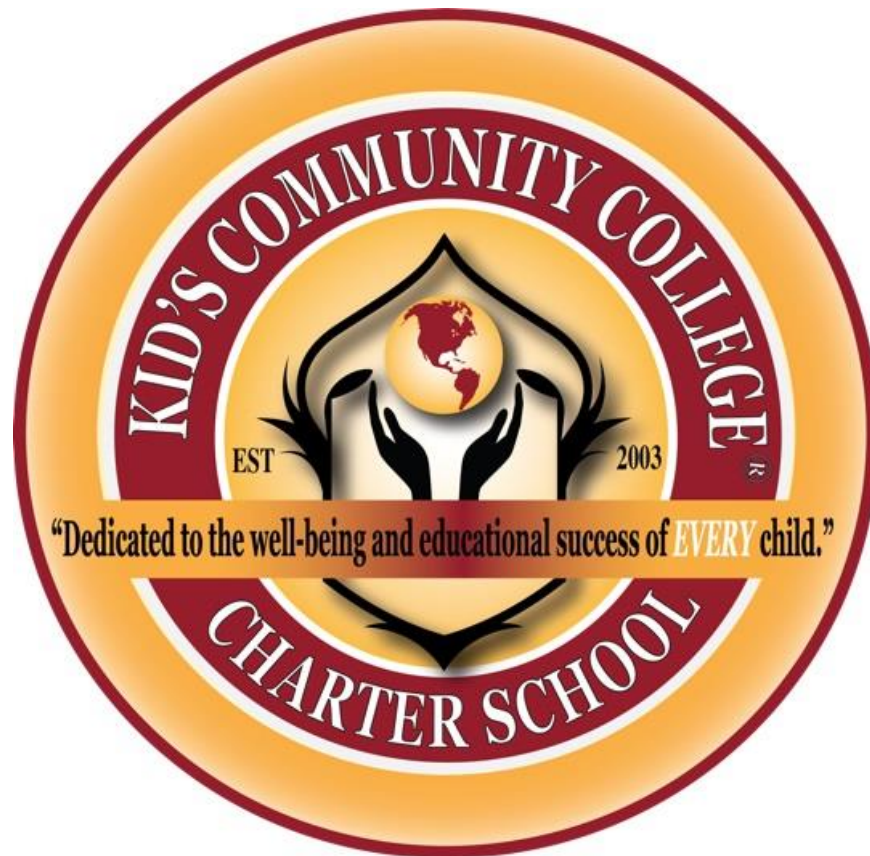


# Kid's Community College Southeast Middle School

MYP Community Project Guide



2018 - 2019

**\*\*Mission Statement from the IB**

**The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.**

**Kid's Community College Southeast Middle School is a candidate school\* for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.**

**IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.\*\***

**\*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.**

**For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)**

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## Using the Project Guide

This guide is designed to help you understand and organize your community project. It contains many of the directions you will need to complete your project as well as areas that need to be approved by your project supervisor.

This project guide has several worksheets and resource charts provided for your support. Please use these pages to guide you throughout your project.

In addition to the project guide, you are responsible for maintaining a process journal. There, you may record evidence of your learning including research notes, charts, lists, sketches, photos, and other information as needed. All worksheets found in this guide must be placed in your process journal.

A project supervisor will be assigned to support you through your work and learning. The supervisor will monitor your progress by meeting with you face-to-face, reviewing your progress, and providing feedback and direction.

This will be a fulfilling and important project that will take a lot of commitment, but we are confident the rewards will be beneficial, both for you as a student and for the community whose need you chose to address.

Enjoy this journey,

KCC SEMS MYP Professors and Staff

## Community Project FAQs

### What is the 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.

### Who completes the Community Project?

All Year 3 students complete the community project as a culminating experience in the Middle Years Programme. The community project may be completed individually or collaboratively in groups of no more than three students. During each phase of the Community Project, individuals and groups complete each item. Therefore, a group will make decisions collaboratively and submit their information as one. Students are expected to spend approximately 15 hours on their community project.

### What are the AIMS of this project?

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.

### How do students choose a SMART goal?

Students consult with their Supervisors and complete an Investigation Chart to identify a community need that reflects their interests and passions. SMART goals are specific, measurable, attainable, relevant, and time-based.

