughtful and appropriate (principled) action in order to work towards the completion of your project.

What does principled action include?

Principled action includes:

- Developing an area of personal interest beyond your normal subjects.
- Sharing new information and understandings with friends, teachers and your family, and also realising you can make a difference through the decisions you make and the things you do.
- Reflecting on what takes place throughout the project. You will regularly reflect and record what you have learned and how this has impacted your attitudes, behaviours, questions, actions and decisions.

Your MYP Project should:

- Have a clear and achievable goal that is relevant to you.
- Challenge your knowledge, skills and techniques in an appropriate way.
- Be focused on one **Global Context**.
- Allow you to truly express a personal message.
- Be the result of your initiative, creativity and ability to organise and create.
- Reflect your special interests, hobbies, abilities, or concerns about particular issues.
- Deal with a topic or area to which you are committed.
- Be entirely your own work, which is aligned with the **MYP Project Objectives** (page 6), which are marked against the **MYP Project Rubric Criteria** (page 15-22).

The aims of MYP Projects are to encourage and enable you to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop 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.

Your MYP Project should NOT:

- Be part of any assessed course work. This means no work you create for other classes can be used in your project.
- Destroy your personal and social life, nor interfere with your studies, even though it will involve many hours of work
- Form part of the curriculum of any of your subjects

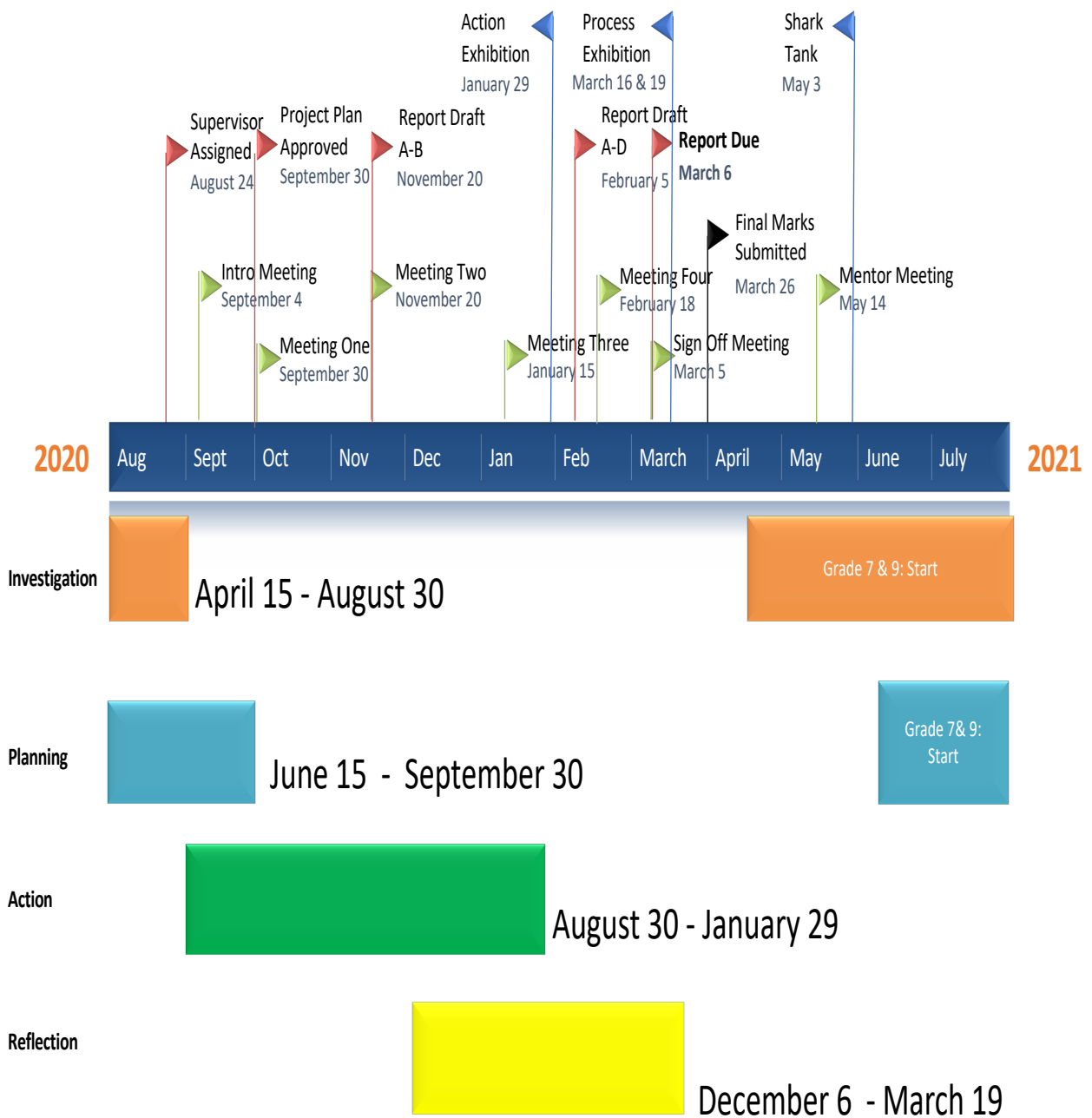
Your MYP Project MAY:

- Involve others (for example: directing a play, organising an exhibition, or starting a new community organisation. But your INDIVIDUAL contribution **must** be in the centre and clearly visible.)

The submission deadline for the MYP Projects will be April 6, 2020
The MYP Projects are mandatory for all Grade 8 and 10 students.

Project Life Cycle





What is the MYP Project format?

Your finished MYP Project must include the following:

1. Product/ outcome (See Criterion C)	<p>Your actions: either a product or outcome. It can be anything you want, but make sure it is evident in the presentation/report.</p> <p>Some examples:</p> <ul style="list-style-type: none"> • Written piece of work on a special topic (literary, social, historical, etc.) • Piece of literary fiction (creative writing, poetry, short story, etc.) • Presentation of a developed business or organisational plan • Original work of art (visual, dramatic, performance, etc.) • Invention or specially designed object or system • Original science experiment • Informational talk or formal talk, for example a training workshop or radio broadcast • Film or documentary • Campaign • A model or life-sized item of your own design/build
2. Process journal (See Criterion A and D)	<p>As you go through the process of a MYP project, you will need to maintain a record of your progress. It is your choice as to what media type you use. Every student must keep his/her own process journal, even if working with a group. The process journal assists you in proving that your principled action is authentic and does not contain academic misconduct. It also is the primary means to write your reflective report.</p> <p>Discuss your process journal with your supervisor.</p> <p>Your journal includes:</p> <ul style="list-style-type: none"> • Reflections of your understanding of the global context through which you will work with the topic (connecting your topic/project to the global context) and your understanding of ATL skills • Drawings, diagrams, clippings, pictures • Meeting notes: These notes will include intentions, next steps, accomplishments, brainstorming, discussions, arguments, reflections on your personal growth through the meetings with your supervisor and group members (Community Project). • Records of sources and notes from research • Planning information: materials, contact names and numbers, dates, times, locations of meetings and events <p>See page 27 – 36 for mandatory process journal entries.</p>

