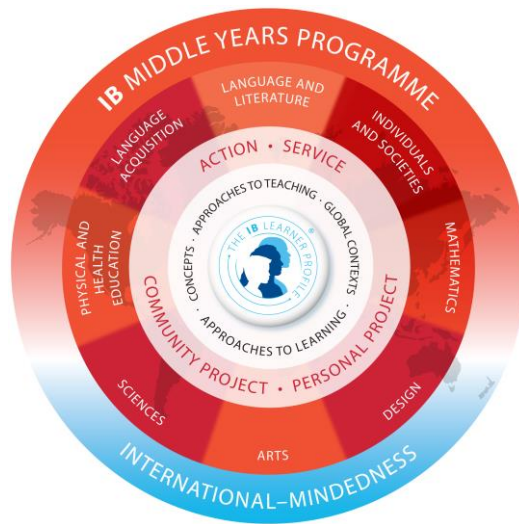


Student Name: \_\_\_\_\_

Advisory Teacher: \_\_\_\_\_



# Howard Middle School MYP Community Project



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## What is the MYP Community Project?

The MYP Community Project is a minimum 15 hour project in which students independently propose, plan, implement, and present a project that they feel will serve a need in their community. The Community Project is an IBO requirement for students in year three (8<sup>th</sup> grade) of the MYP program at Howard Middle School.

Students will write a proposal for a project of their choice that services their school, personal, local, or global community. They will determine what they need to know and research about their topic. They will create a plan of action to complete the project and follow that plan. Finally, they will present their project, its results, and their documents in language arts class for assessment.

The aims of MYP projects are to encourage and enable students to: (*Projects guide*, 2014)

- 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.

HMS students may choose to work alone or in groups of up to three students to complete this project. Each student is responsible for their own process journal which is used to record their work and reflections throughout the completion of the project. Students will meet with faculty advisors on early release days. Advisors have the responsibility for supervising the development of the project according to the Assessment Criteria which is based on International Baccalaureate Organization guidelines.

**MYP Community Project Objectives:** As with all MYP subjects, the community project has four objectives and four related criterion that will be assessed.

Objective A: Investigating

- 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

Objective B: Planning

- 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

Objective C: Taking Action

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

Objective D: Reflecting

- 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 (*Projects guide*, 2014)

# Community Project Timeline

Through Nov.	Nov. - Jan.	Jan. - May	May
<b>Investigating</b>	<b>Planning</b>	<b>Taking Action</b>	<b>Reflecting</b>
<ul style="list-style-type: none"> <li>• Meet with academic advisor</li> <li>• Determine a need within the community</li> <li>• Define a goal to address the need</li> <li>• Initial research – select relevant resources and gather information</li> <li>• Submit Community Project Proposal</li> <li>• Record information and developments in process journal</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a plan for action</li> <li>• Continue research</li> <li>• Work on the preparation for service</li> <li>• Meet with academic advisor</li> <li>• Record information and developments in process journal</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out the service project</li> <li>• Record information and developments in process journal</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with academic advisor</li> <li>• Evaluate the project against the proposal</li> <li>• Reflect on learning</li> <li>• Prepare project board</li> <li>• Select the extracts from the process journal to submit</li> <li>• Complete the bibliography</li> <li>• Oral presentation</li> <li>• Turn in all materials to your academic advisor</li> </ul>

## A. Investigating

**During this phase, you will need to identify the need within the community.** Use the chart below to brainstorm which community you will serve. Once you have completed the chart, narrow your choices down to two or three ideas. Then 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

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

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:

## Identifying the global context for the project.

You will need to choose one of the six global contexts to define your goal. *Project guide* (2014) suggests that students ask these questions to help decide which context to choose: What do you want to achieve through your project? What do you want others to understand through your work? What impact do you want your project to have? How can a specific context give greater importance to your project? Students' reflections and decisions will include how their work connects to their chosen global context.

### Global Contexts

- **Identities and relationships:** 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 time and space:** 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:** the ways 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:** 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:** 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:** 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. [*Projects guide*. (2014)]

My Global context is:

### Approaches to Learning Skills

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. Include them in your process journal.

