Fox Chapel Middle School

IB Middle Years Programme: Community Project Guide

Student Name: _____

Project Advisor: _____

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This project is an activity that showcases your IB education at Fox Chapel. This a great way for you to demonstrate the Approaches to Learning skills, the IB Learner Profiles, and show how you can make a difference in our community.

This is a **15 hour project** where you will propose, plan, implement and present a project that serves a need in our community. This project is **required** of the International Baccalaureate for students in Year 3 of the MYP Program at Fox Chapel.

Your community project will encourage and enable you to:

➢ Develop awareness of needs in the community and address those needs through service learning
➢ Participate in a self-directed inquiry within a global context (the world around us)
➢ Generate creative insights and develop deeper understanding through in-depth investigation
➢ Demonstrate the skills, attitude and knowledge required to complete a project
➢ Communicate effectively
➢ Demonstrate responsible action through, or as a result of, learning
➢ Appreciate the process of learning and take pride in your accomplishments
(Projects Guide, 2014)

The Main Components:
1. Service as Action
2. Process Journal
3. Oral Presentation

You may choose to work alone or in a group of up to three students. **Every student is responsible for their own process journal**. You will have a teacher advisor (during Tiger Time) once a week in 3rd quarter and twice a week in 4th quarter. Your advisor will be responsible for supervising the development of the project according to the Assessment Criteria which is based on IB guidelines.

You are responsible for reading the Community Project Guide, reading the assessment rubric, following the timeline and completing your project.

MYP Objectives: The Community Project will be assessed by the four objectives and criteria below.

Objective A: Investigating

    i. define a **goal** to address a **need** within a **community**

    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 **Approaches to Learning skills**

(Projects Guide, 2014)

FCMS MYP Community Project
Checklist & Timeline

Step 1: Investigating (October/November)

- Determine a need within a community and a goal to address the need
- Conduct initial research and additional goal information
- Record information in the PROCESS JOURNAL
- Review Assessment Rubric
- **Complete the Community Project Proposal for Investigation**
  (Last week of November/First week of December meet with advisor to review that all of these steps are complete, **Submit Project Proposal for Investigation**)

Step 2: Planning (December, January & February)

- Develop a plan of action
- Record information in PROCESS JOURNAL
- Continue research
- **Complete the Community Project Proposal for Action**
- Work on preparation for the service
  (Last week of February/First week of March meet with advisor to review that all of these steps are complete, **Submit Project Proposal for Action)**

Step 3: Taking Action (March/April)

- Complete your service project
- Record information in your PROCESS JOURNAL

Step 4: Reflecting (April/May)

- Evaluate your project against your proposal criteria and reflect on your learning
- Complete Academic Honesty Form
- Prepare PROCESS JOURNAL extracts
- Prepare Oral Presentation
- Prepare bibliography
- Prepare Project Board (To display at Spotlight Night)
  (Last week of April/First week of May meet with advisor to discuss all step and ensure project is completed and ready to be presented)

May: Present Community Project to Mrs. Enders and advisor

May: Display Community Project at Spotlight Night!

The Process Journal

The Process journal is a **VERY IMPORTANT** part of your community project. You may choice the format of your process journal (paper or electronic).

The Process journal **MUST have evidence of addressing the four MYP Community Project objectives (Pg. 4)** to demonstrate achievement.

The process journal is:	The process journal is not:
- Used throughout the project - A place to record thoughts, developments, brainstorming, questions - A place to record interactions with teachers, supervisors and the community - A place to record research and to maintain a bibliography - A place to store useful information - A place for reflecting on learning - In a format of your choosing	- Written up after the process is complete - Additional work --- the journal is a part of your project - A diary with detailed writing about what was done (Projects Guide, 2014)

Process Journal Extracts

- ➢ Extracts need to be submitted as part of your process journal.
- ➢ If you are working by yourself you will submit a MAXIMUM of 10 extracts.
- ➢ If you are working in a group you will submit a MAXIMUM of 15 extracts.

These **NEED TO SHOW** how you addressed each of the objectives. (pg. 4)

As part of the extracts, you will submit:

Checklist/Timeline (pg.5)   Proposal for Investigation (pg.10 & 11)

Investigating Page (pg.8)   Proposal for Action (pg. 13 & 14)

Website Evaluation Form for each website used (pg. 19)

Your additional extracts may include:

- **Bulleted lists**
- **Charts**
- **Short paragraphs**
- **Timelines, action plans**
- **Annotated illustrations**
- **Pictures or sketches**
- **Screenshots of a blog or website**

Approaches to Learning

ATL skills are developed over your 3 years in the IB Middle Years Programme at Fox Chapel. Within the MYP units, teachers explicitly teach you the ATL skills which enables you to practice them in the classroom.

