

Campbell Middle School

IB MYP Community Project Guide



Our Vision

TO DEVELOP
PASSIONATE LEARNERS
ENHANCED BY GLOBAL
PERSPECTIVES



Our Mission

Academic Success
— for —
EVERY STUDENT
DAY

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WHAT IS THE MYP COMMUNITY PROJECT? (source IBO)

The eighth grade Community Project is a major activity for students to complete in year three of the IB MYP program at Campbell Middle School. During the course of this **minimum 15-hour project**, you can work independently or with a group of no more than three students to propose, plan, implement, and present a project that serves a need in a community.

The community project focuses on community and service and 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 choice of the topic for the project is made in consultation with an IB teacher who has the responsibility for supervising the development of the project according to the Assessment Criteria (included in attached guide) which is based on International Baccalaureate Organization guidelines.

The aims of 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



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Community Project Timeline

Oct.- Dec. Investigating	Dec.– Feb. Planning	Feb.- March Taking Action	March-April Reflecting
<p>Define a goal to address a need within a community based upon personal interests</p> <p>Identify prior learning and subject-specific knowledge relevant to the project</p> <p>Resources used)</p>	<p>Develop and submit a project proposal for action to serve the need in the community</p> <p>Plan and record the development process of the project (process journal)</p> <p>Demonstrate self-management skills (meet with mentor/coach)</p>	<p>Demonstrate “Service As Action” as a result of the project (presentation/showcase).</p> <p>Demonstrate thinking skills</p> <p>Demonstrate communication and social skills (meet with mentor/coach)</p>	<p>Evaluate the quality of the the proposal (written essay)</p> <p>Reflect on how completing the project has extended their knowledge and understanding of service learning (written essay).</p> <p>Reflect on their development of ATL skills</p> <p>Submit Process Journals Submit signed Academic Honesty Form</p>



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What is “*action as service*” in the IB MYP Project? (source IBO)

- ❖ Investigating – Taking inventory of student interests, skills and talents to be used in considering opportunities.
- ❖ Preparing – Student plans by clarifying roles, responsibilities, actions to be taken, resources required and timelines.
- ❖ Taking action – Implementing the plan, either working individually or partnered with others.
- ❖ Reflecting and demonstrating – Students describing what happened, expressing feelings, and asking questions; students stating explicitly what they have learned and what they have accomplished



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Community Project: Service Learning (source IBO)

As students evolve through the service-learning process, they may at times engage in the following types of action:

Direct service

Indirect Service

Advocacy

Research



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Global Contexts (source IBO)

Students must choose a global context to establish the relevance of their project (**why it matters**). IB 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**

Consider the following questions as you choose a global context through which to focus your project:

- **What do I want to achieve through my community project?**
- **What do I want others to understand through my work?**
- **What impact do I want my project to have?**
- **How can a specific context give greater purpose to my project?**



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Global Contexts Defined (Source IBO)

Identities and relationships

(psychology, sociology, theology, cultural anthropology)

Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.

Orientation in space and time

(history, cultural anthropology, archeology)

Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations from personal, local, and global perspectives.

Personal and cultural expression

(art, dance, music, architecture, fashion design)

Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Scientific and technical innovation

(engineering, construction, genetics, aviation)

Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.

Globalization and sustainability

(politics, environmental conservation, foreign relations)

Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.

Fairness and development

(law, education, privilege)

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.



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How can I demonstrate “action as service” for the Community Project?

<p>Dance Choreography – solo or ensemble (3 students max.) of any dance style (taped). Choreography must be the original work of the dancer(s) and addresses a cause or concern in a community. Only participants in the group may participate (2 mins. Max.)</p>	<p>Visual Arts – Original works of both fine and design arts are acceptable, including ceramics, painting, or sculpture. Use of copyrighted material is not allowed. Artistic work must support a cause or concern in a community</p>	<p>Music Composition – All music styles and combinations of instrumentation are acceptable (taped). Music composition must be the original work of the musician(s) (3 students max.) and addresses a cause or concern in a community</p>
<p>Oral Presentation (taped) in the fashion of a “Soapbox Challenge” Student(s) present a passionate speech supporting a cause or concern in a community</p>	<p>Dramatic Monologue or Spoken Word Performance (taped) or Skit (3 students max.) of an original idea that supports a cause or concern in a community</p>	<p>Public Service Announcement A two-minute scripted and taped public service announcement that supports a cause or concern in a community</p>
	<p>Direct Service Completed through a club or organization</p>	



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How can I demonstrate a Global Context in my Community Project?

