International Baccalaureate Middle Years Program
REQUIRED EIGHTH GRADE COMMUNITY PROJECT

STUDENT GUIDE

Name of Individual:_____

Group Member(s) [no more than three allowed]:

1)_____

2)_____

3)_____

Name of Supervisor/Mentor: _____

 DUE DATE: for both project and paper: May 1, 2020

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.

PLANTATION MIDDLE IB MYP SCHOOL 8th GRADE COMMUNITY PROJECT

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What is the IB MYP Community Project?

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.

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. 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.

Example projects:

➢ performance art (i.e. dance, music, acting)
➢ visual art (i.e. sculpture, mural, portraits, Public Service Announcement)
➢ multimedia piece (i.e. PSA, music video, animated movie, youtube videos)
➢ old-school writing (i.e. speech, letter to government official or newspaper, proposal to an organization, IB Blog, IB Newsletter, IB Bulletin Board, Great Schools, Social Media)
➢ direct action (i.e. volunteer, read and help in the SVE program, Best Buddies, start a business)
➢ scientific/technology innovation (design and create a model to solve a problem)

Process Journal

As you go through the process of the community project, you will need to maintain a record of your progress. It is your choice as to how you will do this. Every 8th grader must keep his/her own process journal, even if working with a group.

What is included in the process journal?

- ✓ Reflections of your understanding of the topic
- ✓ Reflections of your understanding of the global context through which you will work with the topic (connecting your topic/project to the global context)
- ✓ Reflections of your understanding of your ATL skills
- ✓ Drawings, diagrams, doodles, clippings, pictures
- ✓ Meeting notes: intentions, next steps, accomplishments, brainstorming, discussions, arguments (keep it civil!), reflections on your personal growth through these meetings
- ✓ Record of sources/notes from research
- ✓ Planning information: materials, contact names and numbers, dates, times, locations of meetings and events
- ✓ Musings on all of the above (the more humorous the better!)

You choose how you will maintain the process journal (but make sure you use it regularly as you go through the project):

- use space in this guidebook
- personal notebook/scrapbook/composition book
- video
- audio recordings
- google docs, word, other online record keeper

Understanding Global Contexts

Whichever topic you choose, you must also choose a Global Context through which to understand it. Global Contexts give background (explain the situation, people the topic impacts) to the topic.

Identities and Relationships	TOPIC EXAMPLES
(psychology, sociology, theology, cultural anthropology) **Explore:** identities; beliefs and values; personal, physical, mental, social and spiritual health; relationships including families, friends, communities and cultures; what it means to be human	- #BlackLivesMatter movement - cyberbullying - keeping traditions alive - gun culture/violence in communities - rape culture - benefits of exercise - lifestyle choices
Orientation in Space and Time (history, cultural anthropology, archaeology) **Explore:** personal histories; historical events/turning points; discoveries; explorations and migrations of humans; interactions of people with civilizations from local, regional and global perspectives	TOPIC EXAMPLES - immigration patterns - imperialist strategies - impact of scientific discoveries - one family's journey during the Great Migration - Syrian refugee crisis - oral history traditions - North Korean regime and conflict

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Personal and Cultural Expression	TOPIC EXAMPLES
(art, dance, music, graphic design, interior decoration, architecture, fashion design, tattoo artistry, cosmetology) **Explore:** the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of 'beauty'	- visual art - architecture - performance art (dance, music) - multimedia - games - fashion
Scientific and Technical Innovation (engineering, aviation, construction, genetics, environmental conservation, physical anthropology, physics, biology, astronomy) **Explore:** the natural world and its laws; the interaction between people and the natural world; impact of science and technology on communities and environments; impact of environments on humans; human adaptations and innovation; how humans use their understanding of the natural world	TOPIC EXAMPLES - materials for bicycles - simple machines in daily life - genetic engineering - industrialization - climate change - renewable fuels - city planning - using math to solve crimes (data/profiling) - light and sound energy - space travel/exploration
Globalization and Sustainability (politics, environmental conservation, economics, foreign relations) **Explore:** interconnectedness of human-made systems and communities; relationship between local and global economies; opportunities and tension created by globalization; impact of globalization on the environment and communities	TOPIC EXAMPLES - impact of climate change on developing countries - Greek austerity measures - education policies around the world - NAFTA - Opening relations with Cuba - Joint Comprehensive Plan of Action with Iran
Fairness and Development (counseling, law, politics, economics, education, environmental science) **Explore:** rights and responsibilities; sharing finite resources; access to opportunities; privilege; peace and conflict resolution	TOPIC EXAMPLES - fair trade - open-market economies - economic regulation - white flight - capitalism/socialism - free college tuition - ghettos - public v. private schools - Colorado EPA river contamination - Waukesha water diversion

