Summit Charter Intermediate Academy

Community Project
Process Journal

International Baccalaureate
Middle Years Program

Student Name(s): _____

_____

Advisory Teacher: _____

SCIA Community Project Presentations:
Thursday, February 9, 2023
SCIA Community Project Showcase:
Thursday, February 23, 2023

WHAT IS ACADEMIC HONESTY?

International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. Students should be able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected. This is essentially what academic honesty is: making knowledge, understanding and thinking transparently.

Students must accurately cite and reference, understand how knowledge is constructed and how to continue to build understanding. The technical skills are essential but the understanding of the concepts and values behind them comes first.

The IB Elements that encourage and support students' academic honesty are the **IB Learner Profile Traits** and **Approaches to Learning skills**. Both of these elements are required to be evident within the Community Project. The attributes of the Learner Profile are important in nurturing such an environment. IB students strive to be:

*Inquirers	*Knowledgeable	*Thinkers	*Communicators	*Principled
*Open-minded	*Caring	*Risk-takers	*Balanced	*Reflective

Through **Approaches to Learning (ATL)**, students develop skills that have relevance across the curriculum and help them "learn how to learn". The ATL Skills are as follows:

*Communicator	*Self-Management	*Research	*Thinking	*Social

INDIVIDUAL DECLARATION OF ACADEMIC HONESTY

Student Name:_____ **Advisory Teacher Name:** _____

By signing this declaration I am confirming that I understand the meaning of "plagiarism".

Plagiarism *is the presentation by a student of an assignment which has in fact been copied in whole or in part from another student's work, or from any other source (eg. published books, periodicals, or the web) without due acknowledgement in the text.*

I, _____ declare for my Community Project that:
- I will not cut-and-paste information from others without appropriate use of quotation marks and direct reference to their work;
- I will not re-word the ideas of others without proper and clear acknowledgement;
- I will not write ideas or suggestions that originated from others and claim these as my own;
- I will not include words from other student's work without permission.

Student Signature _____   **Date:** _____

Summit Charter Intermediate Academy

Community Project Information and Process Journal

OBJECTIVE

Student(s) will identify a community need or problem in order to plan and organize an action plan to address that need or problem. Student(s) will also present their action to the community in a showcase at Summit Charter Intermediate Academy.

IB MISSION STATEMENT

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.

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**Students may collect goods to be used for donations to complete their Community Project. Monetary donations can NOT be collected per Burton School District Policy.

What is the Community Project?

The Community Project is a culminating project for students to complete in year three (8th grade) of the MYP program. Based on International Baccalaureate Organization (IBO) guidelines, the Community Project focuses on community and service. It encourages students to explore and implement service as action in the community. The Community Project gives students the opportunity to develop awareness of needs in various communities and address those needs through service learning.

The Community Project is:
- completed individually or in pairs of students assigned to an advisory teacher.
- completed over an extended time period
- the product of **independent student-led inquiry, research, action, and reflection**.
- focused on identifying a need in a community and creating an action plan to address it.
- assessed.

The Community Project is NOT:
- ONLY volunteering for a specific amount of hours (Food Banks, Homeless Shelters, Animal shelters, Child or Elder facilities).
- ONLY a simple fundraiser (bucket/jar drops, pre-organized fundraising).
- ONLY a simple action (posting flyers, running errands, service hours).
- optional.

The Objectives and Assessment Criterion of the Community Project are as follows:

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 and understanding of their Global Context

Role of the Advisory Teacher

Each student will be overseen by their Advisory Teacher whom they will report to throughout the process and will help guide them in meeting the assessment criteria. ***The Advisory Teacher may not assist in the completion of the project; they are to support and guide their students.***

The Advisory Teacher's Responsibilities are to:
● provide guidance to students in the process and completion of the project. ● confirm the authenticity of the work submitted. ● give students opportunities to practice their presentation and be prepared for the Showcase Event.
The Advisory Teacher will review the following with you:
● guidelines about the MYP project. ● a timetable with deadlines. ● assessment criteria for the project. ● advice on how to keep and use the Process Journal, including the importance of personal analysis and reflection. ● provide formative feedback. ● requirements for Academic Honesty ● how to create a bibliography.

Resources and Academic Honesty

In order to maintain integrity of the project, students should select relevant and reliable information from a variety of sources to develop the Community Project. They should consider factors such as credibility of the author, currency and accuracy of the information, relevance of the source and their intended audience.

During the process, students will keep a record of their decisions and reflections in their Student Process Journal. These journals will also serve as a resource to help them produce their Community Project presentation.

Bibliography

Students must:

● record information collected from sources in their Student Process Journal.
● maintain an annotated bibliography using MLA format of all print and media sources using:
➔ Easybib.com
➔ The Purdue Owl
● Create a bibliography that is included as part of their ***essay, slide presentation*** and on your ***presentation board***.

The Process Journal

This Process Journal is a record of your progress throughout the Community Project.