YOU MUST REFLECT ON THE ATL SKILLS IN YOUR PROCESS JOURNAL

Community Project Objectives	ATL skill clusters	
Objective A: Investigating		Mindfulness, Perseverance, Emotional Management, Self-Motivation, and Resilience
i. Define a goal to address a need in the community, based on personal interests	**Collaboration** **Critical Thinking** **Creative Thinking**	
ii. Identify prior learning and subject-specific knowledge relevant to the project iii. Demonstrate research skills	**Information Literacy** **Media Literacy** **Transfer**	
Objective B: Planning		
i. Develop a proposal for action to serve the need in the community	**Collaboration** **Organization** **Critical Thinking** **Creative Thinking**	
ii. Plan and record the development process of the project iii. Demonstrate self-management skills	**Collaboration** **Organization** **Reflection**	
Objective C: Taking Action		
i. Demonstrate service as action as a result of the project	**Organization** **Critical Thinking** **Creative Thinking**	
ii. Demonstrate thinking skills iii. Demonstrate communication and social skills	**Communication** **Collaboration** **Critical Thinking** **Creative Thinking** **Transfer**	
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 the development of the ATL skills	**Communication** **Reflection**	**Affective Skills:**

(Projects Guide, 2014)

Investigating

REMEMBER: Use the Assessment Rubric (pg.4) to guide all you do in this project!

Now you need to identify the need within the community that you are going to focus on. Use the chart below to brainstorm which community you will serve.

Narrow your choice down by thinking about what you are passionate about and how you can help address a need.

School (Fox Chapel)	Town (Spring Hill)	State (Florida)	Nation (USA)	Global (World)

Identify prior learning: **What do you already know about your chosen community (from above) and the need you chose? Document in your process journal**.

Your GOAL needs to be a SMART (specific, measurable, attainable, relevant and time-based) **goal.**

Some examples include:

- Raising awareness (creating a blog, video, etc. about bullying, clean water, saving trees)
- Participating actively (training rescue dogs, tutoring, developing a park)
- Researching (collect information, analyze it, and prepare a report that will influence other on the issue—for example: how to keep our parks clean)
- Informing others (making a video, blog, website, play about an issue you want people to gain knowledge of)
- Creating/Innovating (Redesigning a website)

What is your goal?

_____

_____

Submit this page as an extract for evidence of the INVESTIGATING objective

<u>Identifying a Global Context</u>

You will need to identify a global context to define your goal.

Some questions to ask yourself when deciding on the global context: **(<u>document in process journal</u>)**

- 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?

(Projects Guide, 2014)

Global Contexts	Definition
Identities & 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 & Space	personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations from personal, local and global perspectives
Personal & 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 & 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 & 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 & 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

My Global Context is : _____

Community Project Proposal for Investigation

Project Title: _____

Student Name:_____ **Advisor:**_____

Describe the NEED you intend to address- What is lacking/needing improvement?

Targeted Community:_____

Need:_____

_____

What is the PURPOSE of your Community Project? What do you hope to achieve?

(Check your purpose)

- o To participate actively
- o To inform others
- o To raise awareness
- o To research
- o To create/innovate

Action Goal: _____

_____

_____

What is your Global Context and how is it relevant?

(Circle the Global Context you chose)

- o Identities & Relationships
- o Orientation in Space & Time
- o Personal & Cultural Expression
- o Fairness & Development
- o Scientific & Technical Innovation
- o Globalization & Sustainability

How is the Global Context relevant to your project? _____

_____

_____

Community Project Proposal for Investigation (pg. 2)

Research: What questions do you need to answer? Where will you find the answers? Use the WEBSITE EVALUATION FORM for all websites used. (pg. 19) Make sure to keep track of all sources used in your process journal, so you are able to turn in your WORKS CITED PAGE with your presentation. To be able to create your PROPOSAL FOR ACTION, you need to conduct research.

Questions?	Resources (websites, books, magazines, newspaper articles, videos, etc.)

Process Journal: Make sure you record your findings from beginning to end to show the development of your community project…include brainstorming, notes, action, research findings, etc.

Planning & More Research

After you have conducted initial research, you need to PROPOSE AN ACTION PLAN. What tasks or activities can you do to develop your community project?

Your proposal (pg. 13) needs to be achievable based on time and resources available. Do not choose a project that will require too much time or complex procedures

Think about it: How long will the project take to complete? Where will the event take place? How will you let the community know about it? What supplies are needed?