3. Report (See Criteria A, B, C, and D)	<p>The content of report demonstrates the four objectives and is assessed using all four criteria. The criteria and grading rubric are located on page 15-22.</p>
	<p>Report formats and length</p> <p>Personal Project</p> <ul style="list-style-type: none"> • Written MLA format report (digital only): 2,500–3,500 words <p>Community Project</p> <ul style="list-style-type: none"> • Written MLA format report (digital only): 1,500–2,500 words <p>Your report must have the following form:</p> <ul style="list-style-type: none"> • 10 Pages of Process Journal extracts in the Appendices • Title page (Personal Project): <ol style="list-style-type: none"> 1. <i>Title of project</i> 2. <i>Length (number of words)</i> 3. <i>School Name</i> 4. <i>Year</i> • Table of contents (Personal Project) • Report should respond to the objectives (criteria). A discussion on all objective strands (A, B, C, D) should occur and be clearly marked within the report. For more details on how to write the reports, see the task specific clarification on page 24. • Any supporting visual aids in the Appendices • Works Cited: List of all the sources you used. Remember to reference everything and anything, that are not your own ideas, such as quotations, photos, interviews, videos and documentaries. • A minimum of four sources is required for the Community Project and eight sources is required for the Personal Project. Collect your sources throughout the project. • Appendices: <ol style="list-style-type: none"> 1. These are used to attach information that is too broad to include in your main text. However, this information must support your text. Examples are maps, questionnaires, newspaper articles (such as an article about your MYP Project), diagrams and statistics (such as data you collect from a study you ran). 2. A selection of journal extracts.
4. Exhibition (See Criteria C and D)	<p>Along with the report, an Exhibition is part of your MYP Project. You will need to display your learning for the Exhibition. The display should highlight elements of all four objectives in an attractive manner. More details about the Exhibition will become available as it comes closer.</p>

What are the MYP Project objectives?

Your process journal, report, exhibition and outcome/product must demonstrate the following:

Objective A: Investigating

- Define a clear goal and global context for the project, based on personal interests
- Identify prior learning and subject-specific knowledge relevant to the project
- Demonstrate research

Objective B: Planning

- Develop criteria for the product/outcome
- Plan and record the development process of the project
- Demonstrate self-management

Objective C: Taking action

- Create a product/outcome in response to the goal, global context and criteria
- Demonstrate thinking skills
- Demonstrate communication and social skills

Objective D: Reflecting

- Evaluate the quality of the product/outcome against the criteria
- Reflect on how completing the project has extended your knowledge and understanding of the topic and the global context
- Reflect on your development as an IB learner through the project



How to identify the Global Contexts for the project?

The Global Contexts you choose provides a context for inquiry and research of the project. **Choose only one global context to define your goal**, so that your project has a **specific** focus. The Global Context helps you engage in an inquiry cycle (understanding / awareness, reflection and action) and this cycle leads you from academic knowledge to thoughtful action. (See Product Life Cycle image page 2.)

Additionally, the Global Context provides you with a starting point for the inquiry and investigation, and encourages you to reflect on what it means to be a member of local, national and global communities. It should reflect real-life issues and the concerns you are addressing through completing the project.

IB Global Contexts Defined

<p>Identities and Relationships (psychology, sociology, theology, cultural anthropology)</p> <p>Explore: identities; beliefs and values; personal, physical, mental, social and spiritual health; relationships including families, friends, communities and cultures; what it means to be human</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - #BlackLivesMatter movement - cyberbullying - keeping traditions alive - gun culture/violence in communities - rape culture - benefits of exercise - lifestyle choices
<p>Orientation in Space and Time (history, cultural anthropology, archaeology)</p> <p>Explore: personal histories; historical events/turning points; discoveries; explorations and migrations of humans; interactions of people with civilizations from local, regional and global perspectives</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - immigration patterns - imperialist strategies - impact of scientific discoveries - one family's journey during the Great Migration - Syrian refugee crisis - oral history traditions
<p>Personal and Cultural Expression (art, dance, music, graphic design, interior decoration, architecture, fashion design, tattoo artistry, cosmetology)</p> <p>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 'beauty'</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - visual art - architecture - performance art (dance, music) - multimedia - games - fashion
<p>Scientific and Technical Innovation (engineering, aviation, construction, genetics, environmental conservation, physical anthropology, physics, biology, astronomy)</p> <p>Explore: the natural world and its laws; the interaction between people and the natural world; impact of science and technology on communities and environments; impact of environments on humans; human adaptations and innovation; how humans use their understanding of the natural world</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - materials for bicycles - simple machines in daily life - genetic engineering - industrialization - climate change - renewable fuels - city planning - using math to solve crimes (data/profiling) - light and sound energy - space travel/exploration
<p>Globalization and Sustainability (politics, environmental conservation, economics, foreign relations)</p> <p>Explore: interconnectedness of human-made systems and communities; relationship between local and global economies; opportunities and tension created by globalization; impact of globalization on the environment and communities</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - impact of climate change on developing countries - Greek austerity measures - education policies around the world - NAFTA - Opening relations with Cuba - Joint Comprehensive Plan of Action with Iran
<p>Fairness and Development (counseling, law, politics, economics, education, environmental science)</p> <p>Explore: rights and responsibilities; sharing finite resources; access to opportunities; privilege; peace and conflict resolution</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - fair trade - open-market economies - economic regulation - white flight - capitalism/socialism - free college tuition - ghettos - public v. private schools - Colorado EPA river contamination - Waukesha water diversion

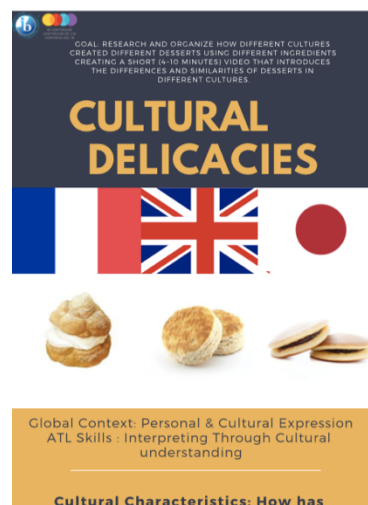
How to start your MYP Project

You will be assigned a supervisor and you need to meet with him/her on a regular basis. Your supervisor will help you complete the steps according to the deadlines. **It is your responsibility to initiate these meetings and to show up on time.**

Step 1: Investigation

During the investigation step, you will need to:

- Choose a topic you truly want to explore; one that will allow you to reflect on ideas that are outlined in the Global Contexts. Your topic needs to be specific and not general. Use the Highly Challenging Goal worksheet to complete this task.
- Discuss your idea(s) with different people, in and out of school. This is to help you focus on what you are going to do. It is important to discuss your ideas with subject teachers to see whether or not your intentions are realistic. Discuss the approach you want to take, the methods you plan to use, and your ability to link your project to the Global Context you have chosen. Some questions you might want to think about are:



- Where do I find the necessary materials?
- Who has information on my topic?
- Do I have to carry out my own experiments?
- Do I need to prepare, circulate, and analyses a questionnaire or a survey?
- Do I need to go to libraries other than the school library?
- Do I need to interview people?