The Process Journal is:
- used throughout the project to document its development.   - a place to record thoughts and developments, brainstorming, possible lines of inquiry and further questions raised.   - a place for recording interactions with sources, your Advisory Teacher, other teachers, and/or external contributors.   - a place to record research, store useful information, pictures, ideas, photographs.   - a record of reflections and formative feedback received.   - submitted for review as part of your final presentation
The Process Journal is not:
- written after the process/project is completed.   - additional work - it is part of, and supports the project.

Community Project Inquiry Cycle

Figure 3
Visualizing the MYP community project objectives
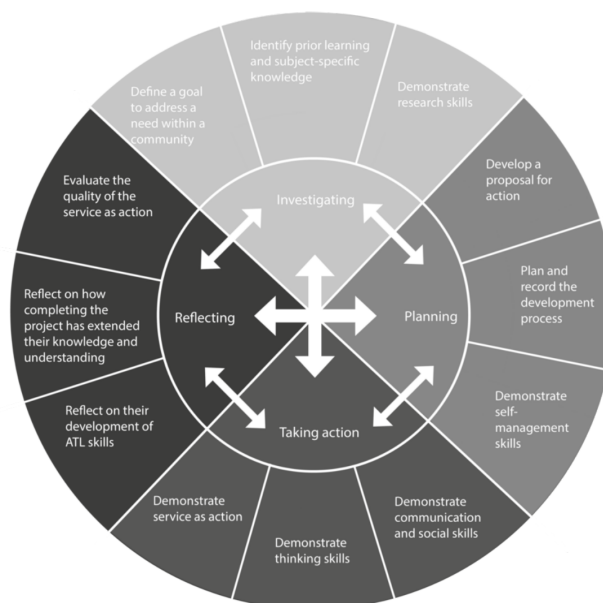
MYP Community Project - Assessment
Criterion A - Investigating

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: I. **State** a goal to address a need within a community, based on personal interests, but this may be **limited** in depth or accessibility. II. Identify prior learning and subject-specific knowledge, but this may be **limited** in occurrence or relevance. III. Demonstrate **limited** research skills.
3-4	Students: I. **Outline an adequate** goal to address a need within a community, based on personal interests. II. Identify **basic** prior learning and subject-specific knowledge relevant to **some areas** of the project. III. Demonstrate **adequate** research skills.
5-6	Students: I. **Define a clear and challenging** goal to address a need within a community, based on personal interests. II. Identify prior learning and subject-specific knowledge **generally relevant** to the project. III. Demonstrate **substantial** research skills.
7-8	I. **Define a clear and highly challenging** goal to address a need within a community, based on personal interests. II. Identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project. III. Demonstrate **excellent** research skills.

Journal Entry #1: Brainstorm topics for your Community Project

Sometimes the most challenging part of the Community Project is selecting what you want to do for the project. It should be something that you are interested in.

Utilize the internet to explore community needs that relate to your own interests and hobbies. You should independently explore at least **five** ideas for your project before you and/or your group finalize your choice.

TOPICS: Community needs related to your interests	DETAILS FROM YOUR EXPLORATION:

<u>Journal Entry #2:</u> Pick a Topic

Identify the one topic that interests you most. Why does this topic interest you? Why is this need or problem important for our community to address? What prior knowledge do you have about this topic?

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<u>Journal Entry #3:</u> Global Context Part 1

*Consider how your identified community need fits one of the IB Global Contexts. Read the following, then **highlight** the Global Context that best fits your topic.*

GLOBAL CONTEXT	Guiding Question- How does this Global Context...
Identities and Relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships.	… help you become aware of your roles and responsibilities as a member of the community?
Orientation in Space and Time Personal histories; interconnectedness of individuals and civilizations from personal, local, and global perspectives.	… help you to connect people from different backgrounds, eras, and personal histories?
Personal and Culture Expression Explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we extend and enjoy our creativity.	… help you create an idea or system that might explore our rights and responsibilities as global citizens?
Scientific and Technical Innovation Explore the natural world and its laws; interaction between people and the natural world; the impact of environments on human activity.	… help you explore your relationship with the environment, how it affects you, and how you affect it?
Globalization and Sustainability Explore the interconnectedness of human-made systems and communities; relationship between local and global processes; opportunities and tensions provided by world-interconnectedness; impact of decision-making on humankind and the environment.	… help you become an inventor or to explore the effects of human invention on the world?
Fairness and Development Explore rights and responsibilities; relationships between communities; share finite resources with other people and living things; access to equal opportunities.	… help you better express your ideas or help others to better share their creativity, culture, feelings, beliefs and values?

Respond to the guiding question from your selected Global Context on the lines below.