### What are the three main components of the Community Project?

Community project component	How it is assessed
1. Focus on service as action	Evident in the presentation
2. Process journal	A selection of extracts in appendices of the report
3. Presentation	The content of the report assessed using all four criteria

### What is the process journal?

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. Students working individually should select a maximum of 10 individual extracts

to represent the key developments of the project. Students choosing to work in groups on the community project will submit a maximum of 15 process journal extracts.

### **What is the purpose of the presentation?**

The presentation at the end of the community project is an oral presentation delivered to an audience.

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

### **How will my work be assessed?**

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria.

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking Action	Maximum 8
Criterion D	Reflecting	Maximum 8

### **Role of the Supervisor**

The purpose of the supervisor is to support the student or group of students during the project. In the case of community projects, it is important for supervisors to use their best judgment in allowing for changes to group situations, should the need arise. Each student, or each group of students who have decided to work together, has a supervisor.

#### The supervisors' responsibilities are to:

- ensure the chosen 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
- confirm the authenticity of the work submitted
- assess the MYP project using the criteria in this guide
- participate in the standardization of assessment process established by the school
- provide personal project grades to the MYP coordinator to enter in IBIS (from 2016).

#### Students should receive information and guidance 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.

## Community Project Timeline

January	February	<u>March</u>	<u>April</u>
<b>Phase 1</b> <b>Investigating</b>	<b>Phase 2</b> <b>Planning</b>	<b>Phase 3</b> <b>Taking Action</b>	<b>Phase 4</b> <b>Reflecting</b>
<p><input type="checkbox"/> <b><u>Due January 11<sup>th</sup></u></b>. Determine if working alone or with a group. Choose a topic of personal interest. Turn-in completed Community Project Student Information Sheet to your homeroom teacher.</p> <p><input type="checkbox"/> <b><u>January 14<sup>th</sup></u></b> Meet with your faculty advisor during extended homeroom to review and discuss the items listed in the <b>Investigating Phase</b>.</p> <p>Review Assessment Criterion A: Investigating, Page 8</p> <p><input type="checkbox"/> <b><u>Due January 28<sup>th</sup></u></b> Worksheets 1, 2, and 3 are complete and uploaded in your process journal. Initial Resources for initial research are recorded in process journal (See Appendix 1 (ABCDs of Website Evaluation, p. 23))</p>	<p><input type="checkbox"/> <b><u>February 4<sup>th</sup></u></b> Meet with your faculty advisor during extended homeroom to review and discuss the items listed in the <b>Planning Phase</b></p> <p><input type="checkbox"/> Review Assessment Criterion B: Planning, Page 15</p> <p><input type="checkbox"/> <b><u>Due February 11<sup>th</sup></u></b> Worksheet 4 is complete and uploaded in your process journal</p> <p><input type="checkbox"/> Continue research (See Appendix 1 (ABCDs of Website Evaluation, p. 23))</p> <p><input type="checkbox"/> Record information for plan in process journal</p> <p><input type="checkbox"/> <b><u>February 25<sup>th</sup></u></b> Meet with your faculty advisor during extended homeroom to review and discuss the items listed in the <b>Taking Action Phase</b>.</p>	<p><input type="checkbox"/> Review Assessment Criterion C: Taking Action Page 19</p> <p><input type="checkbox"/> Carry out the service as action</p> <p><input type="checkbox"/> Record information in process journals</p> <p><input type="checkbox"/> <b><u>Due March 11<sup>th</sup></u></b> Upload your final bibliography to your process journal.</p>	<p><input type="checkbox"/> <b><u>April 1<sup>st</sup></u></b> Meet with your faculty advisor during extended homeroom to review and discuss the items listed in the <b>Planning Phase</b></p> <p><input type="checkbox"/> Review Assessment Criterion D: Reflecting Page 22</p> <p><input type="checkbox"/> Evaluate the quality of service as action against the proposal</p> <p><input type="checkbox"/> Reflect on learning</p> <p><input type="checkbox"/> Complete academic honesty form</p> <p><input type="checkbox"/> Prepare process journal extracts</p> <p><input type="checkbox"/> Prepare oral presentation</p> <p><input type="checkbox"/> Prepare bibliography</p> <p><input type="checkbox"/> Prepare Project Presentation</p> <p><input type="checkbox"/> April 22<sup>nd</sup> – April 26<sup>th</sup> Oral Presentations</p> <p><input type="checkbox"/> May 3<sup>rd</sup> – Evening Showcase</p>

**NOTES\*QUESTIONS\*IDEAS\*WONDERINGS**



## PHASE 1: INVESTIGATING

The objective of investigating requires students to make choices in the focus of their project. Students should follow a series of procedures to identify the focus.