- Think about how you will research and collect information to help you with Step 3: Taking Action.
- Think about how you might be able to use knowledge from your MYP subjects to help you complete the MYP Project.
- **All the above information** needs to be recorded in your Process Journal and submitted to your supervisor. **Remember also to reflect regularly in your Process Journal every two weeks.**

Step 2: Preparation

During this Step, you need to make decisions about:

- The goal of your MYP project and the Global Context you will choose as a focus for your project.
- The specific way in which you will take Principled Action.
- What you will actually make as a demonstration of your learning and skills.
- What information you will need and where that information will come from.
- What skills you already have and what skills you will need to develop in order to complete your project.
- The specifications that will be used to assess the quality of your project.
- How you will manage your time so you can achieve the goal. **All the above information** needs to be recorded in your Process Journal and submitted to your supervisor. **Remember to reflect in your Process Journal every two weeks.**

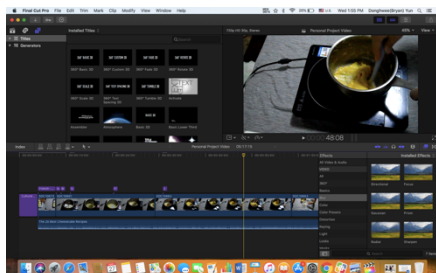
Step 3: Action

This is where you have to implement your plan. This means you need to:

- Create a product/outcome in response to the goal, context, student and assessment criteria.
- Demonstrate thinking skills.
- Demonstrate communication and social skills.
- **Reflect** on how the project is going. Remember to **record these regular reflections in your Process Journal every two weeks.**

Step 4: Reflection

Reflection is something you are supposed to do at **every step** of the MYP Projects. The Process Journal is where you are required to keep all of your reflections. The following questions will help you reflect:



- What questions have come up?
- How best can I answer these questions?
- Who can answer these questions for me, or help me find the answers?
- What problems have I encountered?
- How have I used what I have learned to make decisions and solve problems?
- How has my subject knowledge and learning shaped the direction of my project?

Step 5: Demonstration

There are two elements:

- **Report:**

All students are required to produce a report of their MYP Project. For more information, please see the sections on report format and length (page 5) as well as the task specific clarification (page 24-25). Your supervisor will also give you more information on how your final report must look.

- **Exhibition:**

You will show your entire project in an Exhibition to which your parents, teachers, and the rest of the upper school will be invited. This is an opportunity for you to share your work with the HIS community. It also provides an opportunity for you to further develop your presentation skills. You will be assessed by your homeroom advisor during the exhibition. They will use the MYP Project Rubric. This will count for 33% of your level of attainment in the MYP Projects Class.

At this exhibition, you can expect questions, such as:

- Why did you choose this project? What was the main goal?
- Which global context is this related to? Why did you choose it?
- What subjects helped you to complete your product/outcome?
- Did you complete your product/outcome? Did you have to scale your product/outcome down so you could complete it?
- Did you find it difficult to acquire all the materials you needed to complete your product/outcome?
- Did you receive help to complete your project? How did this person help you?
- What was the most challenging part? What did you enjoy the most?

MYP Project Checklist

PRE-PROJECT

Have you:

- _____ Read MYP Project Guide
- _____ Answered the Pre-Project reflection questions in Process Journal (page 27)

INVESTIGATING

Have you:

- _____ Brainstormed and determined a community problem (page 28) or a personal passion
- _____ Defined a goal to address the need
- _____ Decided on a Global Context
- _____ Reflected on your Global Contexts, ATLs, and Learner Profile
- _____ Met with supervisor at least once and began the academic honesty form
- _____ Answered the Investigation Reflection questions in Process Journal (page 29-30)

PLANNING

Have you:

- _____ Developed an action plan and fill out Action Plan Proposal (page 36)
- _____ Determined the criteria for success (page 35)
- _____ Continued research and recorded information
- _____ Contacted organizations/experts as needed
- _____ Reflected on your Global Contexts, ATLs and Learner Profile
- _____ Met with supervisor at least once
- _____ Answered the Planning Reflection questions in Process Journal (page 31-33)

TAKING ACTION

Have you:

- _____ Carried out the “action” and reflected on how have you grown
- _____ Answered the Action Reflection question in Process Journal (page 34)

FINAL REFLECTION PAPER and PRESENTATION should include:

Have you:

- _____ Explained what your problem/ideas were
- _____ Evaluated project against your proposal (Did it turn out as you’d planned?)
- _____ Reflected on your learning (Global Contexts, ATLs and Learner Profile)
- _____ Selected extracts from your Process Journal (demonstrating your learning process)
- _____ Created a “Works Cited” page with proper format
- _____ Completed Academic Honesty Form
- _____ Presented to supervisor and in Exhibition

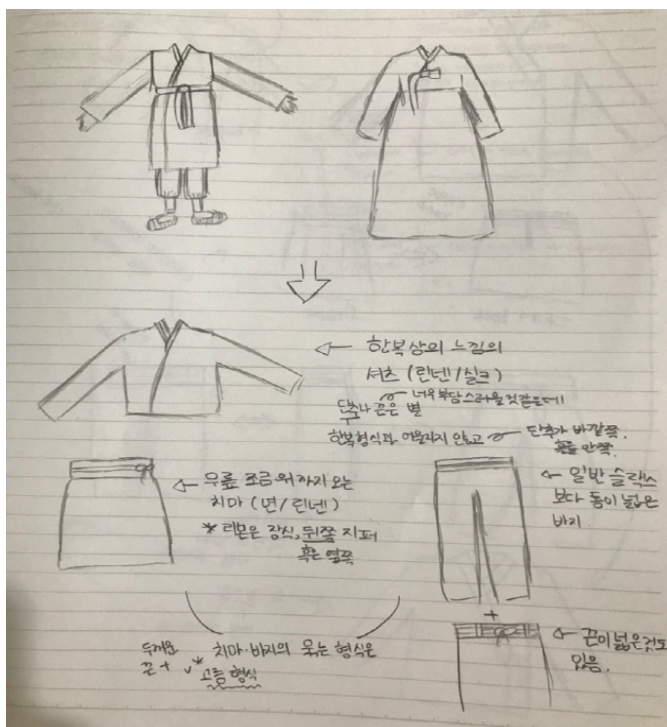
Schedule – Key Dates

This schedule contains all your deadlines and when you need to **meet** with your supervisor. **You will select your supervisor by August 29.** Your supervisor does not need to be an expert in your product or outcome. The role of the supervisor is to guide you through the process.