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Journal Entry #4: Research

*Use the internet, books and/or articles, interviews, and surveys to gather necessary information on your topic. You can search for organizations that already have done work in your topic area, in order to gather ideas to address the need or problem. Use at least **three** different types of sources.* **YOU WILL USE THE INFORMATION FROM THIS CHART TO CREATE THE <u>REQUIRED</u> BIBLIOGRAPHY FOR YOUR PROJECT.**

SOURCE 1 (website)	Website(s): Key phrases to use: ● Facts about _____ ● Causes of _____ ● Effects of _____ ● Organizations working to address _____
FACTS LEARNED:	
SOURCE 2 (book or article)	Resource(s):
FACTS LEARNED:	

SOURCE 3
(interview)
	Person Interviewed:
	Why this person?:
	Key question stems for interview:
	    ● How does _____ impact your life or work?
	    ● What can you tell me about _____?

FACTS LEARNED:	

SOURCE 4
(survey)
	Survey Questions:
	    ● Question Stems:
	        ○ What do you know about _____?
	        ○ What experience do you have with _____?
	        ○ Why does ____ matter to you?
	Survey Audience:
	Survey Timing:

FACTS LEARNED:	

Journal Entry #5: Research Reflection

Reflect on your research.

1. What was interesting and/or surprising from your research?

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2. Do you feel that you gathered enough information about your topic? What can you do to gather more information?

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ESSAY COMPONENT #1
INVESTIGATING REFLECTION

The final phase of your Community Project is Criterion D - Reflecting. To help you be successful in this process, you should respond to the guiding questions at the conclusion of each phase by writing a quick reflection or response in the space below. These notes will be used to support you as you write your reflection essay, which will be on your total process and experience. **YOU WILL NEED TO CREATE A GOOGLE DOC TO TYPE YOUR ESSAY IN PARAGRAPH FORM. Your advisory teacher will give you more information on this process.**

Criterion 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.

GUIDING QUESTIONS:

1. What topic did you select? Why did this topic interest you?

2. How much prior experience or understanding of this topic did you have? How did your prior knowledge help prepare you for your project?

3. Which of the six Global Contexts did you select for your topic? Explain your choice, and how it helped focus on a specific element of your topic. Why did this Global Context work best for you?

4. What resources did you utilize for research? Why did you choose them?

MYP Community Project - Assessment
Criterion B - Planning

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
O	Students do not achieve a standard described by any of the descriptors below:
1-2	Students: I. Develop a **limited** proposal for action to serve the need in the community. II. Present a **limited or partial** plan and record the development process of the project. III. Demonstrate **limited** self-management skills.
3-4	Students: I. Develop an **adequate** proposal for action to serve the need in the community. II. Present an **adequate** plan and record the development process of the project. III. Demonstrate **adequate** self-management skills.
5-6	Students: I. Develop a **suitable** proposal for action to serve the need in the community. II. Present a **substantial** plan and record the development process of the project. III. Demonstrate **substantial** self-management skills.
7-8	Students: I. Develop a **detailed, appropriate and thoughtful** proposal for action to serve the need in the community. II. Present a **detailed and accurate** plan and record the development process of the project. III. Demonstrate **excellent** self-management skills.

Journal Entry #6: Develop an action plan.

What is your goal? What possible action steps might you take to achieve your goal?

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FORMAL COMMUNITY PROJECT PLAN

*After you have selected your topic, completed some preliminary investigation, set your goal, and completed this Project Plan, decide if you will do your project individually or choose a partner and **submit it to your Advisory Teacher for approval**. **Advisory teachers have final say in whether you will do the project independently or with a partner.** This should be done PRIOR TO beginning further investigating or planning.*

PROJECT TITLE:
TEAM MEMBER(S):
SPECIFIC COMMUNITY NEED:
SPECIFIC GOAL THAT WILL ADDRESS THE NEED (ABOVE):
IB GLOBAL CONTEXT FOR YOUR PROJECT:
ACTION YOU WILL TAKE:
Which segment of the community will you focus your inquiry and research on? Is it local (Porterville), county (Tulare County), or state (California)?

☐ Approved   Advisory Teacher Signature _____

ESSAY COMPONENT #2
PLANNING REFLECTION

The final phase of your Community Project is Criterion D - Reflecting. To help you be successful in this process, you should respond to the guiding questions at the conclusion of each phase by writing a quick reflection/response in the space below. These notes will be used to support you as you write your reflection essay, which will be on your total process and experience. **YOU WILL USE THE GUIDING QUESTIONS BELOW TO ADD TO THE GOOGLE DOC THAT YOU CREATED ON PAGE 15. THIS IS WHERE YOU WILL CONTINUE TO ADD TO YOUR PROJECT ESSAY.**

Criterion 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.

GUIDING QUESTIONS:

1. How does the proposed action serve the need in the community?

2. You have completed the phases of investigating and planning your community project. Look at the self-management skills (see page 23) and reflect on how these skills have supported the work you have done to this point. What skills are you developing?

MYP Community Project - Assessment
Criterion C - Taking Action

Maximum Score: 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
O	Students do not achieve a standard described by any of the descriptors below:
1-2	Students: I. Demonstrate **limited** service-as-action as a result of the project. II. Demonstrate **limited** thinking skills. III. Demonstrate **limited** communication and social skills.
3-4	Students: I. Demonstrate **adequate** service-as-action as a result of the project. II. Demonstrate **adequate** thinking skills. III. Demonstrate **adequate** communication and social skills.
5-6	Students: I. Demonstrate **substantial** service-as-action as a result of the project. II. Demonstrate **substantial** thinking skills. III. Demonstrate **substantial** communication and social skills.
7-8	Students: I. Demonstrate **excellent** service-as-action as a result of the project. II. Demonstrate **excellent** thinking skills. III. Demonstrate **excellent** communication and social skills.