After completing the PROPOSE AN ACTION PLAN: Begin more specific research, you need to use multiple sources. If you use a website, you must complete the **WEBSITE EVALUATION** for each website used. ALL SOURCES YOU USE TO INVESTIGATE AND PLAN MUST BE INCLUDED IN THE WORKS CITED PAGE. If you need help with research, ask your advisor or our librarian.

The Next Step is putting your plan into action, be sure to document your project as you go in your PROCESS JOURNAL to show how you met the TAKING ACTION OBJECTIVES.

FCMS Community Project
Proposal for Action

Project Title:_____

Student Name(s):_____

Advisor Name:_____

Need:	
Community:	Global Context:

What is your action goal?_____

_____

_____

What is your time frame? (one day event, over a few weeks?)

_____

_____

Where will your event take place? _____

_____

_____

How will you get the word out? _____

_____

_____

_____

Proposal for Action (pg.2)

What materials and resources are needed to achieve your outcome?

_____

_____

_____

Specific tasks/activities to complete:

Submit this page as an extract for evidence of the PLANNING objective

Reflecting

This is the FINAL STEP!!!!! ☺

After completing your community project, it is important you explore your thoughts, feelings and what you learned.

Make sure you:

- Evaluate the quality of service against your proposal
- Reflect on how this project has extended your knowledge and understanding of service learning
- Reflect on the development of Approaches to Learning skills

Questions to think about:

- How did the project make a difference?
- What are my thoughts and feelings as you did the project and/or after it was complete?
- What would you do different next time?
- What Approaches to Learning skills did you use and how did you use them?
- How could you apply the skills you used from this project?
- How do you feel the project went overall?

Document your REFLECTION in your PROCESS JOURNAL as evidence of the REFLECTING OBJECTIVE

Oral Presentation

At the end of your project you will present to Mrs. Enders and your advisor. For an individual presentation, the time allotted is **6-10 minutes** and for a group presentation, the time is allotted is **10-14 minutes**.

Each group member needs to speak during the presentation.

You will be assessed based on you <u>oral presentation AND your process journal extracts.</u>

Guiding questions for your presentation:

A. **Investigating**:

- What was the need and how did you arrive at your goal?
- What did you already know and what did you need to learn about?
- How did you learn? What did you research? What sources did you use? (ATL: research skills)
- How did you communicate academic honesty? How did this make you a principled learner?

B. **Planning:**
- What was your proposal for action?
- What were the challenge and/or obstacles you faced? (ATL: thinking skills)
- Were there any adjustments made? (ATL: communication skills)
- Did you consider opinions or points of view from other sources while planning? (ATL: social skills)

C. **Taking Action**

- What did you achieve through taking action with your project?
- What was your experience with service as action?
- What did you do? How did you do it?
- Did you change or modify your focus? (ATL : thinking skills)
- How did you demonstrate critical and creative thinking skills (ATL: thinking skills)
- How did you demonstrate communication skills (ATL: communication skills)

D. **Reflecting**

- What was the quality of the service as action against the proposal for action you developed?
- How is the global context evident through your community project?
- How have you gained knowledge or understanding from the project?
- What ATL skills have you further developed from this project?

Oral Presentation

What do you need to submit at your oral presentation?

1. Checklist/Timeline (pg. 5)

2. Investigating page (pg. 8)

2. The Proposal for Investigating (pg. 10 & 11)

3. The Proposal for Action (pg. 13 & 14)

4. Academic Honesty Form (pg. 20 & 21)

5. Website Evaluation Form(s) (pg.19)   ---- <u>must have one for every website on the works cited page</u>

6. Works Cited page/Bibliography

7. Project Board (see below)

Project Board: Tri-Fold Project Board/PPT

This is the board that will be used during the Community Project Spotlight Night and it is your chance to BE CREATIVE! You may also use a PowerPoint on your laptop with a board if you would like.

Must include:

- Your name(s)
- Project name
- Description of project
- Bibliography
- Reflection
- Faculty advisor name
- Global context
- Research
- Visuals (photographs, graphs, etc.)

Assessment

Assessment will be based on your project journal extracts and your oral presentation. The assessment rubric is below. **Everything you do in this project should be based on the rubric.**

MYP Score	A. Investigating	B. Planning	C. Taking Action	D. Reflecting
0	Does not reach a standard described	Does not reach a standard described	Does not reach a standard described	Does not reach a standard described
1-2	i. **state** a goal to address a need in the community, based on personal interests, but is **limited** in depth of 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 iii. present **limited** reflections on their development of ATL skills
3-4	i. **outline an adequate** goal to address a need in the community, based on personal interests ii. identify **basic** prior learning and subject-specific knowledge 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 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. **define a clear and challenging** goal to address a need in the 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 an **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 highly challenging** goal to address a need in the 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 against the proposal 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