Grade 9	What is happening:
	<p>Project Period Introduction:</p> <ul style="list-style-type: none"> • Make a list of your interests, skills and talents. • Research and brainstorm what needs exist within the local, regional and global community (page 28). • Consider in what way you might want to take Principled Action. For example, what will you make, construct or demonstrate through completing your MYP Project?
	<p>Meeting 0: During the meeting, you will:</p> <ul style="list-style-type: none"> • Discuss everything above, which should already be recorded in your Process Journal. • Explain what Global Context you think is relevant and how this links in with your plans (see Global Context page 7). • Make a list of tasks you need to do so you can collect the necessary materials. You will also need to consider the order in which these tasks will have to be undertaken. • Discuss your methods for recording and storing your research. • Make sure all this information is recorded in your Process Journal during the meeting. • Schedule your next meeting with your supervisor. <p>After the meeting, you will:</p> <ul style="list-style-type: none"> • Process Journal Reflection #1: Write a reflective piece in your Process Journal. Write down the things you discussed, decisions that were made and your thoughts about your project as soon as the meeting is done. • Move on to completing the tasks in Step 2: Planning. • Begin to work on your Works Cited. • Make sure all this information is recorded in your Process Journal.
Grade 10	<p>Kick start to the Personal and Community Project</p> <ul style="list-style-type: none"> • Finalize MYP Project Supervisor <p>Preparation for meeting 1:</p> <ul style="list-style-type: none"> • Consolidate your Principled Action. • Solidify your Global Context to bring focus your Project. • Begin to research and collect information to prepare for Step 3 – Taking Action. <p>Make sure all this information is recorded in your Process Journal before the meeting.</p>

	<p>Meeting 1:</p> <p>Before the meeting, you will:</p> <ul style="list-style-type: none"> • Know how you are going to take a Principled Action. For example, decide exactly on what you will make, construct or demonstrate at the end of your MYP Project. • Select a Global Context you will focus on and list the reasons why this is appropriate. • Begin to research and collect information to guide you. • Make sure all your ideas and processes are recorded in your Journal. <p>During the meeting, you will:</p> <ul style="list-style-type: none"> • Discuss the Global Context and justify it. • Agree on the expectations of your product or outcome. • Develop some specifications and criteria, which you will use to evaluate your product or outcome. • Discuss how the product or outcome can be evaluated using the criteria you developed and identify who will be evaluating your product or outcome. • Agree on the specifications regarding the evaluation of your product and outcome. • Discuss your bibliography. • Make sure all this information is recorded in your Process Journal during the meeting. • Schedule your next meeting with your supervisor. <p>After the meeting, you will:</p> <ul style="list-style-type: none"> • Mandatory Academic Honesty Reflection #1: In your Academic Honesty section within ManageBac. Write down the things you discussed, decisions that were made and your thoughts about your project as soon as the meeting is completed. • Complete all tasks in Step 2: Planning in your Process Journal. • Move onto Step 3: Taking Action. This is where you will work on the Product and Outcome, BUT remember to reflect on this work in your Process Journal.
	<p>Meeting 2:</p> <p>Before the meeting, you will:</p> <ul style="list-style-type: none"> • Have made good progress on completing your product or outcome. • Have collected enough research to help you create your product or outcome. All these will be in your Works Cited. • Decide on the final specifications for your product or outcome. • Have a log, in your Process Journal, of all your thoughts, interviews, research, questions and decisions. <p>During the meeting, you will:</p> <ul style="list-style-type: none"> • Discuss the progress you have made on completing your product or outcome. • Discuss any problems or issues you had come across. • Talk about any changes you have made to your project, which should also be noted in your Process Journal. • Talk about any changes you have made to the specifications of your product or outcome, which should also be noted in your Process Journal.

	<ul style="list-style-type: none"> • Discuss your Works Cited. • Make sure all this information is recorded in your Process Journal during the meeting. • Schedule your next meeting with your supervisor. <p>After the meeting, you will:</p> <ul style="list-style-type: none"> • Mandatory Academic Honesty Reflection #2: In your Academic Honesty section within ManageBac. Write down the things you discussed, decisions that were made and your thoughts about your project. • Continue to work on collecting research and carrying out the actions needed to complete your product or outcome. • Take Principled Action by working towards completing your product or outcome.
	<p>Action Exhibition</p> <ul style="list-style-type: none"> • During the action exhibition you will demonstrate what you have accomplished so far during your MYP Project.
	<p>Meeting 3: During the meeting you will:</p> <ul style="list-style-type: none"> • Discuss your research and review your Works Cited page. • Discuss what to include on your exhibition poster and in the appendices of your report. • Make a plan to complete your reflection report and exhibition poster by the due date. • Present an outline of your report to your supervisor for review and revision. • Mandatory Academic Honesty Reflection #3: In your Academic Honesty section within ManageBac. Write down the things you discussed, decisions that were made and your thoughts about your project.
	<p>You will complete the first draft of your final report (minus the Exhibition Reflection) and email it to your supervisor with a fully updated Works Cited. Digital feedback will be received a week later. (Make sure to refer to the report checklist in the MYP Project Guide.)</p>
	<p>Meeting 4: During the meeting, you will:</p> <ul style="list-style-type: none"> • Discuss with your supervisor the corrections made on the first draft of report. • Discuss any other questions regarding the completion of your project. • Demonstrate how you will display your learning for the Exhibition evening. • Mandatory Academic Honesty Reflection #4: In your Academic Honesty section within ManageBac. Write down the things you discussed, decisions that were made and your thoughts about your project. <p>After the meeting, you will:</p> <ul style="list-style-type: none"> • Redraft the completed part of your final report. • Revise an exhibit of your learning for the exhibition event.
	<p>Exhibition- The exhibition will be during school and will be your Student-led Conference.</p> <p>Report- Your report will be submitted no later than beginning of March.</p>



Deadline Summary

Meeting 0: September 4

Meeting 1: September 30

Meeting 2 Criteria A and B due:
November 20

Meeting 3: January 15

Product finished and Action
Exhibition: January 29

Full draft of report: February 5

Meeting 4: February 18

SLC Exhibition: March 16 and 19

Report Due: March 6

Key Dates

March 16 and 19	Exhibitions (details to be confirmed) The HIS community will be invited to view your exhibition. This includes parents, supervisors, students Grade 1 through Grade 12, teachers and students from other schools and HIS community members.
March 6	<u>Deadline for Final Report</u> Submit report to Supervisor and to the Project Coordinator by uploading it onto Managebac.
April 6	Marks Finalized



What are the Personal Project criteria?

Criterion A: Investigating

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none"> i. states a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility ii. demonstrates limited research skills. iii. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance
3–4	<ul style="list-style-type: none"> i. outlines a basic and appropriate goal and context for the project, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrates adequate research skills.
5–6	<ul style="list-style-type: none"> i. develops a clear and challenging goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge generally relevant to the project iii. demonstrates substantial research skills.
7–8	<ul style="list-style-type: none"> i. develops a clear and highly challenging goal and context for the project, based on personal interests ii. identifies prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrates excellent research skills.

Criterion B: Planning

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none">i. develops limited criteria for the product/outcomeii. presents a limited or partial plan and record of the development process of the projectiii. demonstrates limited self-management skills.
3–4	<ul style="list-style-type: none">i. develops adequate criteria for the product/outcomeii. presents an adequate plan and record of the development process of the projectiii. demonstrates adequate self-management skills.
5–6	<ul style="list-style-type: none">i. develops substantial and appropriate criteria for the product/outcomeii. presents a substantial plan and record of the development process of the projectiii. demonstrates substantial self-management skills
7–8	<ul style="list-style-type: none">i. develops rigorous criteria for the product/outcomeii. presents a detailed and accurate plan and record of the development process of the projectiii. demonstrates excellent self-management skills.