## Process Journal

The process journal is an integral part of the project. It is similar to a science fair project journal. The journal format is your choice. It can be paper or electronic. You are not restricted to any single model of recording your process journal but are responsible for **producing evidence of addressing the four MYP Community Project Objectives** (page 3) to demonstrate achievement.

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>

*(Projects guide, 2014)*

## Process Journal Extracts

You will need to select and submit evidence from your process journal to demonstrate development in all four objectives. If you are working individually you will need a maximum of 10 individual extracts to represent the key developments of the project. If you are working in a group you will submit a maximum of 15 process journal extracts. These will show how you have addressed each of the objectives.

An extract may include:

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



# Community Project Proposal

<b>Project Title:</b>	
<b>Student Name(s):</b>	<b>Supervisor Name:</b>

<b>NEED:</b> Describe the need you intend to address. What is lacking/needing improvement?
<b>Need:</b>
<b>Targeted Community:</b>
<b>Action Goal:</b> What is the purpose of your Community Project? What do you hope to achieve? Awareness? Actively participate? Research? Inform other? Create/innovate? Change behaviors? Advocate?
<b>Global Context:</b>
How is this Global Context relevant? Why?



**RESEARCH:** What do you need to research? What questions do you need to answer? Where will you look for the answers? Remember to look for reliable sources of information. Don't forget to keep track of ALL resources used in your process journal as you must submit a Works Cited page with your presentation.

Questions? (who, what, why, etc.)

Possible resources: (Books, magazines, newspaper articles, websites, surveys, interviews, etc.)

**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.

## **B. Planning**

When you are clear on what you want to achieve and have conducted some initial research, you will need to propose an action plan. Think about what specific tasks or activities you can do to develop your project. You can use checklists, timelines, flow charts or other strategies to prepare your proposal.

Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on time and resources available. Do not choose a project that will require too much time or overly complex procedures.

Think about the following:

- 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?

See page 11 for a sample action plan template.

## **C. Taking Action**

The next step in your project will be to put your plan into action. **Continue writing in your process journal.**



## Community Project Action Plan

<b>Project Title:</b>	
<b>Student Name(s):</b>	<b>Supervisor Name:</b>

<b>Need:</b>
<b>Community:</b>
<b>Global Context:</b>

<b>Action Goal:</b>
<b>Time Frame:</b> <i>Will you hold a one day event? Will your action take a few weeks?</i>
<b>Location:</b> <i>Where will the event take place?</i>

**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?

## **D. Reflecting**

Congratulations, you made it! This is the final phase of your project. This is where you will present your project to an audience and wrap up everything you have done. This phase includes:

- Evaluate the quality of service as action against the proposal
- Reflect on learning
- Prepare the project board
- Prepare, then complete the oral presentation in your language arts class
- Select the extracts from the process journal to submit
- Complete the bibliography
- Complete the academic honesty form

## **Presentation**

### **Oral Presentation**

At the end of the project, you will present your project in front of an audience. For an individual presentation, the time allocated is 6-10 minutes. For a group presentation, the time allocated is 10-14 minutes.

Students choosing to complete the project in groups will present individually if group members are in different language arts classes. If all group members are in the same language arts class they will present as a group, but each group member should have the opportunity to speak during the course of the presentation.

### **To be submitted**

At the time of the presentation, students must submit:

- a completed academic honesty form for each student
- the proposal for action
- process journal extracts
- any supporting visual aids used during the presentation
- a bibliography/ Works Cited page documenting all research (this includes interviews, e-mail correspondence, etc.)

### **Project board**

In addition to the oral presentation, you will also be required to create a tri-fold project board to showcase the project. This is your chance to be creative. You will need to include the following:

- project name
- description of project
- visuals (photographs, graphs, etc.)
- research
- bibliography
- reflection

### **Assessment:**

Student projects will be assessed using the rubric on the following page.