(Projects Guide, 2014)

Website Evaluation Form

Title of the Website:_____

URL: _____

Date:_____

➢ **Authorship (Look at the links "About Us", "FAQ", "Background", or "Biography")**

	Consider using this site if:	Question this site if:
Is it clear who the author of website is?	**Yes**	**No**
Has the author provided contact information?	**Yes**	**No**
Does the individual or organization list all of their credentials/qualifications?	**Yes**	**No**

➢ **Purpose (Look at the URL to determine the purpose)**

	Consider using this site if:	Question this site if:
Does the website have an .edu, .org, or .gov ending in its URL?	**Yes**	**No**
Does the website avoid trying to persuade or sell something?	**Yes**	**No**
Is the information on the site relevant to your needs?	**Yes**	**No**

➢ **Content (Is the information on the website accurate and verifiable?)**

	Consider using this site if:	Question this site if:
Based on what you know about the subject, does the information on the site seem accurate?	**Yes**	**No**
Does the site have a works cited list or bibliography?	**Yes**	**No**
Can you understand what you are reading on the site? (few grammar and spelling errors)	**Yes**	**No**

➢ **Currency (Check the top or bottom of website to look for the creation or revision date)**

	Consider using this site if:	Question this site if:
Is the date the site was created provided?	**Yes**	**No**
Do the links on the website work?	**Yes**	**No**

➢ **Evaluation:**   **Total circled YES_____**   **Total circled No_____**

➢ **Check one:**   ☐ I am comfortable that the information on this site is reliable

                  ☐ I probably should not use this site for academic work

Submit this page for every website used as an extract for evidence of the INVESTIGATING objective

(https://www.sautech.edu/docs/studentResources/library_websiteEval.pdf)

Works Cited/Bibliography

A works cited page or bibliography is a list of all the sources you used in your research for your community project.

There are websites you can use to help you format your bibliography (use MLA format):

www.easybib.com

www.bibme.org

www.bibliography.com

If you decide to create your own bibliography, use the examples below for reference:

Websites:

Editor, author or compiler name (if available). *Name of site.* Version number. Name of institution/organization affiliated with the site, date of resource creation. Website. Date of Access. Medium.

SheldrickTrust. "About Giraffes: Giraffe Conservation & Protection." *Sheldrick Wildlife Trust*, 2021, https://www.sheldrickwildlifetrust.org/about/species-we-protect-giraffe. February 23,2022. Web.

Books:

Author Last Name, Author First Name. *Book Title*. Publisher City: Publisher Name, Year Published. Medium.

Garcia McCall, Guadalupe. *Summer of the Mariposas.* New York City: Lee & Lows Books, 2012. Print.

Magazines:

Author Last Name, Author First Name. "Article Title." *Journal Name* Volume Number (Year Published): page numbers. Medium.

Barbalich, Andrea. "Nasa and SpaceX Launch Mission." *The Week Junior* Volume 2(2021): 2. Print.

Newspaper Articles:

Author Last Name, Author 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

MYP Projects Academic Honesty Form

Student Name: _____

Student Number:_____

School Name:_____

Advisor Name:_____

Student: This document records your progress and the nature of your discussions with your advisor. You should meet with your advisor at least three times from January to April to discuss your initial ideas, how it is going in the middle and once you have completed the project to review before the oral presentation.

Advisor: You are asked to have at least three meetings with each individual or group that you are advising, one at the start of the project, one in the middle and one when finished. After each session, students need to write a summary of what was discussed and both you and the student need to sign and date this form.

	Main Points Discussed	Date	Signatures
Meeting #1 (End of November/Beginning of December)			Student: Advisor:
Meeting #2 (End of February/Beginning of March)			Student: Advisor:

			Student:
Meeting #3 (End of April/Beginning of May)			Advisor:

Advisor Comments:

Student Declaration: I confirm that this work is my own and this is the final version. I have acknowledged, in the body of my work, each use of the words, work or ideas of another person, whether written oral or visual.

Advisor Declaration: I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Student's Signature:_____ Date:_____

Advisor's Signature:_____ Date:_____

(Projects Guide, 2014)

References

International Baccalaureate. *Projects Guide*, International Baccalaureate Organization,

Cardiff, Wales, United Kingdom, 2014.

Pine View Middle School, https://pvms.pasco.k12.fl.us/wp-content/uploads/pvms/2019/

02/PVMS-MYP-Community-Projects-Guide-2019-2020.pdf.

"Website Evaluation Checklist." *Southern Arkansas University Tech*, 2022,

https://sautech.edu/docs/studentResources/library_websiteEval.pdf.