Criterion C: Taking action

Evidence located in Product/Outcome, Report and Exhibition

Maximum: 8

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none">i. creates a limited product/outcome in response to the goal, global context and criteriaii. demonstrates limited thinking skillsiii. demonstrates limited communication and social skills.
3–4	<ul style="list-style-type: none">i. creates a basic product/outcome in response to the goal, global context and criteriaii. demonstrates adequate thinking skillsiii. demonstrates adequate communication and social skills.
5–6	<ul style="list-style-type: none">i. creates a substantial product/outcome in response to the goal, global context and criteriaii. demonstrates substantial thinking skillsiii. demonstrates substantial communication and social skills.
7–8	<ul style="list-style-type: none">i. creates an excellent product/outcome in response to the goal, global context and criteriaii. demonstrates excellent thinking skillsiii. demonstrates excellent communication and social skills.

Criterion D: Reflecting

Evidence located in Process Journal, Report and Exhibition

Maximum: 8

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	<ul style="list-style-type: none">i. presents a limited evaluation of the quality of the product/outcome against his or her criteriaii. presents limited reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents limited reflection on his or her development as an IB learner through the project.
3–4	<ul style="list-style-type: none">i. presents a basic evaluation of the quality of the product/outcome against his or her criteriaii. presents adequate reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents adequate reflection on his or her development as an IB learner through the project.
5–6	<ul style="list-style-type: none">i. presents a substantial evaluation of the quality of the product/outcome against his or her criteriaii. presents substantial reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents substantial reflection on his or her development as an IB learner through the project.
7–8	<ul style="list-style-type: none">i. presents an excellent evaluation of the quality of the product/outcome against his or her criteriaii. presents excellent reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global contextiii. presents excellent reflection on his or her development as an IB learner through the project.

What are the Community Project Criteria?

Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none">i. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibilityii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrate limited research skills.
3–4	Students: <ol style="list-style-type: none">i. outline an adequate goal to address a need within a community, based on personal interestsii. identify basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrate adequate research skills.
5–6	Students: <ol style="list-style-type: none">i. define a clear and challenging goal to address a need within a community, based on personal interestsii. identify prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrate substantial research skills.
7–8	Students: <ol style="list-style-type: none">i. define a clear and highly challenging goal to address a need within a community, based on personal interestsii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrate excellent research skills.

Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none">i. develop a limited proposal for action to serve the need in the communityii. present a limited or partial plan and record of the development process of the projectiii. demonstrate limited self-management skills.
3–4	Students: <ol style="list-style-type: none">i. develop an adequate proposal for action to serve the need in the communityii. present an adequate plan and record of the development process of the projectiii. demonstrate adequate self-management skills.
5–6	Students: <ol style="list-style-type: none">i. develop a suitable proposal for action to serve the need in the communityii. present a substantial plan and record of the development process of the projectiii. demonstrate substantial self-management skills.
7–8	Students: <ol style="list-style-type: none">i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the communityii. present a detailed and accurate plan and record of the development process of the projectiii. demonstrate excellent self-management skills.

Criterion C: Taking action

Maximum: 8

In the community project, students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ul style="list-style-type: none">i. demonstrate limited service as action as a result of the projectii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3–4	Students: <ul style="list-style-type: none">i. demonstrate adequate service as action as a result of the projectii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5–6	Students: <ul style="list-style-type: none">i. demonstrate substantial service as action as a result of the projectii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7–8	Students: <ul style="list-style-type: none">i. demonstrate excellent service as action as a result of the projectii. demonstrate excellent thinking skillsiii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the community project, students should be able to:

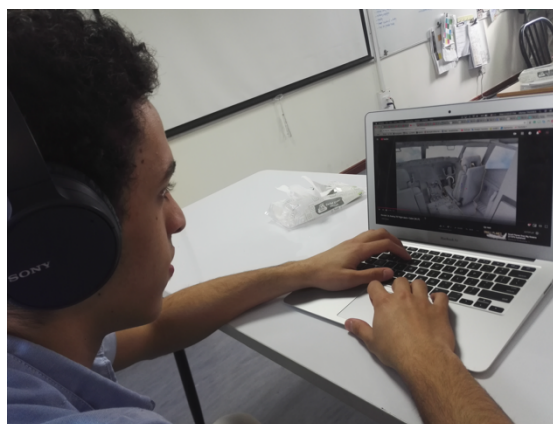
- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none">i. present a limited evaluation of the quality of the service as action against the proposalii. present limited reflections on how completing the project has extended their knowledge and understanding of service learningiii. present limited reflections on their development of ATL skills.
3–4	Students: <ol style="list-style-type: none">i. present an adequate evaluation of the quality of the service as action against the proposalii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learningiii. present adequate reflections on their development of ATL skills.
5–6	Students: <ol style="list-style-type: none">i. present a substantial evaluation of the quality of the service as action against the proposalii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learningiii. present substantial reflections on their development of ATL skills.
7–8	Students: <ol style="list-style-type: none">i. present an excellent evaluation of the quality of the service as action against the proposalii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learningiii. present detailed and accurate reflections on their development of ATL skills.

What are the grade boundaries?

Four criteria, with 32 points in total:

Grade	Points Needed:
1	1-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32



Grade	Descriptor
7	Produces a high-quality report that demonstrates a thorough and innovative process in response to the selected global context. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical and creative thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.
6	Produces a high-quality report that demonstrates an occasionally innovative process in response to the selected global context. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project.
5	Produces a generally high-quality report that demonstrates a thorough process in response to the selected global context. Communicates good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, sometimes with sophistication. Usually transfers knowledge and approaches to learning skills into the project.
4	Produces a good-quality report in response to the selected global context. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical and creative thinking. Transfers some knowledge and some approaches to learning skills into the project.
3	Produces a report of an acceptable quality in response to the selected global context. Communicates basic understanding of the process of learning independently through the project. Begins to demonstrate some basic critical and creative thinking. Begins to transfer knowledge and approaches to learning skills into the project.
2	Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project.
1	Produces work of a very limited quality. Conveys many misunderstandings of the process of learning independently. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.

Assessment

Your supervisor and two other teachers will mark your project. The three teachers will mark your project individually. Then they will meet to discuss your final scores. This process is called standardisation and it is used to assure your grade is fair and appropriate.

Task Specific Assessment Clarification

Used this as a guide for what to include in your report and exhibition. It is recommended to use the bullet points as paragraphs for the report and talking points during your exhibition.

Section 1—Objective A: Investigating	
This is your introduction. You started the project by investigating, but you may have followed the inquiry cycle (inquiry, action, reflection) more than once to strengthen, extend or refine your inquiry.	
Define a clear goal and global context for the project, based on personal interests	<p>In my report:</p> <ul style="list-style-type: none"> I give the precise meaning of the goal of my project; I explain “what I wanted to achieve; when, where, how and why I wanted to achieve it”. I define the global context that applies best to my project and explain its connection. I describe what makes my project personal: the experiences, interests and ideas that make it important to me. If I made changes to my goal during the project, I explain the changes and why I made them.
Identify prior learning and subject-specific knowledge relevant to the project	<ul style="list-style-type: none"> I identify what I already knew about this topic/project and the sources of my knowledge. I identify what I learned in MYP subject groups before the project started, and how this was helpful.
Demonstrate research skills	<ul style="list-style-type: none"> I outline the research skills I had when I started the project. I discuss the research skills I developed through the project. I explain how I may have shared my research skills to help peers who needed more practice.
Section 2—Objective B: Planning	
This includes all the work you did to plan and organize your project towards a product/outcome.	
Develop criteria for the product/outcome	<p>In my report:</p> <ul style="list-style-type: none"> I refer to the criteria I developed to evaluate the project product/outcome. If I made changes to my criteria during the project, I explain the changes and why I made them.
Plan and record the development process of the project	<ul style="list-style-type: none"> I provide evidence of my planning through timelines, milestones or other tools/strategies. I present a record of how the project progressed from start to finish.
Demonstrate self-management skills	<ul style="list-style-type: none"> I outline the self-management skills I had when I started the project. I discuss the self-management skills I developed through the project. I explain how I may have shared my self-management skills to help peers who needed more practice.