### Students will need to:

- define a goal to address a need in the community, based on their personal interests
- identify the global context for the community project
- develop a proposal for action for the community project.

In situations where students choose to work in groups, the goal is defined collaboratively

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**A need** can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable or useful.

The community may be local, national, virtual or global. There are a wide range of definitions of community.

### The MYP key concept of community is defined as follows.

**Communities** are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.

MYP: From principles into practice (May 2014)

### Investigating Checklist

- Complete Worksheet #1 (Investigation Chart) and upload worksheet to process journal
- Identify a community need or problem
- Conduct initial research and gather information (See Appendix 1 (ABCDs of Website Evaluation, p. 23)
- Identify and collect research using resources
- Identify and describe how you will use at least two ATL Thinking Skills and two ATL Research Skills while investigating and record them in your process journal. (See Appendix 3, p. 25-28)
- Complete Worksheet #2 (Global Contexts) and upload worksheet to process journal
- Complete Worksheet #3 (Investigation Wrap-up) and upload worksheet to process journal
- Meet with your project supervisor to discuss your goal, research, and progress

**Criterion A: Investigating progress**

**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 <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: state a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance demonstrate <b>limited</b> research skills.
3–4	Students: outline an <b>adequate</b> goal to address a need within a community, based on personal interests identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project demonstrate <b>adequate</b> research skills.
5–6	Students: define a <b>clear and challenging</b> goal to address a need within a community, based on personal interests identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project demonstrate <b>substantial</b> research skills.
7–8	Students: define a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project demonstrate <b>excellent</b> research skills.

## PHASE 1: INVESTIGATING

### Worksheet #1 Investigation Chart

★ **Defining a goal to address a need in the community**

**Complete the checklist:**

- Each column represents a different “community.” Use the space provided to brainstorm the needs in each of those areas. Some needs may fit in several categories.
- Once you have completed the chart, narrow your choices down to two or three ideas.
- Ask yourself: Which one do I feel most passionate about? How can I help address the need?

School	Local Neighborhood/ County	State	Nation	Global
Ex. Bullying, struggling students	Ex. Hunger, domestic violence	Ex. Environment	Ex. Homelessness	Ex. Lack of clean water

**Document in your process journal:**

What do you already know about your chosen community and the need?

**Defining a goal to address a need in the community.**

- Your goal should be SMART (specific, measurable, attainable, relevant, and time-based).

Some examples of goals are:

- to raise awareness (creating a video on sustainable water solutions)
- to participate actively (tutoring, developing a garden, training rescued dogs)
- to research (collect information, analyze it and prepare a report that will influence others on an issue such as the most effective means to reduce litter in public spaces)
- to inform others (performing a play to teach about one of the profiles)
- to create/innovate (redesign a website)
- to change behaviors
- to advocate

My goal is to:



## Identify the Global Context

The global context chosen by the students provides a context for inquiry and research in the project. Students **choose only one global context** to define their goal. In most cases other global contexts may inform the project or offer other perspectives, but the focus on one context will present opportunities that emerge through (self-imposed) limitations and give a specific focus

### Global Contexts

identities and relationships	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	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	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	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	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	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.

# PHASE 1: INVESTIGATING

## Worksheet #2 Global Contexts



### Identify the Global Context

#### Complete the checklist

- Brainstorm and think about ideas about the Global Contexts in relationship to your goal, need, and community.
- Record your ideas and thinking from the brainstorming activity in your **process journal**. This will help to ensure that you remain on task as you progress through the project.
- Complete the bottom box on the chart below.

The Goal	A Need	A Community	Global Context
To raise awareness	Freedom of expression	A nation perceived as politically oppressed	Personal and cultural expression
To participate actively	Trained working dogs and relationships	Special needs community	Identities and relationships
To research	Access to clean drinking water	Pacific island countries	Orientation in space and time
To inform others	(Access to) medical provisions	Various socio-economic groups	Fairness and development
To create/innovate	Medical advances	Support group for cancer patients	Scientific and technical innovation
To change behaviors	Social acceptance	The school community of teachers and students	Identities and relationships
To advocate	Modernization of local methods of waste management	The local population as it prepares for a national event	Globalization and sustainability
<b>My Goal is:</b>	<b>My Need is:</b>	<b>My Community is:</b>	<b>My Global Context is:</b>

## PHASE 1: INVESTIGATING

### Worksheet #3: Investigation Wrap-Up

Project Title:	
Student Name(s):	Supervisor Name:

<b>NEED: Describe the need you intend to address. What is lacking/needing improvement?</b>
Targeted Community:
Need:

<b>Action Goal: What is the purpose of your Community Project? What do you hope to achieve?</b>								
<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Circle type of goal:</td> <td style="width: 25%;">To raise awareness</td> <td style="width: 25%;">To participate actively</td> <td style="width: 25%;">To research</td> </tr> <tr> <td>To inform others</td> <td>To create/innovate</td> <td>To change behaviors</td> <td>To advocate</td> </tr> </table>	Circle type of goal:	To raise awareness	To participate actively	To research	To inform others	To create/innovate	To change behaviors	To advocate
Circle type of goal:	To raise awareness	To participate actively	To research					
To inform others	To create/innovate	To change behaviors	To advocate					
Action Goal:								

<b>Global Context: (circle one)</b>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Identities and relationships</td> <td style="width: 33%;">Orientation in space and time</td> <td style="width: 33%;">Globalization and sustainability</td> </tr> <tr> <td>Fairness and development</td> <td>Personal and cultural expression</td> <td>Scientific and technical innovation</td> </tr> </table>	Identities and relationships	Orientation in space and time	Globalization and sustainability	Fairness and development	Personal and cultural expression	Scientific and technical innovation
Identities and relationships	Orientation in space and time	Globalization and sustainability				
Fairness and development	Personal and cultural expression	Scientific and technical innovation				
How is this Global Context relevant? Why?						

## PHASE 1: INVESTIGATING

### Worksheet #3: Investigation Wrap-Up Continued

**RESEARCH:** What questions do you need to answer? Where will you look for the answers? Remember to look for reliable sources of information. Use the ABCDs of Website Evaluation form for all websites (page 23).

Keep track of ALL resources used in your process journal as you must submit a Works Cited page with your presentation. The purpose of your initial research is to help you develop a proposal for action. You cannot create a proposal for action until you have conducted research.

Questions? (who, what, when, where, and why?)

Possible resources: (Books, magazines, newspaper articles, websites, surveys, interviews, videos, etc.) You must use a variety of resources!

**Process Journal:** How will you record the significant findings from beginning to end to show the development of your community project? Remember to include brainstorming, notes, actions, etc.

## PHASE 2: Planning

When you are clear on what you want to achieve and the service as action of your project, you will be in a position to determine the proposal. You will need to plan specific tasks or activities to complete to develop your project.

Use checklists, rubrics, timelines, flow charts or other strategies to prepare the proposal. The project should follow a proposal for action and involve you in designing, problem-solving, decision-making or investigative activities.

Proposals should be achievable based on the time and resources available. Some projects may require too much time or overly complex procedures.

Other projects may be too simplistic and present no challenge to you. Deciding whether a project is realistic or unrealistic will be based on discussions between you and your supervisor.

Document the proposal in your process journal and use this to evaluate the final service as action.

### **Sample Questions to Consider:**

- Is it a one day event? Will it take a few weeks?
- Where will the event take place?
- How will you get the word out?
- What supplies do you need?



### **Investigating Checklist**

- Identify a service project you can perform to contribute to the community need you identified
- Complete Worksheet #4 (Developing a Proposal for Action) and upload to Process Journal
- Continue research using ABCDs of Website Evaluation and upload research notes to Process Journal
- Prepare and plan your service project and upload
- Meet with your supervisor and obtain your supervisor's signature on Worksheet #4 (Developing a Proposal for Action) and upload to your process journal.



**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.**

<b>Achievement level</b>	<b>Level descriptor</b>
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: develop a <b>limited</b> proposal for action to serve the need in the community present a <b>limited or partial</b> plan and record of the development process of the project demonstrate <b>limited</b> self-management skills.
3–4	Students: develop an <b>adequate</b> proposal for action to serve the need in the community present an <b>adequate</b> plan and record of the development process of the project demonstrate <b>adequate</b> self-management skills.
5–6	Students: develop a <b>suitable</b> proposal for action to serve the need in the community present a <b>substantial</b> plan and record of the development process of the project demonstrate <b>substantial</b> self-management skills.
7–8	Students: develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community present a <b>detailed and accurate</b> plan and record of the development process of the project demonstrate <b>excellent</b> self-management skills.