Project Idea	Community	Goal- Advocate/Raise Awareness	Global Context
Dance Project	Mental Health	suicide prevention	Identities and Relationships
Soapbox	global	climate change	Globalization and Sustainability
Original music	global	police violence	Fairness and Development
P.S.A.	local school	bullying	Fairness and Development
Dramatic monologue	global	use of plastics on our environment	Scientific and technical innovation
Visual art	global	gun violence	Fairness and Development
Dramatic monologue	global	“vaping”	Identities and Relationships
Project Soapbox	global	use of plastics/straws	Globalization and Sustainability
PSA	global	immigration issues	Orientation in Space and Time
Artwork	global	rights of the LGBTQ community	Fairness and Development Fairness and Development
Original composition	global	PTSD and returning soldiers	Identities and Relationships
Spoken Word	global	Self-esteem/Body image	Identities and Relationships
PSA	global	Teen drug and alcohol use	Identities and Relationships
Dance	global	Anorexia and Bulimia	Personal and Cultural Expression
PSA	Global	Rampant use of Opioids	Orientation in space and time

*These are suggestions... please confer with your mentor to discuss other project ideas and communities



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Project Rubric and Approaches to Learning (source IBO)

Approaches to Learning skills provide a solid foundation for learning independently and with others, demonstrating learning, and reflecting on the process of learning. ATLs may align with the objectives of the project in the following ways:

Objective A: Investigating

MYP ATL Skill Clusters

- | | |
|---|---|
| 1. Define a goal to address a need within a community | collaboration, critical thinking, creative thinking |
| 2. Identify prior learning and subject-specific knowledge | information literacy, media literacy, transfer |
| 3. Demonstrate research skills | |

Objective B: Planning

- | | |
|---|---|
| 1. Develop a proposal for action to serve the need in the community | collaboration, organization, critical thinking, creative thinking |
| 2. Plan and record the development process of the project | collaboration, organization, reflection |
| 3. Demonstrate self-management skills | |

Objective C: Taking Action

- | | |
|---|---|
| 1. Demonstrate service as action as a result of the project | organization, critical thinking creative thinking |
| 2. Demonstrate thinking skills | communication, collaboration |
| 3. Demonstrate communication and social skills | critical thinking, creative thinking, transfer |

Objective D: Reflecting

- | | |
|---|---------------------------|
| 1. Evaluate the quality of the service as action against proposal | communication, reflection |
| 2. Reflect on how completing the project has extended their knowledge and understanding of service learning | |
| 3. Reflect on the development of ATL skills | |



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The Role Of The Mentor/Coach (Source Ibo)

The mentor's responsibilities are to:

Ensure the MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues.

Provide guidance to students in the process and completion of the project through regularly scheduled meetings

Confirm the authenticity of the work submitted (Academic Honesty Form)

Students should receive information and guidance from their mentor that includes:

Guidelines about the MYP project

A timetable with deadlines

The assessment criteria for the project

Advice on how to keep and use a process journal

The importance of personal analysis and reflection

Formative feedback

Requirements for Academic Honesty



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PROCESS JOURNAL_(source IBO)

The process journal refers to the record of progress maintained by the student(s) throughout the project. Students working individually are required to submit ten (10) artifacts*. Students working in a group of three are required to submit fifteen (15) artifacts*

A process journal may include:

- Visual thinking diagrams
- Bulleted lists
- Charts
- Short paragraphs
- Notes
- Timelines, action plans
- Annotated illustrations
- Annotate research
- Photos from inspirational visits to museums, performances, galleries
- Pictures/sketches
- Screenshots or a blog or website
- Self and peer assessment feedback

*artifacts = extracts in IB



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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 of what has been discussed and you should sign and date these comments.</p>		
Meeting 1 (Date):	Main Points Discussed	Signature/Initials
		Student:
		Supervisor:
Meeting 2 (Date):	Main Points Discussed	Signature/Initials
		Student
		Supervisor
Meeting 3 (Date):	Main Points Discussed	Signature/Initials
		Student
		Supervisor



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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



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SHOWCASE

At the end of the community project, each team will select projects to be presented in a showcase.