Section 3—Objective C: Taking action	
This is the main “doing” part of your project—the action part of the inquiry cycle—where the product/outcome is developed and completed.	
Create a product/outcome in response to the goal, global context and criteria	<p>In my report:</p> <ul style="list-style-type: none"> I discuss the product/outcome as the result of the process undertaken during the project. I check that I have included evidence of my product to be submitted with my report.
Demonstrate thinking skills	<ul style="list-style-type: none"> I outline the thinking skills I had when I started the project. I discuss the thinking skills I developed through the project. I explain how I may have shared my thinking skills to help peers who needed more practice.
Demonstrate communication and social skills	<ul style="list-style-type: none"> I outline the communication and social skills I had when I started the project. I discuss the communication and social skills I developed through the project. I explain how I may have shared my communication and social skills to help peers who needed more practice.
Section 4—Objective D: Reflecting	
This is the point when you look back over the project and evaluate your development. You may have reflected during the process of the project and you can refer to this here too.	
Evaluate the quality of the product/outcome against their criteria	<p>In my report:</p> <ul style="list-style-type: none"> I evaluate the product/outcome against the criteria I designed. I identify the strengths, weaknesses and possible improvements of the product/outcome.
Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context	<ul style="list-style-type: none"> I identify challenges and the solutions I developed to meet them. I demonstrate a deeper knowledge and understanding of my topic and my identified global context. I base my reflection on evidence, including my process journal.
Reflect on their development as IB learners through the project	<ul style="list-style-type: none"> I identify how I have developed as a learner (using the IB learner profile as appropriate). I discuss my strengths and weaknesses in completing the project. I summarize the impact the project could have on my future learning.



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

INQUIRERS

KNOWLEDGEABLE

THINKERS

COMMUNICATORS

PRINCIPLED

OPEN-MINDED

CARING

RISK-TAKERS

BALANCED

REFLECTIVE

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Required Process Journal Entries

Pre-Project Reflection



***Process Journal Reflection #1**

After Meeting 0 with a supervisor write a reflective piece in your Process Journal. Write down the things you discussed, decisions that were made and your thoughts about the project

***Process Journal Reflection #2**

Now it's time to get started!

In your Process Journal, answer the following questions honestly, thoughtfully and give examples if you can.

- *Through which Global Context(s) do you usually see the world? Explain.*
- *Review the list of ATL skills. Create a chart listing your strengths and weaknesses. Explain how this project might help you practice the skills.*
- *Review the Learner Profile. Which profiles describe you best? Why? Explain how this project might help you develop some of the other profile characteristics.*

IF YOU ARE WORKING WITH A GROUP (COMMUNITY PROJECTS), THE REMAINDER OF THIS PROJECT MUST BE DONE IN CONJUNCTION WITH THOSE MEMBERS.

Investigating

*Process Journal Reflection #3

Needs of Different Communities (Community Project Only)

Our world is complex and there is plenty of work to do to make it a better place. Different communities face different challenges. Use the space provided in the chart below to brainstorm the needs each community. Such as things that could be improved, fixed, or created to make life better. Some ideas may overlap!

School	City	Province	Country	Global

Once you have completed the chart, narrow your choices down to three ideas that you are most passionate about. List those three ideas here:

Community_____Need_____

Community_____Need_____

Community_____Need_____

Choose the one idea your group would like to work on:

Community _____Need _____

Deciding Your Goal

*Process Journal Reflection #4



Record in your journal how you/your group came to a decision about the final topic. Reflect on the process and your ATL skills.

Decide on a Goal for Your Project

What do you want to do about this topic? Individually, or with your group, brainstorm, then choose a goal.

- raise awareness

(Do you want people to know about this issue?)

- participate actively

(Do you want to volunteer?)

- create/innovate

(Do you want to build something that will help?)

- change behaviors

(Do you want people to change an everyday behavior?)

- call to action

(Do you want to do something about this issue?)

My/Our goal for the MYP Project is:

Identify the Global Context

*Process Journal Reflection #5

Your topic may vary depending on the Global Context through which you want to pursue the project. Review the Global Contexts and decide, which best fits your goal.

The Global Context for my project is:

You/your group has chosen a topic, a goal for that topic, and a Global Context. Reflect on the selection process (ATL skills) and explain how the Global Context you chose fits with your topic.



Planning

***Process Journal Reflection #6**

Develop a proposal for action for the project in your process journal. This process journal entry will be used to generate your MYP Project Action Proposal on page 36 that you will submit to your supervisor for approval. When you are clear on what you want to achieve, you will need to decide on a plan to accomplish your goal. Answer the following questions.

- *What action will you take to reach your goal?*
- *What are some specific tasks or activities you can do to develop your project? For example, checklists, rubrics, timelines, flowcharts or other strategies to prepare their proposal.*
- *How has the planning process developed your ATL skills and Learner Profile?*

Research

***Process Journal Reflection #7**

Now it's time to begin your research. Keep your notes and sources in your Process Journal. Remember to look for reliable online sources. Don't forget that interviews with individuals involved in whatever your project is related to can offer valuable information and insight.

Answer and analyze the following questions in relation to your project:

- *What are the causes of your issue?*
- *What are some effects of your issue?*
- *Where does it occur the most? (Geography)*
- *Who is involved/affected? (Population/Demographics)*
- *When is it an issue?*
- *Are there individuals or organizations working on this issue?*
- *Is there data (statistics, surveys, graphs) with information about this issue?*
- *How did you develop your ATL skills, Global Contexts and the Learner Profile?*

Example sources: interviews, personal experiences and observations, surveys that you create and online resources.

Decide the “Action”

*Process Journal Reflection #8

Once you have researched your issue, decide what you will do to reach your goal. Here are some examples of “actions”:

- Creating an innovation (an invention)
- Collecting food items and delivering to a local food pantry
- Volunteering at a community organization
- Developing a proposal (ex: to help minimize homelessness in your community)
- Starting a campaign against violence (via social media, website, petitions)



Answer and analyze the following question:

How did you develop your ATL skills, Global Contexts and the Learner Profile through deciding your product or outcome?