**PHASE 2: Planning**  
**Worksheet # 4**

 **Developing a Proposal for Action**

Title: \_\_\_\_\_

Student  
Name(s): \_\_\_\_\_

Supervisor Name: \_\_\_\_\_

Need:	Community:	Global Context:
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Action Goal:
Time Frame: Will you hold a one-day event? Will your action take a few weeks?
Location: Where will the event take place?

**PHASE 2: Planning**  
**Worksheet #4 continued**

 **Developing a Proposal for Action**

Specific tasks/activities to complete:
How will you get the word out?
What materials and resources are needed to achieve your product/outcome?
Cost: Is there a materials cost?

Signature of Supervisor for Approval

## PHASE 3: TAKING ACTION

You are ready to complete your approved service action and make sure you have a record of it in your process journal. You will present your project in front of an audience. The purpose of the presentation is to inform the audience of your community need and service project.

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

### PHASE 3: Taking Action Checklist

- Carry out the approved service project
- Identify and describe how you will use at least two ATL Social Skills and two ATL Communication Skills in the investigation process and **record them in your process journal**.
- Continue recording in your process journal
- Prepare your presentation including any necessary visual aids
- At the time of the presentation, student must submit to the community project supervisor:
  - a completed academic honesty form for each student
  - the proposal for action
  - process journal extracts
  - any supporting visual aids used during the presentation
  - bibliography/sources
- Complete and upload Worksheet 5 Presentation Planning Sheet
- Remember to acknowledge sources during your presentation
- Practice and time your presentation remembering that you have 6-10 minutes for individual projects and 10-14 minutes for group projects.
- Complete and upload your bibliography (See Appendix 3)
- Complete and upload your academic honesty form (See Appendix 4)
- Meet with your project supervisor to discuss your service, presentation, research, and general progress.

**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.**

<b>Achievement level</b>	<b>Level descriptor</b>
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: demonstrate <b>limited</b> service as action as a result of the project demonstrate <b>limited</b> thinking skills demonstrate <b>limited</b> communication and social skills.
3–4	Students: demonstrate <b>adequate</b> service as action as a result of the project demonstrate <b>adequate</b> thinking skills demonstrate <b>adequate</b> communication and social skills.
5–6	Students: demonstrate <b>substantial</b> service as action as a result of the project demonstrate <b>substantial</b> thinking skills demonstrate <b>substantial</b> communication and social skills.
7–8	Students: demonstrate <b>excellent</b> service as action as a result of the project demonstrate <b>excellent</b> thinking skills demonstrate <b>excellent</b> communication and social skills.

## Phase 3 Taking Action Worksheet 5

### ★ Presentation Planning Sheet

- 6-10 minute presentation for an individual and 10-14 minutes for a group
- Visual aid is required
- Evidence of all four criteria is evident (Investigating, Planning, Action, Reflection)
- Cite Sources
- At the time of the presentation, student must submit to the community project supervisor:
  - a completed academic honesty form for each student
  - the proposal for action
  - process journal extracts
  - any supporting visual aids used during the presentation
  - bibliography/sources

<b>Introduction:</b> <ul style="list-style-type: none"> <li>• Hook</li> <li>• Who are you and why is this project important to you?</li> <li>• Thesis statement</li> </ul>
<b>What is the problem: (Investigating)</b> <ul style="list-style-type: none"> <li>• State the problem/issue</li> <li>• Provide data about problems/issue</li> </ul>
<b>What did you propose for action? (Planning)</b> <ul style="list-style-type: none"> <li>• Describe the type of service and why.</li> <li>• What did you plan and learn through the planning?</li> <li>• Did you receive support from any experts in the planning?</li> </ul>
<b>What did you do? (Taking Action)</b> <ul style="list-style-type: none"> <li>• Describe how you took action.</li> <li>• How were your skills, like research, thinking, and self-management, utilized and developed?</li> </ul>
<b>What were the effects? (Reflecting)</b> <ul style="list-style-type: none"> <li>• What were the results of your action?</li> <li>• Discuss unexpected challenges and opportunities.</li> <li>• How did these challenges and opportunities have an impact on the projects and yourself.</li> <li>• How has completing this project changed your understanding of service learning?</li> <li>• Describe how you have grown as a learner (ATL skills) and a person (Learner Profiles).</li> </ul>
<b>Closing:</b> <ul style="list-style-type: none"> <li>• Brief summary of experience</li> <li>• Call to action</li> </ul>

## Phase 4: Reflecting

Congratulations! This is the final phase of your project. Now it is time to look back over the entire experience. It is important that you record your reflections in your process journal. Address the following in your reflection:

### Three 'Must DO' Reflections:

- Evaluate the quality of the product/success of the outcome against your 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

### Choose Three More Reflections:

- I think that the project made a difference because...
- Next time I would...
- What ATL's did you develop most through this project?
- What advice do you have for others completing the community project?
- Overall, I feel that the project...
- What additional reflections do you have?