More often than not, the timeline and expectations you compose during the Planning phase ends up being very different from what actually happened. As your project unfolds, record each step in the chart below:

Journal Entry #7: Process of the project

*Document the steps taken to complete your action plan. **Be specific!***

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Approaches to Learning (ATL) Skills

Category: Communication

Cluster: Communication Skills

Exchanging thoughts, messages and information effectively through interaction
A*Give and receive meaningful feedback
B*Use intercultural understanding to interpret communication
C*Use a variety of speaking techniques to communicate with a variety of audiences
D*Use appropriate forms of writing for different purposes and audiences.
E*Use a variety of media to communicate with a range of audiences.
F*Interpret and use effectively modes of non-verbal communication
G*Negotiate ideas and knowledge with peers and teachers
H*Participate in, and contribute to, digital social media networks
I*Collaborate with peers and experts using a variety of digital environments and media
J*Share ideas with multiple audiences using a variety of digital environments and media.

Reading, writing, and using language to gather and communicate information
A*Read critically and for comprehension
B*Read a variety of sources for information and for pleasure
C*Make inferences and draw conclusions
D*Use and interpret a range of discipline specific terms and symbols
E*Write for different purposes
F*Understand and use mathematical notation
G*Paraphrase accurately and concisely
H* Preview and skim texts to build understanding
I*Take effective notes in class
J*Make effective summary notes for studying
K*Use a variety of organizers for academic writing tasks
L*Find information for disciplinary and interdisciplinary inquires, using a variety of media
M*Organize and depict information logically
N*Structure information in summaries, essays, and reports

Category: Social

Cluster: Collaboration Skills

Work effectively with others
A*Use social media networks appropriately to build/develop relationships
B*Make fair and equitable decisions
C*Delegate and share responsibility for decision-making
D*Exercise leadership and take on a variety of roles within groups
E*Take responsibility for one's own actions
F*Manage and resolve conflict and work collaboratively in teams
G*Listen actively to other perspectives and ideas
H*Build consensus
I*Encourage others to contribute
J*Negotiate effectively
K*Help others to succeed
L*Advocate for one's own rights and needs
M*Give and receive meaningful feedback
N*Practice empathy

Category: Research

Cluster: Information Literacy Skills

Finding, interpreting, judging, and creating information
A*Collect, record, and verify data
B*Access information to be informed and inform others
C*Make connections between various sources of information
D*Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information
E*Use memory techniques to develop long-term memory
F*Present information in a variety of formats and platforms
G*Collect/analyze data, identify solutions, and make informed choices
H*Process data and report results
I*Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
J*Understand and use technology systems
K*Use critical literacy skills to analyze and interpret media communications
L*Understand and implement intellectual property rights
M*Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
N*Identify primary and secondary sources

Cluster: Media Literacy Skills

Interacting with media to use and create ideas and information
A*Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks)
B*Demonstrate awareness of media interpretations of events and ideas (including digital social media
C*Make informed choices about personal viewing experiences
D*Understand the impact of media representations and modes of presentations
E*Seek a range of perspectives from multiple and varied sources
F*Communicate information and ideas effectively to multiple audiences using a variety of media and formats
G*Compare, contract, and draw conclusions among (multi) media resources

Category: Self-Management

Cluster: Organization Skills	Cluster: Reflection Skills	Cluster: Affective Skills
Managing time and tasks effectively **A***Plan short & long term assignments; meet deadlines **B***Create plans to prepare for summative assessments (examinations & performances) **C***Keep and use a weekly planner for assignments **D***Set goals that are challenging and realistic **E***Plan strategies and take action to achieve personal & academic goals **F***Bring necessary equipment and supplies to class **G***Keep an organized and logical system of information, files, and notebooks **H***Use appropriate strategies for organizing complex information **I***Understand and use sensory learning preferences (learning styles) **J***Select and use technology effectively and productively	**Considering the process of learning;choosing and using ATL skills** **A***Develop new skills, techniques and strategies for effective learning **B***Identify strengths and weaknesses of personal learning strategies (self-assessment) **C***Demonstrate flexibility in the selection and use of learning strategies **D***Try new ATL skills & evaluate their effectiveness **Consider content** **E***What did I learn about today? **F***What don't I yet understand? **G***What questions do I have now? **Consider ATL skills development** **H***What can I already do? **I***How can I share my skills to help peers who need more practice? **J***What will I work on next? **Consider personal learning strategies** **K***What can I do to become a more efficient and effective leader? **L***How can I become more flexible in my choice of learning strategies? **M***What factors are important for helping me learn well? **N***Focus on the process of creating by imitating the work of others **O***Consider ethical, cultural, and environmental implications	**Managing state of mind** **Mindfulness** **A***Practice focus and concentration **B***Practice strategies to develop mental focus and to overcome distractions **C***Practice being aware of body/mind connections **Perseverance** **D***Demonstrate persistence and perseverance **Emotional Management** **E***Practice strategies to overcome impulsiveness and anger **F***Practice strategies to reduce stress anxiety **Self-motivation** **G***Practice analyzing and attributing causes for failure **H***Practice managing self-talk and positive thinking **Resilience** **I***Practice "bouncing back" after adversity, mistakes, and failures **J***Practice "failing well" **K***Practice dealing with disappointment and unmet expectations **L***Practice dealing with change