Planning the “Action”

*Process Journal Reflection #9

In your Process Journal, brainstorm the steps you will take to complete your “Action”. Include:

- *Materials needed*
- *Contact information of organizations/individuals*
- *The responsibilities for individual tasks*
- *Timeline and deadlines*
- *Reflect on your development of ATL skills, Global Contexts and the Learner Profile.*

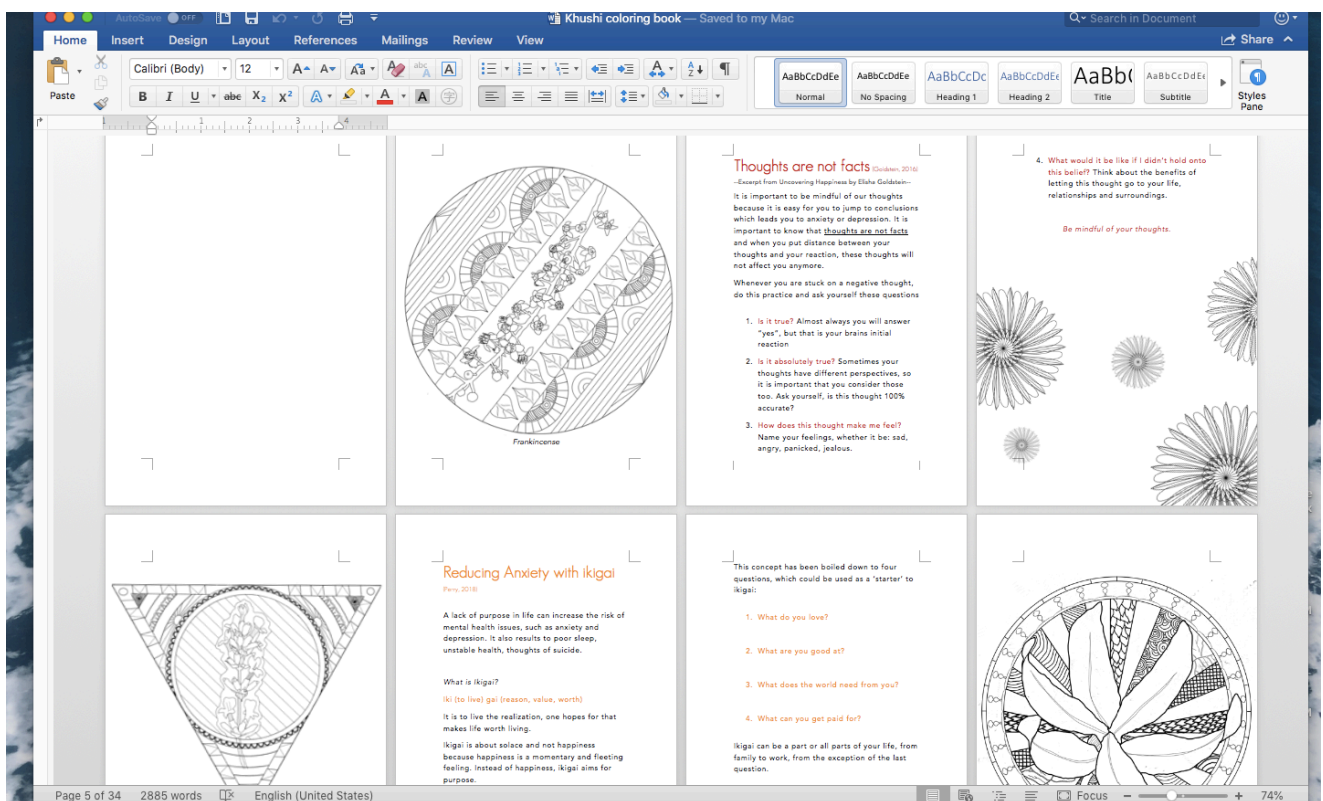
Taking Action

*Process Journal Reflection #10

Now it's time to put your plan into action!
Make sure to document what happens
(pictures, videos, diagrams).



- *How did it go?*
- *What went well, what could have been better?*
- *Reflect and evaluate how you used your ATL skills, Global Contexts and the Learner Profile.*



These are not the only criteria!

Criteria template

Students complete the rubric for their product/outcome. They should select the criteria that are appropriate – **they are not expected to include them all**. They may also include other criteria that fit their product/outcome.

Your goal:									
Your global context:									
	Aesthetics Appearance, style, colour, shape, pattern, form, texture, finish, layout	Cost Is there a maximum cost? Is this a material cost / time cost?	User/Audience Who it is for? Consider age, gender, socioeconomic background	Environmental considerations How will the design directly or indirectly affect the environment?	Function What is its purpose? What will it do? How easily can it be used / maintained?	Materials What materials will be used? What properties do the materials need to have?	Size / Content Are there any specific sizes that need to be considered? Is there a particular amount of content required?	Impact What impact do I want my product / outcome to have?	
1 – 2 Limited									
3 – 4 Adequate									
5 – 6 Substantial									
7 – 8 Rigorous									

MYP Project Action Proposal

Name(s):

Supervisor:

Date:

1. How are you going to take your Principled Action? For example, decide precisely what you will make, construct or demonstrate at the end of your MYP Project.

2. Select a Global Context you will focus on and list the reasons why this is appropriate.

3. How will you measure the success of your MYP Project and your Principled Action? Who will evaluate the progress?

4. List the research you have conducted thus far in MLA format. MLA format includes: Author's name, Title, Publisher, Publication Date, pages or URL, Accessed Date.

Make sure all your ideas and processes get recorded in your Process Journal. When finished with the MYP Project principled Action Proposal, confirm your next appointment with your supervisor for approval.

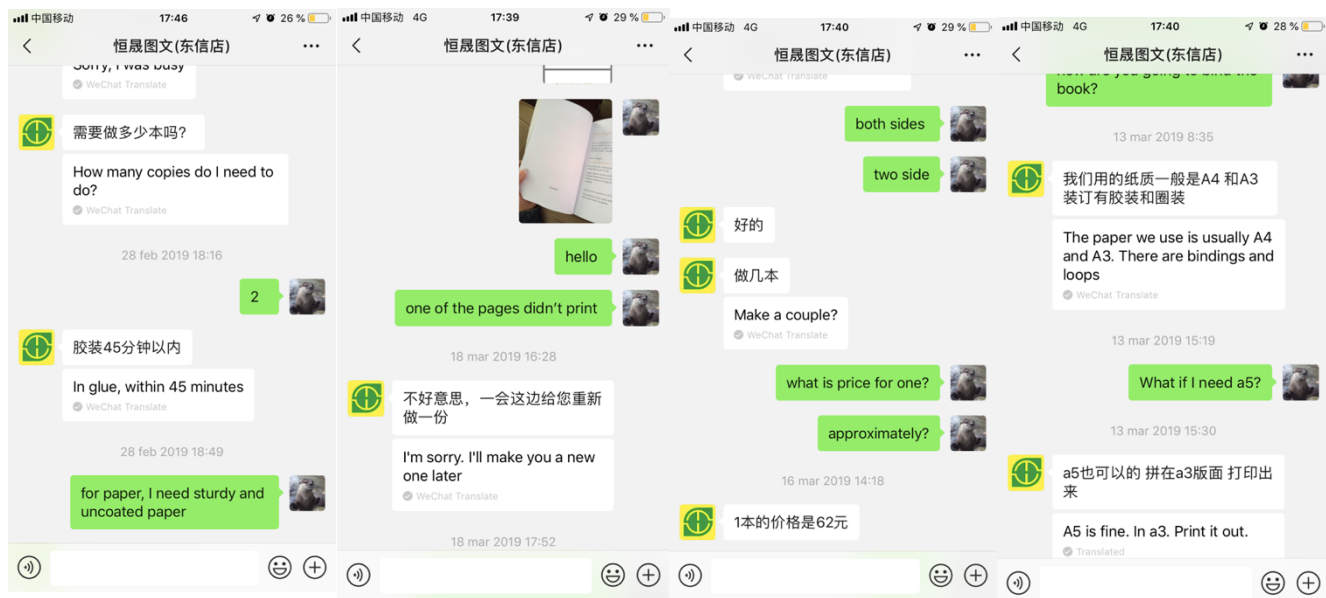
MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