Approaches to Learning

IB Approaches to Learning are skills that help you learn. You may hear them called "soft-skills". If you practice, and apply these skills in the real world, you will become a life-long learner. Why should this be a goal of yours? Because even though you may graduate high school and college, you will still need (and hopefully want) to learn! New jobs, new life roles, travel to different countries, world events; lots will happen and with these skills you will be better prepared to understand the changes and your role in them. Plus, you'll be practicing them for this project, so may as well put them in perspective!

LIFE

Live by design: Not by default.
- Dr. Billy Kueek

APPROACHES TO LEARNING

Thinking Skills	- generate ideas - identify problems - ask questions - identify bias - plan - come up with innovative solutions - apply knowledge and skills to different situations - evaluate solutions and ideas - reflect on learning
Self-Management Skills	- meet deadlines - set goals and create a plan to accomplish them - keep information organized - find balance in life (effectively cope with stress) - don't give up - effectively deal with emotions - think positively about self - effectively deal with criticism and setbacks
Research Skills	- access information - find information using different media - evaluate sources for bias - take notes in own words (paraphrase) - synthesize information from various sources (put ideas together) - create a "Works Cited" page with correct format
Collaboration Skills	- respect other's point of view - respect other's differences - be empathetic - resolve conflicts - be fair - take responsibility for own actions - make decisions - create consensus - speak up in a group - help others - develop cultural understanding and global awareness by engaging with learners of other cultures
Communication Skills	- speak respectfully to others - give and receive feedback - listen to others and consider/analyze their ideas - use various communication techniques to make your ideas clear (verbal, gestures, diagrams, statistics, charts, graphs) - write for different purposes - organize information logically - present ideas clearly and effectively

IB Learner Profile

The IB program at Plantation Middle School aims to develop internationally minded people who, recognizing their shared humanity and shared guardianship of the planet help to create a better and more peaceful world.

IB students strive to be:

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Timeline

There are only a few mandatory deadlines. Use the timeline as a guide to keep you on track.

Aug.-Sept.	Oct.-Dec.	Jan.-Mar.	April	May
INVESTIGATING	PLANNING	TAKING ACTION	FINAL REFLECTION PAPER **Due: May 1, 2020**	PRESENTATION **Due: May 1, 2020**
-Decide to work in group or individually - Identify supervisor -Pre-Project Reflection -Define a goal to address the need with the local or global community -Initial research (select relevant sources) -Record information and developments in process journal	There will be a couple days to work on planning with your group (if you have one) and supervisor. Speak to your supervisor and arrange for a session if you need additional support -Develop a proposal for action -Continue research (select, evaluate and record information) -Prepare for "taking action" - Record information and reflections in process journal	You must meet with your group (if you have one) and supervisor on your own time. Arrange additional time with your supervisor as needed. -Carry out the action plan -Record information and reflection in process journal	Meet with your group and supervisor as needed. -Type your Final Reflection Paper: -Evaluate the quality of the action taken compared to the plan -Reflect on your understanding of your topic through the Global Context you chose, ATLs and the IB Learner Profile -Select the extracts from the process journal to include in final paper -Complete the bibliography -Complete the academic honesty form **Due: May 1, 2020**	All presentations are due **May 1, 2020.** You and your supervisor will select a time to present your project and Final Reflection Paper for scoring. Showcase date to be announced

Community Project Checklist

As you complete the project, use this checklist as a quick guide to make sure you are on task.

PRE-PROJECT

____ **Read Community Project Guide**
____ Answered and explained the 3 Pre-Project Reflection questions in your Process Journal (pg.12)

INVESTIGATING

_____ Decided on group and supervisor
_____ Brainstormed and determined a community need (problem to addressed)
_____ Defined a goal to address the need
_____ Decided on a Global Context
_____ Reflected on your understanding of the topic within Global Contexts, ATLs, and ATLs, and Learner Profile (2)
_____ Met with supervisor at least once

PLANNING

_____ Developed an action plan
_____ Continued research and recorded info
_____ Contacted organizations/experts as needed
_____ Organized the "action" (gathered materials, found location for event etc.)
_____ Reflected on your understanding of the topic within Global Contexts, ATLs and Learner Profile
_____ Met with supervisor at least once

TAKING ACTION

_____Carried out the "action"
_____ Reflected on Global Contexts, ATLS and Learner Profile (How have you grown?)

FINAL REFLECTION PAPER should include: (pg.)