### **Phase 4: Reflection Checklist**

- Complete thorough reflections by answering the above 3 required and 3 choice reflections in your process journal.
- Review all elements of the project to make sure everything is correct and complete.
- Congratulations on the completion of your Year 3 Community Project. You will receive an Assessment Feedback form from your supervisor.

**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 <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: present a <b>limited</b> evaluation of the quality of the service as action against the proposal present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning present <b>limited</b> reflections on their development of ATL skills.
3–4	Students: present an <b>adequate</b> evaluation of the quality of the service as action against the proposal present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning present <b>adequate</b> reflections on their development of ATL skills.
5–6	Students: present a <b>substantial</b> evaluation of the quality of the service as action against the proposal present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning present <b>substantial</b> reflections on their development of ATL skills.
7–8	Students: present an <b>excellent</b> evaluation of the quality of the service as action against the proposal present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning present <b>detailed and accurate</b> reflections on their development of ATL skills.



## Appendix I – ABCDs of Website Evaluation

ABCDs of Website Evaluation		
Name of web site: URL:		
ABCDs	Consider using this site if:	Question this site if:
<b>URL of site:</b>	<input type="checkbox"/> .gov (government) <input type="checkbox"/> .edu (college or university) <input type="checkbox"/> .org (non-profit organization)	<input type="checkbox"/> .com (business) <input type="checkbox"/> .k12 (school) <input type="checkbox"/> Geocities, yahoo, etc. (personal)
<b>A Authorship</b> Who created this site?	<input type="checkbox"/> Author seems to be an expert in the field or subject <input type="checkbox"/> Organization is governmental or nonprofit and is respected organization in this field.	<input type="checkbox"/> Author does not seem to have relevant qualifications <input type="checkbox"/> Organization has commercial interest in this subject
<b>B Bias</b> What is the purpose of this site?	<input type="checkbox"/> Informative <input type="checkbox"/> News <input type="checkbox"/> Educational/Scholarship	<input type="checkbox"/> Advocacy (promotes a point of view) <input type="checkbox"/> Personal interest <input type="checkbox"/> Advertising <input type="checkbox"/> Entertainment
<b>C Content</b> How accurate or trustworthy is this page? Is it at my reading level?	<input type="checkbox"/> Previously published in a newspaper, magazine or academic journal and has been subject to peer editing <input type="checkbox"/> This page or site has a works cited list or bibliography <input type="checkbox"/> Information is consistent with other sources <input type="checkbox"/> I can read this site with understanding	<input type="checkbox"/> Mistakes in spelling or grammar throughout the site <input type="checkbox"/> This page or site has no works cited list or bibliography <input type="checkbox"/> Information is not consistent with other sources <input type="checkbox"/> This site is too difficult for me to read with understanding
<b>D Date</b> When was this page created or updated?	<input type="checkbox"/> This is a continuously updated page or site <input type="checkbox"/> Links to information work	<input type="checkbox"/> This site was last updated more than a year ago <input type="checkbox"/> Links to other information are broken
<b>Evaluation complete</b>	____ Total number of checkmarks in this column <input type="checkbox"/> I am comfortable that the information on this site is reliable	____ Total number of checkmarks in this column <input type="checkbox"/> I probably should not use this site for academic work

## Appendix II

### Works Cited/MLA Format

**What is a bibliography?** A bibliography is a list of all the sources you have used in your research. Below is a sample.

#### **Bibliography**

Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Jolie, Angelina. Phone interview. 11 Feb. 2009. Jones, Patrick. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.

Smith, John. "Homelessness." *Encyclopedia Britannica*. 2009. Print.

**There are tools you can use on the WWW to help you format your bibliography such as EasyBib [www.easybib.com/](http://www.easybib.com/) or Bibme [www.bibme.org/](http://www.bibme.org/) .**

**Use the examples below if you decide to manually create your bibliography.**

#### **Books:**

Last Name, First Name. Book Title. Publisher City: Publisher Name, Year Published. Medium. Smith, John. *The Sample Book*. Pittsburgh: BibMe, 2008. Print.