# ASSESSMENT

	<b>A: Investigating</b>	<b>B: Planning</b>	<b>C: Taking Action</b>	<b>D: Reflecting</b>
<b>0</b>	The student does not reach a standard described by any of the descriptors below			
<b>1-2</b>	i. <b>state</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance iii. demonstrate <b>limited</b> research skills	i. develop a <b>limited</b> proposal for action to serve the need in the community ii. present a <b>limited or partial</b> plan and record of the development process of the project iii. demonstrate <b>limited</b> self-management skills	i. Demonstrate <b>limited</b> service as action as a result of the project ii. demonstrate <b>limited</b> thinking skills iii. demonstrate <b>limited</b> communication and social skills	i. present a <b>limited</b> evaluation of the quality of the service as action against the proposal ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>limited</b> reflections on their development of ATL skills
<b>3-4</b>	i. <b>outline</b> an <b>adequate</b> goal to address a need within a community, based on personal interests ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some</b> areas of the project iii. demonstrate <b>adequate</b> research skills	i. develop an <b>adequate</b> proposal for action to serve the need in the community ii. present an <b>adequate</b> and record of the development process of the project iii. demonstrate <b>adequate</b> self-management skills	i. Demonstrate <b>adequate</b> service as action as a result of the project ii. demonstrate <b>adequate</b> thinking skills iii. demonstrate <b>adequate</b> communication and social skills	i. present an <b>adequate</b> evaluation of the quality of the service as action against the proposal ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>adequate</b> reflections on their development of ATL skills
<b>5-6</b>	i. <b>define</b> a <b>clear and challenging</b> goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project iii. demonstrate <b>substantial</b> research skills	i. develop a <b>suitable</b> proposal for action to serve the need in the community ii. present a <b>substantial</b> plan and record of the development process of the project iii. demonstrate <b>substantial</b> self-management skills	i. Demonstrate <b>substantial</b> service as action as a result of the project ii. demonstrate <b>substantial</b> thinking skills iii. demonstrate <b>substantial</b> communication and social skills	i. present a <b>substantial</b> evaluation of the quality of the service as action against the proposal ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>substantial</b> reflections on their development of ATL skills
<b>7-8</b>	i. <b>define</b> a <b>clear and highly challenging</b> goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project iii. demonstrate <b>excellent</b> research skills	i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community ii. present a <b>detailed and accurate</b> plan and record of the development process of the project iii. demonstrate <b>excellent</b> self-management skills	i. Demonstrate <b>excellent</b> service as action as a result of the project ii. demonstrate <b>excellent</b> thinking skills iii. demonstrate <b>excellent</b> communication and social skills	i. present an <b>excellent</b> evaluation of the quality of the service as action against the proposal ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning iii. present <b>excellent</b> reflections on their development of ATL skills

## Meetings with Advisor

Meeting #1	Date:
Notes during meeting:	Steps to take after meeting:

Meeting #2	Date:
Notes during meeting:	Steps to take after meeting:



Meeting #3	Date:
Notes during meeting:	Steps to take after meeting:

Meeting #4	Date:
Notes during meeting:	Steps to take after meeting:

## ABCDS of Website Evaluation

Name of site:

<b>ABCDS</b>	<b>Consider using this site if:</b>	<b>Question this site if:</b>
<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)
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Authorship</b></p> <p><i>Who created this site?</i></p>	<input type="checkbox"/> Author seems to be an expert in the field or subject <input type="checkbox"/> Organization is governmental or non-profit 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
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Bias</b></p> <p><i>What is the purpose of this site?</i></p>	<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
<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;"><b>Content</b></p> <p><i>How accurate or trustworthy is this page?</i> <i>Is it at my reading level?</i></p>	<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
<p style="text-align: center;"><b>D</b></p> <p style="text-align: center;"><b>Date</b></p> <p><i>When was this page created or updated?</i></p>	<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
<p style="text-align: center;"><b>E</b></p> <p style="text-align: center;"><b>Evaluation complete</b></p>	<p>_____ Total number of checkmarks in this column</p> <input type="checkbox"/> I am comfortable that the information on this site is reliable	<p>_____ Total number of checkmarks in this column</p> <input type="checkbox"/> I probably should not use this site for academic work

# Works Cited/Bibliography

**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.