Category: Thinking

Cluster: Critical Thinking Skills	Cluster: Creative Thinking Skills	Cluster: Transfer Skills
Analyzing and evaluating issues and ideas **A***Practice observing carefully in order to recognize problems **B***Gather and organize relevant information to formulate an argument **C***Recognize unstated assumptions & bias **D***Interpret data **E***Evaluate evidence and arguments **F***Recognize and evaluate propositions **G***Draw reasonable conclusions & generalizations **H***Test generalizations and conclusions **I***Revise understanding based on new information and evidence **J***Evaluate and manage risk **K***Formulate factual, topical, conceptual and debatable questions **L***Consider ideas from multiple perspectives **M***Develop contrary/opposing arguments **N***Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding **O***Propose & evaluate a variety of solutions **P***Identify obstacles and challenges **Q***Use models and simulations to explore complex systems and issues **R***Identify trends and forecast possibilities **S***Troubleshoot systems and applications	**Utilizing skills and knowledge in multiple contexts** **A***Utilize effective learning strategies in subject groups and disciplines **B***Apply skills and knowledge in unfamiliar situations **C***Inquire in different context and gain a different perspective **D***Compare conceptual understanding across multiple subject groups and disciplines **E***Make connections between subject groups and disciplines **F***Combine knowledge, understanding and skills to create products or solutions **G***Transfer current knowledge to learning of new technologies **H***Change the context of an inquiry to gain different perspectives	**Generating novel ideas and considering new perspectives** **A*** Use brainstorming & visual diagrams to generate new ideas & inquiries **B***Consider multiple alternatives, including those that might be unlikely or impossible **C***Create novel solutions to authentic problems **D***Make unexpected or unusual connections between objects and/or ideas **E***Design improvements to existing machines, media, & technologies **F***Design new machines, media, and technologies **G***Make guesses, ask "what if" questions & generate new ideas, products, or processes **H***Create original works & ideas; use existing works & ideas in new ways **I***Practice flexible thinking (develop multiple opposing, contradictory, * complementary arguments **J***Practice visible thinking strategies & techniques **K***Generate metaphors & analogies

ESSAY COMPONENT #3
ACTION REFLECTION

The final phase of your Community Project is Criterion D - Reflecting. To help you be successful in this process, you should respond to the guiding questions at the conclusion of each phase by writing a quick reflection/response in the space below. These notes will be used to support you as you write your reflection essay, which will be on your total process and experience. **YOU WILL USE THE GUIDING QUESTIONS BELOW TO ADD TO THE GOOGLE DOC THAT YOU CREATED ON PAGE 15. THIS IS WHERE YOU WILL CONTINUE TO ADD TO YOUR PROJECT ESSAY.**

Criterion C: Taking Action
  I.   Demonstrate service-as-action as a result of the project.
 II.   Demonstrate thinking skills.
III.   Demonstrate communication and social skills.

GUIDING QUESTIONS: Refer to the Approaches to Learning (ATL) Skills chart on page 22-23 to support your understanding.

1. Were you successful in executing your plan and achieving your goal? Explain.

2. What went well? What could you have improved upon to make your action more impactful?

3. How did you demonstrate thinking skills throughout the community project?

4. How did you demonstrate communication and social skills throughout the community project?

5. What additional ATL skills did you demonstrate throughout the community project? Explain.

MYP Community Project - Assessment
Criterion D - Reflecting

Maximum Score: 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: I. Present **a limited** evaluation of the quality of the service-as-action against the proposal. II. Present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning. III. Present **limited** reflections on their development of ATL Skills.
3-4	I. Present **an adequate** evaluation of the quality of the service-as-action against the proposal. II. Present **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning. III. Present **adequate** reflections on their development of ATL Skills.
5-6	I. Present **a substantial** evaluation of the quality of the service-as-action against the proposal. II. Present **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning. III. Present **substantial** reflections on their development of ATL Skills.
7-8	I. Present **an excellent** evaluation of the quality of the service-as-action against the proposal. II. Present **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning. III. Present **detailed and accurate** reflections on their development of ATL Skills.