#### **Magazines:**

Last Name, First Name. "Article Title." *Journal Name* Volume Number (Year Published): Page Numbers. Medium. Smith, John. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.

#### **Newspaper Articles:**

Last Name, First Name. "Article Title." *Newspaper Name* Publication Date: Page Numbers. Medium. Smith, John. "Steelers win Super Bowl XLIII." *Pittsburgh Post-Gazette* 2 Feb. 2009: 4-6. Print.

#### **Websites:**

Editor, author, or compiler name (if available). Name of Site. Version number. Name of institution/organization affiliated with the site (sponsor or publisher), date of resource creation (if available). Medium of publication. Date of access. Felluga, Dino. Guide to Literary and Critical Theory. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

#### **Interviews:**

Last Name, First Name. Type of interview. Date conducted. Jolie, Angelina. Phone interview. 11 Feb. 2009.

**Surveys:** (use the same format as Interviews) Print Survey: Smith, John. "Hot Lunch Options." Survey. 6 June 2012. Web Survey: Smith, John. "Hot Lunch Options." Survey. Name of Web Site. Publisher, 6 June 2012. Web. 29 Aug. 2012

## Appendix III Approaches to Learning – ATL’s

**ATL skills are the skills you use to “learn how to learn.” You have been practicing approaches to learning skills through your MYP education. Think about how you are using these skills as you go through your project. You must reflect on them in your process journal.**

### Research skills Objective A: Investigating

#### Possible Demonstrations of ATL Skills

- Collect and record data/sources
- Access information to be informed and to inform others through the project
- Collect, record and verify data/sources
- Find information specific to and surrounding the project, using a variety of media
- Process data and report results
- Take effective notes during project development
- Collect, record, verify, and use a range of sources/data
- Identify primary and secondary sources
- Compare, contrast and draw connections among resources
- Seek a range of perspectives from multiple and varied sources to inform the project
- Make connections between various sources of information, prior knowledge and subject-specific knowledge
- Construct a bibliography according to recognized conventions appropriate for the task
- Collect and analyse data to identify solutions and make informed decisions to further the project
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Use critical-literacy skills to analyse and interpret information
- Understand the impact of media representations and modes of presentation when analysing information

- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Understand and implement intellectual property rights

## **Self-management skills**

### **Objective B: Planning**

#### **Possible demonstrations of ATL skills**

- Set goals
- Keep a basic log or timeline planning for the project
- Manage time and effort for short periods of time
- Set goals that are challenging and realistic
- Plan short- and long-term milestones; meet deadlines
- Keep an organized and logical system of information
- Practise strategies to overcome distractions
- Practise dealing with disappointment and unmet expectations
- Organize time and energy for a sustained period of time
- Keep and use a weekly planner for milestones
- Practise strategies to develop mental focus
- Practise analysing and attributing causes of failure
- Practise managing self-talk and positive thinking
- Practise dealing with change throughout the project
- Make plans that are logically sequential and efficient
- Demonstrate persistence and perseverance
- Use appropriate strategies for organizing complex information
- Select and use technology effectively and productively
- Practise “bouncing back” after adversity, mistakes and failures

## **Thinking skills**

### **Objective C: Taking action**

#### **Possible demonstrations of ATL skills**

- Communicate information and ideas effectively to audiences using a variety of media and formats

- (Give and) act meaningfully on feedback received If applicable for the product/outcome:
- delegate and share responsibility for decision-making
- help others to succeed
- share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing and speaking for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Use and interpret a range of terms and symbols
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Work effectively with experts and/or the supervisor
- Listen actively to other perspectives and ideas If applicable for the product/outcome:
- encourage others to contribute
- negotiate effectively
- build consensus
- exercise leadership and take on a variety of roles within groups
- make fair and equitable decisions
- manage and resolve conflict, and work collaboratively
- interpret and use effectively modes of non-verbal communication.

## **Communication and social skills**

### **Objective C: Taking action**

#### **Possible demonstrations of ATL skills**

- Organize information
- Structure report following advice
- Establish communication with supervisor
- Organize and depict information logically
- Maintain communication with people relevant to the project
- Work with others within clear expectations
- Read critically and for comprehension
- (Give and) receive feedback
- Participate in, and contribute to, digital social media networks
- Read a variety of sources for information
- Communicate information and ideas effectively to audiences using a variety of media and formats

- (Give and) act meaningfully on feedback received If applicable for the product/outcome:
- delegate and share responsibility for decision-making
- help others to succeed
- share ideas, collaborate and build relationships with peers and experts using a variety of digital environments and media.
- Use intercultural understanding to interpret communication
- Use appropriate forms of writing and speaking for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Use and interpret a range of terms and symbols
- Paraphrase accurately and concisely • Preview and skim texts to build understanding
- Work effectively with experts and/or the supervisor
- Listen actively to other perspectives and ideas If applicable for the product/outcome:
- encourage others to contribute
- negotiate effectively
- build consensus
- exercise leadership and take on a variety of roles within groups
- make fair and equitable decisions
- manage and resolve conflict, and work collaboratively
- interpret and use effectively modes of non-verbal communication.