- For an individual student presentation, the time allocated is 6–10 minutes.
- For a group presentation, the time allocated is 10–14 minutes.

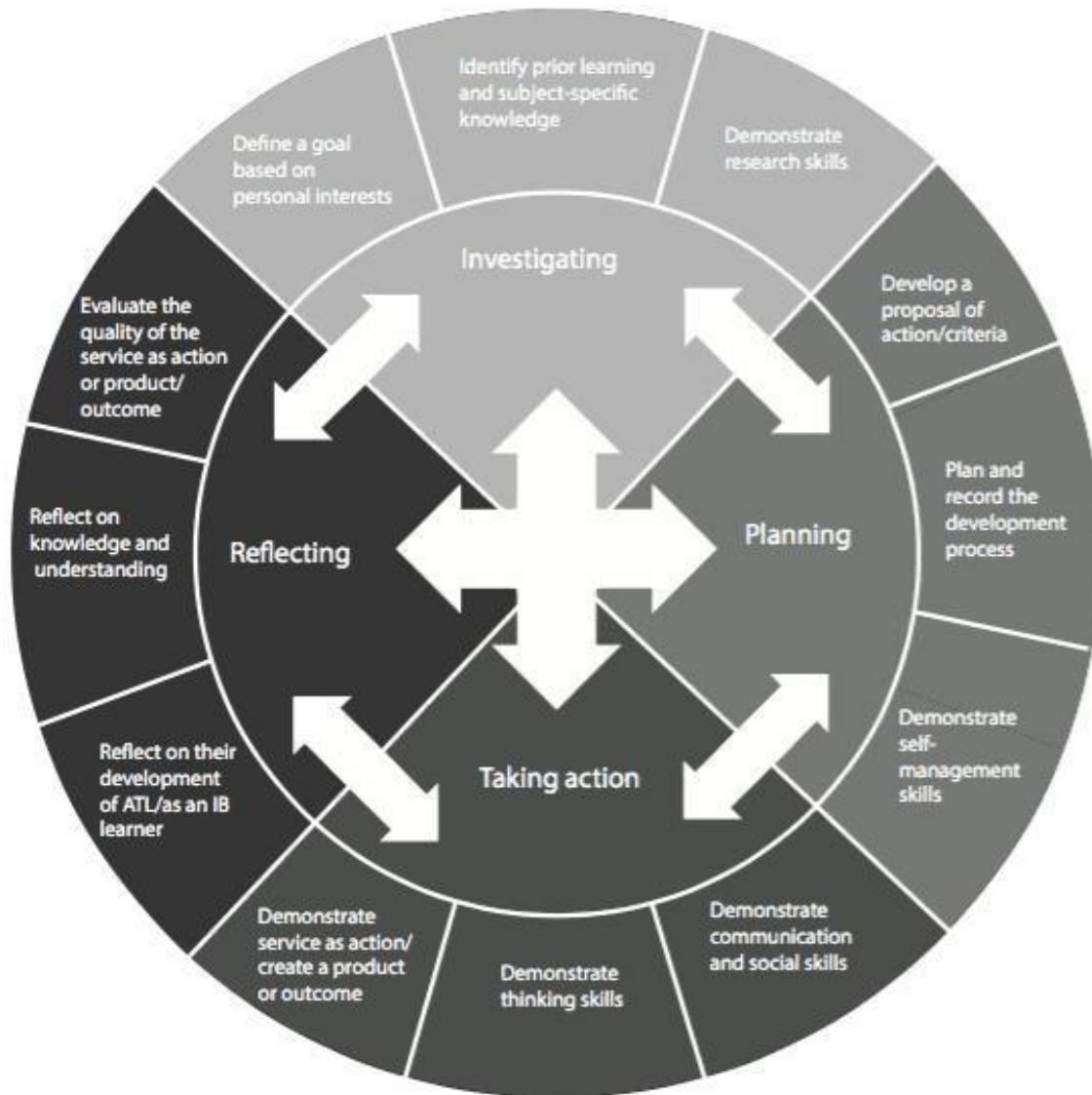
The showcase will be held in early Spring. Language and Literature teachers will choose their top two to three projects from each category to present.

Selected students may be required to be present to discuss details about their project.