_____ Brief explanation of what your problem/ideas was
_____ Evaluation of project against your proposal (Did it turn out as you'd planned?)
_____ Reflection on your learning (Global Contexts, ATLs and Learner Profile)
_____ Selected extracts from the process journal (demonstrating your design/learning process)
_____ "Works Cited" page with proper format
_____Completed Academic Honesty Form
_____Met with supervisor at least once

PRESENTATION

_____ Completed project board for display
_____ Presented to supervisor/Showcase

Pre-Project Reflection (Process Journal)
Now it's time to get started!

In your Process Journal, answer the following questions honestly, thoughtfully and give examples if you can.

1. Through which Global Context(s) do you usually see the world? Explain.

2. Review the list of ATL skills. Create a chart listing your strengths and weaknesses. Explain how this project might help you practice the skills.

3. Review the Learner Profile. Which profiles describe you best? Why? Explain how this project might help you develop some of the other profile characteristics.

AT THIS POINT YOU MUST DECIDE IF YOU WILL BE WORKING INDIVIDUALLY OR WITH A GROUP. IF YOU ARE WORKING WITH A GROUP, THE REMAINDER OF THIS PROJECT MUST BE DONE IN CONJUNCTION WITH THOSE MEMBERS.

INVESTIGATING

Needs of Different Communities

Our world is complex and there is plenty of work to do to make it a better place. Different communities face different challenges. Use the space provided in the chart below to brainstorm the needs (things that could be improved, fixed, or created to make life better) of each community. Some ideas may overlap!

Home or school (PLMS or other)	Neighborhood or City or County	State (FL)	National (U.S.)	International/Global

Once you have completed the chart, narrow your choices down to 3 ideas that you/your group, are most passionate about. List those 3 ideas here:
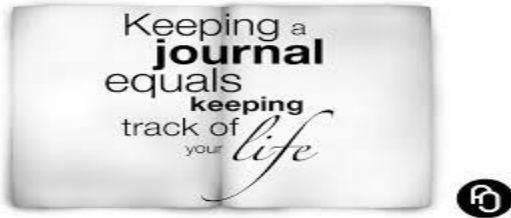
Community_____ Need _____

Community_____ Need _____

Community_____ Need_____

After further discussion, choose the one idea you/your group would like to work on for the Community Project.

CHOSEN Community _____

Need _____

** Process Journal Reflection**

4. Record in your journal how you/your group came to a decision about the final topic. Reflect on the process and your ATL skills.

Decide on a Goal for Your Project
What do you want to do about this topic? Individually, or with your group, brainstorm, then choose a goal.
- **raise awareness** (Do you want people to know about this issue?)
- **participate actively** (Do you want to volunteer?)
- **create/innovate** (Do you want to build something that will help?)
- **change behaviors** (Do you want people to change an everyday behavior?)
- **call to action** (Do you want to do something collectively about this issue?)

My/Our goal for the Community Project is _____

_____

Identify the Global Context
Your topic may vary depending on the Global Context through which you want to pursue the project. Review the Global Contexts and decide (with your group), which best fits your goal (above).

The Global Context for my/our project is _____.
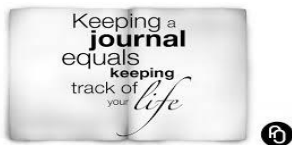
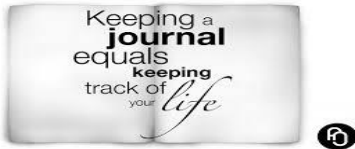****Process Journal Reflection****

5. You/your group has chosen a topic, a goal for that topic, and a Global Context. Reflect on the selection process (ATL skills) and explain how the Global Context you chose fits with your topic.

PLANNING

Decide on the Action

Develop a proposal for action for the project (What action will you take to reach your goal?):

When you are clear on what you want to achieve, you will need to decide on an action plan to accomplish your goal.

Process Journal Reflection

6. What are some specific tasks or activities you can do to develop your project? You can use checklists, rubrics, timelines, flowcharts or other strategies to prepare their proposal. Reflect on the ATL skills and Learner Profile.

Research

Now it's time to begin your research. Keep your notes and sources in your Process Journal. Remember to look for reliable online sources. Don't forget interviews with individuals involved in whatever your project is related to can offer valuable information and insight.