PRESENTATION

As a conclusion, you will be presenting your project in front of an audience. The audience will be composed of your peers, school staff, parents and community leaders. Your presentation will be composed of the following that you will check (✔) off as you complete them:

PRESENTATION COMPONENTS	
➔ **A 5-10 minute combined oral and technology presentation**	
▢	● You will create a technology presentation using the platform of your choice (Google Slides, Keynote, Prezi, etc.) that explores and explains the topic, the process and the end result of your project.
▢	● If you choose to have a partner, **BOTH** Members of the team must participate.
▢	● You will **memorize** and **orally explain** your project using your technology presentation to support you.
▢	● For example videos of past projects, go to the SCIA website. Look under the "IB" tab, then "Community Project Exemplars".
➔ **Presentation Board**	
▢	● A tri-fold display Presentation Board will showcase your project.
▢	● This is your opportunity to be creative and show that you take pride in your work!
▢	● It must include: 1. Project Name and student name(s) 2. The Global Context you chose and why 3. The ATL Skills you developed and why 4. The Learner Profile Traits you developed and why 5. Pictures demonstrating the action you took 6. Data from interviews including graphs, charts and examples
➔ **Reflection Essay**	
▢	● Using the **guiding questions**, you will create **one** essay by compiling your reflections from each of the four phases of your project: ➢ Phase 1: Investigating - page 16 ➢ Phase 2: Planning - page 20 ➢ Phase 3: Taking Action - page 25 ➢ Phase 4: Reflection - page 29 ● You will complete your essay on a **Google Doc** that you have created. ● Student essays need to be completed in **size 12**, font **Times New Roman**. ● You will use MLA format when citing sources. Refer to page 6 for more information.

	Further Essay Information
	● Your essay should be a minimum of **five paragraphs,** including the following: 　○ An introductory paragraph (Your topic title, goal, prior knowledge and personal interest/connection to topic. Why did you choose this topic? What action did you take?) 　○ "Investigating" paragraph (Global context you chose and an explanation of how it connects to your topic, what research did you do, what sources did you use and what facts did you learn about your topic? Give specific information about what you learned through your research. What ATL skills and Learner Profile traits did you use?) 　○ "Planning" paragraph (What is your goal and how did you plan to achieve it? In detail, describe the self-management skills you developed through organizing your planning, who will your action impact in the community?) 　○ "Action" paragraph (What action did you take? Who was involved in the action and do you feel it was successful? Was there anything you could have done differently to be more successful? What specific thinking skills did you demonstrate and how? What specific communication skills did you demonstrate and how? What specific social skills did you demonstrate and how?) 　○ "Reflecting" or closing paragraph (Explain how you did and what you are most proud of, what knowledge did you gain? What was rewarding and what was challenging during your project? What Learner Profile traits did you develop as a result of completing your project? What could you do now to continue to make a difference in your community?)

HOW should you present to your audience?		
Attire: ● Dress to Impress! ● Clean slacks, dress shirt/blouse, skirt or dress	**Voice:** ● Speak clearly, in complete sentences and loud enough so that all spectators can hear. ● No gum/candy allowed	**Body:** ● Stand straight and tall, make eye contact with your audience and speak slowly and clearly
Mindset ● Present your hard work with confidence! You are now the expert! Practice, practice, practice so that you are well rehearsed!		

ESSAY COMPONENT #4
FINAL REFLECTION

The final phase of your Community Project is Criterion D - Reflecting. To help you be successful in this process, you should respond to the guiding questions at the conclusion of each phase by writing a quick reflection/response in the space below. These notes will be used to support you as you write your reflection essay, which will be on your total process and experience. **YOU WILL USE THE GUIDING QUESTIONS BELOW TO ADD TO THE GOOGLE DOC THAT YOU CREATED ON PAGE 18. THIS IS WHERE YOU WILL COMPLETE YOUR PROJECT ESSAY.**

Criterion D: Reflection
  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.

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1. What are you most proud of in terms of completing your community project?

2. How has your knowledge and understanding of the topic developed?

3. What were some highlights from completing this project?

4. What was the most challenging portion of this project?

5. What did you learn about yourself throughout this process?

6. Which learner profile trait(s) did you further develop throughout the project?

7. What next steps could be taken by yourself or others as a result of your action? How could that happen?

IB LEARNER PROFILE

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

Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.
You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.

Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

COMMUNITY PROJECT ASSESSMENT RUBRIC

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

COMMUNITY PROJECT ESSAY RUBRIC

	Criterion A: Analyzing	Criterion B: Organizing	Criterion C: Producing Text	Criterion D: Using language
	By the end of year 3, students will be able to: iii. justify opinions and ideas, using examples, explanations and terminology.	By the end of year 3, students will be able to: ii. organize opinions and ideas in a coherent and logical manner.	By the end of year 3, students will be able to: i. produce text that demonstrates thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.	By the end of year 3, students will be able to: i. use appropriate and varied vocabulary, sentence structures and forms of expression.
0	The student **DOES NOT** reach a standard described by any of the descriptors below.	The student **DOES NOT** reach a standard described by any of the descriptors below.	The student **DOES NOT** reach a standard described by any of the descriptors below.	The student **DOES NOT** reach a standard described by any of the descriptors below.
1-2	III. **RARELY** justifies opinions and ideas with examples or explanations; uses **LITTLE OR NO IB TERMINOLOGY**	II. organizes opinions and ideas with a **MINIMAL DEGREE OF COHERENCE AND LOGIC**	I. produces texts that demonstrate **LIMITED** personal engagement with the creative process; demonstrates a **LIMITED** degree of thought, imagination and sensitivity and **MINIMAL** exploration and consideration of new perspectives and ideas	I. uses a **LIMITED** range of appropriate vocabulary and forms of expression
3-4	III. justifies opinions and ideas with **SOME** examples and explanations, though this may not be consistent; uses **SOME IB TERMINOLOGY**	II. organizes opinions and ideas with **SOME DEGREE OF COHERENCE AND LOGIC**	I. produces texts that demonstrate **ADEQUATE** personal engagement with the creative process; demonstrates SOME degree of thought, imagination and sensitivity and **SOME** exploration and consideration of new perspectives and ideas	I. uses an **ADEQUATE** range of appropriate vocabulary, sentence structures and forms of expression
5-6	III. **SUFFICIENTLY** justifies opinions and ideas with examples and explanations; uses accurate **IB TERMINOLOGY**	II. organizes opinions and ideas in a **COHERENT AND LOGICAL** manner with ideas building on each other	I. produces texts that demonstrate **CONSIDERABLE** personal engagement with the creative process; demonstrates **CONSIDERABLE** degree of thought, imagination and sensitivity and **SUBSTANTIAL** exploration and consideration of new perspectives and ideas	I. use a **VARIED RANGE** of appropriate vocabulary, sentence structures and forms of expression **COMPETENTLY**
7-8	III. gives **DETAILED JUSTIFICATION** of opinions and ideas with **A RANGE** of examples, and thorough explanations; uses **ACCURATE IB** terminology	II. **EFFECTIVELY** organizes opinions and ideas in a **COHERENT AND LOGICAL** manner with ideas building on each other in a **SOPHISTICATED** way	I. produces texts that demonstrate **A HIGH DEGREE** of personal engagement with the creative process; demonstrates a **HIGH DEGREE** of thought, imagination and sensitivity and **PERSPECTIVE** exploration and consideration of new perspectives and ideas	I. **EFFECTIVELY** uses a varied range of appropriate vocabulary, sentence structures and forms of expression

ADDITIONAL IDEAS FOR COMMUNITY PROJECT

DIRECT ACTION- Involves face-to-face interactions to address specific issues.
INDIRECT ACTION- Benefits a community without face-to-face contact.
ADVOCACY- Speak on behalf of an issue & raise awareness using various media platforms.
RESEARCH- Conduct investigations, surveys, interviews and report on the issue.

Direct Action:
- Assist at a Senior Center (while investigating the effects of human interaction)
- Assist at a children's church group (while investigating children's interactions)
- Assist at a Dog Rescue (while investigating the impacts of pet behaviors)
- Assist at an elementary school event (while investigating the impact family activities on children)
- Tutor students with special needs on campus
- Tutor students within Burton School District
- Referee for AYSO/Umpire for Little League or Bobby Sox
- Work with the local Rotary group
- Serve at a Special Care Facility for the elderly by bringing in games, having conversations and spending time with them
- Foster an animal from one of our local animal shelters.
- Native bilingual speakers tutor English Language Learners

Indirect Action:
- Organize an SCIA Food Drive
- Complete a campus beautification project
- Organize a coat or toy drive
- Organize a park/lake/ocean cleanup day
- Making & donating animal toys to a shelter
- Organize an event where caring holiday cards are made for military or seniors
- Create a bilingual video for parents that can help their students be successful
- Create an art campaign with a theme that would serve a community and "install" it. E.g. The Learner Profile Traits
- Create a student-friendly guide with rules, maps and helpful hints about SCIA for new sixth graders
- Organize a blood donation drive and host it at a school-wide event
- Help homeless and foster children
- Organize a shoe drive (Soles 4 Souls)
- Bilingual video brochure or presentation introducing Spanish Speaking students at SCIA

Research:
- Video Game effects
- The need for refrigerated water fountains
- College research for video announcements
- Homelessness in the Central Valley, Who are the homeless? What are their stories? How many people in the Central Valley are homeless? How do they survive? What is being done to help? What needs still exist?
- Is it worth it financially to convert your yard to a drought-resistant landscape. Provide the research to your neighbors.
- Design a new lanyard for SCIA students that won't break and present your idea to Mrs. Guerrero

Advocacy:
- Awareness to prevent animal cruelty
- Awareness and prevention of bullying
- Awareness about Domestic Violence
- Earthquake Preparedness
- Campaign to wear bike helmets
- Video games effects on learning
- Create a video on what it means to be academically honest that all teachers could use with students in order to become more educated on this topic
- Create a video on collaborating versus colluding that the whole school can view to become more educated on this topic
- Hold a clinic on campus to help educate students on those dealing with depression or anger issues and how to know the signs to better support or help these students.
- Start a kindness campaign www.kindcampaign.com