## Appendix IV Process Journal

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. However, the media for documenting the process can vary depending on student preferences. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, students are strongly advised to make digital copies of their journals or to transmit copies of their journals to an online storage site.

Students will be familiar with the practice of documenting the development of their project in the process journal and can draw on techniques used to document the arts process journal, the design folder or similar workbooks in other subject groups. Students may develop their own format and design, although schools can provide templates or examples to support students' work.

The process journal is personal to the student, in the sense that he or she is also exploring ways of recording his or her process. Students are not restricted to any single model of recording their process journals. However, the student is responsible, through his or her use of the process journal, for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

The Process Journal Is:	The Process Journal is not:
<ul style="list-style-type: none"> <li>• used throughout the project to document its development</li> <li>• an evolving record of intents, processes, accomplishments</li> <li>• a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised</li> <li>• a place for recording interactions with sources, for example teachers, supervisors, external contributors</li> <li>• a place to record selected, annotated and/or edited research and to maintain a bibliography</li> <li>• a place for storing useful information, for example quotations, pictures, ideas, photographs</li> <li>• a means of exploring ideas and solutions</li> <li>• a place for evaluating work completed</li> <li>• a place for reflecting on learning</li> <li>• devised by the student in a format that suits his or her needs</li> <li>• a record of reflections and formative feedback received</li> </ul>	<ul style="list-style-type: none"> <li>• used on a daily basis (unless this is useful for the student)</li> <li>• written up after the process has been completed</li> <li>• additional work on top of the project; it is part of and supports the project</li> <li>• a diary with detailed writing about what was done</li> <li>• a static document with only one format.</li> </ul>

## Appendix V

### Community Project Assessment

The community project will be evaluated by the supervisor and others using the assessment rubrics in the following objectives:

- A. Investigating
- B. Planning
- C. Taking Action
- D. Reflecting

Assessment will be based on your project journal extracts and your oral presentation. The assessment rubric is displayed on the following page.

**IMPORTANT - Use the assessment rubric to guide all you do in this project! You must read and understand the rubric before you start the project. All choices and decisions that you make should be based on the assessment criteria which can be located at the start of each section (Investigating, Planning, Taking Action, Reflection).**





# 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><b>Student:</b> 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><b>Supervisor:</b> 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>										
	<b>Date</b>	<b>Main points discussed</b>						<b>Signature/initials</b>		
<b>Meeting 1</b>								Student:		
								Supervisor:		
<b>Meeting 2</b>								Student:		
								Supervisor:		

<b>Meeting 3</b>			Student:  Supervisor:
<b>Supervisor comment</b>			
<p><b>Student declaration</b></p> <p>I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).</p> <p><b>Supervisor declaration</b></p> <p>I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>			
<b>Student's signature</b>		Date	
<b>Supervisor's signature</b>		Date	

## Kid's Community College Southeast Middle School

### Community Project Guide

#### Works Cited

The Kid's Community College Southeast Middle School project guide was derived from the following sources:

- *MYP projects guide* (2014), [“Investigating and planning the community project”](#)
- [ATL skills framework](#) (Appendix 1 from FPiP)
- Center for Inquiry IB World Schools MYP Community Project Guide 2018 - 2019
- EL SEGUNDO MIDDLE SCHOOL MYP Community Project Guide 2018 – 2019  
<https://4.files.edl.io/16de/09/19/18/010234-a5f00de5-ee64-49e9-9951-c19d5b60c999.pdf>
- Parkway Middle School Community Project Guide 2016-2017:  
<https://pwms.osceolaschools.net/common/pages/DisplayFile.aspx?itemId=13091888>
- Pine View Middle School MYP Community Project Guide  
<https://pvms.pasco.k12.fl.us/wp-content/uploads/pvms/2019/02/PVMS-MYP-Community-Projects-Guide-2019-2020.pdf>

