



PLANTATION MIDDLE SCHOOL
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What is the Eighth Grade Community Project?

The Eight Grade Community Project is the culminating event for the MYP experience. The 8th Grade Community Project is a year-long, independent project. In schools in which the MYP finishes with year 3 or 4 of the programme, all students in the final year must complete the community project, it is a requirement of the International Baccalaureate Organization. Students are expected to spend approximately 15 hours or more on their community project.

Students may work individually, or in groups of up to three (no more). Students will work through their **Student Guide** throughout the school year with their IB World Hour Teacher/mentor, culminating with a Final Reflection Paper (2-4 pages with bibliography) and a presentation of their project at a Showcase.

Students' projects are graded using IB Rubrics and are recorded on their IB Progress Report and BCPS Report Card. **The due date for the project and paper is May 1, 2020**. The Student Guide is found in the tab "Community Service Forms" to be downloaded and copied for your convenience.

Community Service vs. Community Project?

Community service can be performed at any time for any reason and is for a short duration assisting someone else to accomplish a goal. For example, students helping a teacher after school put up a bulletin board, or helping a librarian stack

books. Students may have several different community service activities for an hour here and an hour there. Students fill out a Service Log and Reflection form for each different activity they perform. Students do not receive a grade for their community service.

A Community Project is where the student is taking the lead. Students form teams of 1-3 students. Based on personal interests, students determine a need in a community. Through a cycle in inquiry, action, and planning, groups determine a need, create and implement an action plan, and reflect on the quality of their service, knowledge gained, and ATL (Approaches to Learning) skills developed. Students create a Final Reflection Paper with bibliography and present their final project in a showcase. Students' projects are graded and recorded on the IB Progress Report and BCPS Report Card.



The purpose: Students will apply, and evaluate, the skills and knowledge they have acquired throughout their years at Plantation Middle by engaging with their community to make it a better place. Students will generate new insights and develop deeper understandings of the world in which they live through an in-depth investigation, and communicate their findings to peers.

Participants: ALL 8th graders are expected to participate in the project. Students may work individually, or in groups of up to three (no more).

Supervisor/Mentor: All projects must be overseen by a supervisor designated by the school. Your Individuals and Societies teacher will be your supervisor. Supervisors may be Plantation Middle staff, or, if approved by designated supervisor, an outside “expert” in the chosen field. A minimum of **three meeting dates** need to be entered; in most cases, meetings are at the start of the project, in the middle of the project and at completion of the project.

Examples of Community Projects:

Direct service: This interaction involves people, the environment or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.

Indirect service: You do not see the recipients during indirect service, you have verified that your actions will benefit the community or environment. Examples include redesigning an organization’s website, writing original picture books to teach a language, or raising fish to restore a stream.

Advocacy: Through advocacy you speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: You collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence your school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.



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