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			
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).			
Supervisor declaration			
I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.			
Student's signature			Date
Supervisor's signature			Date



Approaches to learning

Thinking

Critical thinking skills

- Identify problems and develop aims, goals and objectives
- Make inferences and draw conclusions
- Identify gaps in knowledge and formulate key questions
- Consider ideas from other perspectives and points of view
- Develop contrary arguments
- Break down large concepts and projects into component parts and combine parts logically as appropriate
- Formulate provocative and relevant questions and goals
- Plan to achieve goals, including identifying targets and outlining steps
- Consider consequences of events
- Identify obstacles and challenges
- Make logical, reasonable judgments and create arguments to support them
- Design improvement to existing machines, media and technologies
- Identify and define authentic problems and significant questions for investigation
- Use multiple processes and diverse perspectives to explore alternative solutions
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

Creative thinking skills

- Generate impossible ideas
- Brainstorm and map thoughts to create ideas and questions
- Consider all alternatives
- Consider the seemingly impossible
- Create novel solutions to a problem
- Evaluate solutions to problems
- Make connections between random things
- Consider opposites to renew perspective
- Apply strategies of guesswork
- Generate “what if?” questions
- Transfer and apply existing knowledge to generate new ideas, products or processes
- Utilize old ideas in new ways and combine parts in new ways
- Make intuitive judgments
- Create original works and ideas and visualize alternatives
- Practise imitation of works with a focus on the creative process
- Practise flexible thinking—arguing both sides of an idea or issue
- Practise metaphorical thinking, generating questions and challenging conventions
- Challenge one’s own and others’ assumptions
- Seeing possibilities, problems and challenges positively
- Playing with ideas and experimenting
- Recognizing when an original idea has value and pursuing it

Transfer skills

- Use your knowledge, understanding and skills across subjects to create products or solutions
- Make connections between learning gained in different subject areas
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a diverse perspective
- Create projects and products using knowledge and skills gained across different subject areas
- Use familiar learning skills with unfamiliar content
- Transfer current knowledge to learning of new technologies
- Demonstrate personal responsibility for lifelong learning
- Change the context of your project to gain different perspectives
- Make decisions



Approaches to learning

Self-management

Organization skills

- Keep to class schedules and project deadlines
- Set appropriate management goals and plan strengths to achieve them
- Structure information appropriately in written, oral and visual work
- Arrive to class with the appropriate equipment
- Keep an organized and logical system of information files/notebooks
- Find and select information via different media
- Use different information organizers for different purposes
- Plan strategies to guide your personal project inquiry
- Plan and manage activities to develop a solution or complete a project
- Select and use applications effectively and productively
- Make informed choices to achieve a balance in nutrient, rest, relaxation and exercise

Affective skills

- Demonstrate persistence and perseverance
- Practise focus and concentration to overcome distractions
- Make informed choices on behaviours and course of action
- Seek out criticism and feedback from others and make informed choices about including it in one's work
- Practise being aware of mind–body connection
- Practise positive thinking
- Practise dealing with disappointment and unmet expectations
- Practise dealing with change
- Practise strategies to prevent and eliminate bullying
- Practise strategies to reduce stress and anxiety

Reflection skills

- Consider ethical, cultural and environmental implications of issues
- Consider personal relationships to people, ideas and concepts
- Build understanding of personal learning strengths and weaknesses
- Be aware of areas of perceived limitation
- Develop awareness of the process of effective learning
- Analyse one's own and others' thought processes to think about how one thinks and how one learns
- Pause to reflect at different stages in the learning process
- Implement and measure the effectiveness of different learning strategies
- Demonstrate a preparedness to make changes to ineffective learning strategies
- Seek out constructive criticism
- Keep a reflective journal/portfolio of personal learning experiences focused on both process and content
- Create a record of personal learning change and improvement



Approaches to learning

Research

Information literacy skills

- Access information to be informed and inform others
- Find information in different media
- Read critically and for comprehension
- Read a variety of source for information and for pleasure
- Collect research from a variety of print and digital sources
- Collect and verify data
- Make connections between a variety of sources
- Utilize different media to obtain different perspectives
- Utilize appropriate multimedia technology to create effective presentation and representation
- Reference accurately and construct a bibliography according to recognized conventions
- Understand and implement intellectual property rights and the value of academic honesty
- Identify primary and secondary sources
- Demonstrate awareness of the effects of different modes of information representation and presentation
- Collect and analyse data to identify solutions and/or make informed decisions
- Process data and report results

Media literacy skills

- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Locate, organize, analyse, evaluate, synthesize and efficiently use information from a variety of sources and media
- Use and interpret a range of content-specific terminology
- Underline ways in which images and language interact to convey ideas, values and beliefs
- Identify different points of view
- Demonstrate awareness of different media interpretations of events and ideas, including social media
- Critically analyse various text forms for underlying meaning
- Use a variety of technologies and media platforms to source information including social media and online networks
- Utilize different media to obtain perspectives
- Communicate ideas effectively to multiple audiences using a variety of media and formats
- Actively make connections between different media resources in presentations
- Advocate and practise safe, legal and responsible use of information technology



Approaches to learning

Social

Collaboration skills

- Respect and accept sociocultural difference
- Consider, respect and analyse different opinions, points of view, ideas and preferences
- Be empathetic
- Respect different opinions and the points of view of others
- Delegate and take responsibility as appropriate
- Help others: facilitate the success of others
- Take responsibility for own actions
- Resolve conflicts and work collaboratively with appropriate roles in a team
- Understand when and how to build consensus
- Make decisions based on fairness and equality
- Negotiate goals and limitations with peers and teachers
- Help others when appropriate and encourage contribution from others
- Drive change through an understanding of others and especially of group dynamics

Communication

Communication skills

- Use active listening techniques to understand others
- Give and receive appropriate feedback
- Interpret meaning through cultural understanding
- Use a variety of speaking techniques to make meaning clear for different audiences and purposes
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to present to an audience
- Interpret non-verbal communication techniques and use them purposefully
- Negotiate ideas and knowledge with peers and teachers
- Interact, collaborate and publish media with peers, experts or others employing a variety of digital environments and media
- Develop cultural understanding and global awareness by engaging with learner of other cultures
- Write for different purposes
- Make effective notes, in class and for studying
- Summarize and transform information
- Use structural writing planners for different academic tasks
- Organize information logically
- Structure information correctly in summaries, essays, reports and presentations