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Visualizing the project objectives





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Project Rubrics

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"> 1. state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility 2. demonstrate limited research skills.
3–4	Students: <ol style="list-style-type: none"> 1. outline an adequate goal to address a need within a community, based on personal interests 2. identify basic prior learning and subject-specific knowledge relevant to some areas of the project 3. demonstrate adequate research skills.
5-6	Students: <ol style="list-style-type: none"> 1. define a clear and challenging goal to address a need within a community, based on personal interests 2. identify prior learning and subject-specific knowledge generally relevant to the project 3. demonstrate substantial research skills.
7-8	Students: <ol style="list-style-type: none"> 1. define a clear and highly challenging goal to address a need within a community, based on personal interests 2. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project 3. demonstrate excellent research skills.



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Project Rubrics (cont'd)

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"> 1. develop a limited proposal for action to serve the need in the community 2. present a limited or partial plan and record of the development process of the project 3. demonstrate limited self-management skills.
3-4	Students: <ol style="list-style-type: none"> 1. develop an adequate proposal for action to serve the need in the community 2. present an adequate plan and record of the development process of the project 3. demonstrate adequate self-management skills.
5-6	Students: <ol style="list-style-type: none"> 1. develop a suitable proposal for action to serve the need in the community 2. present a substantial plan and record of the development process of the project 3. demonstrate substantial self-management skills.
7-8	Students: <ol style="list-style-type: none"> 1. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community 2. present a detailed and accurate plan and record of the development process of the project 3. demonstrate excellent self-management skills.



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Project Rubrics (cont'd)

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: <ol style="list-style-type: none"> 1. demonstrate limited service as action as a result of the project 2. demonstrate limited thinking skills 3. demonstrate limited communication and social skills.
3-4	Students: <ol style="list-style-type: none"> 1. demonstrate adequate service as action as a result of the project 2. demonstrate adequate thinking skills 3. demonstrate adequate communication and social skills.
5-6	Students: <ol style="list-style-type: none"> 1. demonstrate substantial service as action as a result of the project 2. demonstrate substantial thinking skills 3. demonstrate substantial communication and social skills.
7-8	Students: <ol style="list-style-type: none"> 1. demonstrate excellent service as action as a result of the project 2. demonstrate excellent thinking skills 3. demonstrate excellent communication and social skills.



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Project Rubrics (cont'd)

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"> 1. present a limited evaluation of the quality of the service as action against the proposal 2. present limited reflections on how completing the project has extended their knowledge and understanding of service learning 3. present limited reflections on their development of ATL skills.
3-4	Students: <ol style="list-style-type: none"> 1. present an adequate evaluation of the quality of the service as action against the proposal 2. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning 3. present adequate reflections on their development of ATL skills.
5-6	Students: <ol style="list-style-type: none"> 1. present a substantial evaluation of the quality of the service as action against the proposal 2. present substantial reflections on how completing the project has extended their knowledge and understanding of service learning 3. present substantial reflections on their development of ATL skills.
7-8	Students: <ol style="list-style-type: none"> 1. present an excellent evaluation of the quality of the service as action against the proposal 2. present excellent reflections on how completing the project has extended their knowledge and understanding of service learning 3. present detailed and accurate reflections on their development of ATL skills



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COMMUNITY PROJECT PROPOSAL

Project Title		
Student(s):		Date:

Identify a goal to address a need in the community based on your personal interests.

Which segment (of the community) will you focus your inquiry and research?

Research:

What do you have to research? Be specific and list how you will collect all the information you will need:

Media:

Interviews:

Surveys:

Observations and experiences:

Process Journal: How will you record the significant findings from beginning to end to show the development of your community project?

What action will you take? How will you make a contribution towards addressing the problem in the community that you stated in your goal?



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Project Checklist

Investigating

- Individual or group members' names to Language Arts teacher by December, 2019
- Determine a need within the community (rights of individuals, social acceptance, concern for the environment)
- Define a goal to address the need (raise awareness, advocate, direct service)
- Conduct initial research and gather information
- Record information in a process journal
- Complete Community Project Proposal for Investigation
- Meet with a teacher supervisor

Planning

- Develop a plan for the action you will be doing
- Continue research
- Work on the preparation for the service
- Record information in a process journal
- Complete Community Project Proposal for Action
- Meet with a teacher supervisor

Taking Action

- Carry out the service project
- Record information in a process journal

Reflecting

- Evaluate your project against your proposal (written essay)
- Reflect on your learning
- Submit process journal
- Complete the academic honesty form
- Turn in all materials to your language arts teacher