Community Projects & Global Context Alignment

GLOBAL CONTEXT	EXAMPLES OF COMMUNITY PROJECTS
Identities and Relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships.	● Create an art campaign with a theme that would serve the community and "install" it. ● Tutoring classes providing additional or special instruction to primary school students.
Orientation in Space and Time Personal histories; interconnectedness of individuals and civilizations from personal, local, and global perspectives.	● Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history ● Seeking to improve facilities for students
Personal and Culture Expression Explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we extend and enjoy our creativity.	● Improving the environment in the local hospital through art. ● Performing a theater play to raise awareness on bullying ● Promoting intercultural understanding through a public art contest
Scientific and Technical Innovation Explore the natural world and its laws; interaction between people and the natural world; the impact of environments on human activity.	● Developing a program to promote the use of wind energy ● Campaign to reduce paper use and/or recycling ● Campaign to reduce water, electricity or fuel waste
Globalization and Sustainability Explore the interconnectedness of human-made systems and communities; relationship between local and global processes; opportunities and tensions provided by world-interconnectedness; impact of decision-making on humankind and the environment.	● Campaign to raise awareness and reduce plastic straws ● Pass a plan to local authorities for tree planning ● Create a school or community garden
Fairness and Development Explore rights and responsibilities; relationships between communities; share finite resources with other people and living things; access to equal opportunities.	● Awareness to prevent animal cruelty ● Contribute to educational opportunities ● Address concerns of immigrants and/or migrant populations

Glossary of Community Project Terms

TERMS	DEFINITIONS
academic honesty	Demonstrating and upholding the highest degree of integrity and honesty in all the academic work that you do.
bibliography	An alphabetical list of every source used to research the project.
criteria	Specific IB elements the Community Project product/outcome must meet for a quality outcome, as defined by the student.
process journal	A generic term for a means of recording information. In this case, it is a specific handbook for students to use during the process and completion of the MYP Community Project.
product	The end result of the student's Community Project.
reflection	The process of considering the past actions that led to a certain outcome, and the consideration of what steps could be revised, and/or what should be changed moving forward. This process is done during each phase of the Community Project and contained in the Process Journal.
global contexts	"Lenses" through which students explore ideas, investigate connections across and between subject areas, and apply student's knowledge to real-world problems.

Bibliography

1. "Projects Guide." *Projects Guide,* N.p., n.d Web 10 June 2015.
2. "Online Curriculum Centre." *Online Curriculum Centre,* N.p., n.d Web. 10 June 2015.
3. "Global Contexts - Mesa Middle School." *Global Context - Mesa Middle School.* N.p., n.d. Web 15 June 2015.
4. "MYP: From Principles into Practice." *MYP: From Principles into Practice.* N.p., n.d. Web. 15 June 2015.
5. "IB MYP Community Projects." *Robert E. Lee MIddle School IB MYP Community Projects.* N.p., n.d. We

MYP Community Project Checklist & Deadlines

✔	PHASE I - INVESTIGATING	PAGE #	DUE DATE
❒	Academic Honesty Class Discussion and Signatures	2	October 7, 2022
❒	Journal Entry #1 and #2	9-10	October 14, 2022
❒	Journal Entry #3, #4, and #5	11-14	October 21, 2022
❒	Work on your reflection essay	15	October 24-28, 2022
❒	Check in with Advisory Teacher **Teacher Initials/Date** _____		October 24-27, 2022
✔	PHASE II - PLANNING	PAGE #	DUE DATE
❒	Journal Entry #6	17	October 28, 2022
❒	Complete Formal Community Project plan	18	November 4, 2022
❒	Complete Phase 2 of your Reflection Essay	19	November 10, 2022
❒	Check in with Advisory Teacher **Teacher Initials/Date** _____		November 7-10, 2022
✔	PHASE III - TAKING ACTION	PAGE #	DUE DATE
❒	Carry out the service project.		November 14-25, 2022
❒	Journal Entry #7	21	December 2, 2022
❒	Complete Phase 3 of your Reflection Essay	24	December 9, 2022
❒	Check in with Advisory Teacher **Teacher Initials/Date** _____		December 5-9, 2022
✔	PHASE IV - REFLECTING	PAGE #	DUE DATE
❒	Complete Phase 4 of your Reflection Essay	28	December 16, 2022
❒	Essay DUE for initial grading and feedback		January 13, 2023
❒	Complete your Presentation Board, Receive teacher feedback on essay	26-27	January 20, 2023
✔	SUBMISSION OF PROJECT	PAGE #	DUE DATE
❒	Submit **Final Reflection Essay to Advisory teacher**		January 27, 2023
❒	**Student Project Complete (Technology presentation and presentation board)**		January 27, 2023
❒	**Present your Community Project to the Teacher Panel for grading**		February 9, 2023
❒	**Community Project Showcase Event (Mandatory attendance) DRESS TO IMPRESS DAY!**		February 23, 2023