What are the causes of your issue?
What are some effects of your issue?
Where does it occur the most? (Geography)
Who is involved/affected? (Population/Demographics)
When is it an issue?
Are there individuals or organizations working on this issue?
Is there data (statistics, surveys, graphs) with info. about this issue? Analyze it.

Some possible sources include: interviews, personal experiences and observations, surveys that you create and online resources.

Process Journal Reflection

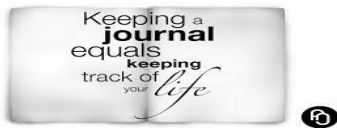7. Reflect on your ATL skills, Global Contexts and the Learner Profile

Decide the "Action"

Once you have researched your issue, decide what you will do to reach your goal.

Here are some examples "actions" you can take:

- Submitting an editorial to a local newspaper
- The creation of an innovation (an invention)
- Collecting food items and delivering to a local food pantry
- Volunteer at a community organization
- Developing a proposal (ex: to help minimize homelessness in your community)
- Start a campaign against violence (via social media, website, petitions, etc)
- Publish a PSA

Process Journal Reflection

8. Reflect on your ATL
skills, Global Contexts and the Learner Profile.

Planning the "Action"
In your Process Journal, brainstorm the steps you will take to complete your "Action". Include:
- Materials needed
- Contact information of organizations/individuals
- Where will you create/complete the action?
- If working in a group, who will be responsible for what?
- Timeline and deadlines
- Step-by-step procedure of what you will do
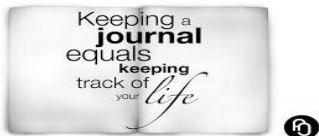
Process Journal Reflection

9. Reflect on your ATL skills, Global Contexts and the Learner Profile.

The next step is to complete your Community Project Proposal.

COMMUNITY PROJECT PROPOSAL

Project Topic/issue:	
Student(s):	
Supervisor:	
Period:	

Goal: Identify a goal to address a need in the community, based on your personal interests.

Target Audience for Your Action: Who will your project benefit? How will your project make a difference?

Process Journal: How have you been recording your information and reflections? (examples: visual, digital journal, audio, audio to text "Dragon app")

Action: What will you do to make a contribution towards addressing the problem in the community in order to meet your goal? (examples: PSA, Fundraiser, Speech, Performance Art, Visual, Innovation/Problem solving, write an article for the local paper, etc.)

TAKING ACTION

Now it's time to put your plan into action! Make sure to document what happens [pictures, videos, diagrams].

Process Journal Reflection

10. How did it go? What went well, what could have been better? Reflect on your ATL Skills, Global Contexts and the Learner Profile.

FINAL REFLECTION PAPER – Due May 1, 2020

Congratulations! You made it. This is the final stage of your project. This is where you will finalize all of the work you have done; research, findings, final self-reflection, opinion, final thoughts, etc…

Must be typed 12 pt font, Times New Roman, Double Spaced, 1 inch margins, 2-4 pages

- Brief introduction to your project (include thesis statement which is your goal).

- Evaluate the quality of service as action against the proposal (did the project turn out as you had planned)?

- Reflect on learning (Global Contexts, ATLs and Learner Profile), refer to specific Process Journal entries (include physical extracts as appendices at end of the paper)

   Questions – (Answers should already be in your Process Journal!) for Final Reflection that address the ATLs:

   1. How did you decide which issue in the community to research and take an action on? Was it personal?

2. Did your action require you to plan and organize? If so, what was This process like?

3. How did you use creativity to take action in order to meet your goal? (Creative thinking)

4. Did you collaborate with anyone? If so, what was that process like? If not, why not? (Collaboration critical)

5. What was challenging about this project? What was easy about it? (Reflection)

6. What did you learn about the community? Misconceptions? Affirmations? (Reflection)

7. How did your research help you better understand the issue in your community? (Literacy, media literacy: videos, internet, transfer)

8. As you reflected on your Process Journal, what would you change about the process or project, if you had the opportunity to do it over again? (Critical thinking, transfer)

9. Did you meet your goal? If so, what is the evidence of your success? If not, why do you think you did not meet your goal (For example: Did your project end up going in a different direction?)

10. What did you learn about yourself as a learner and as an active citizen in society? (Critical thinking, transfer)

11. How will you use what you have learned in the future? (Critical thinking, transfer)

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- Complete the bibliography (correct format – Use easybib.com!!!)

- Include physical extracts referred to in your paper (minimum of 4) from the Process Journal (i.e. challenges, epiphanies, data, and successes)

PROCESS JOURNAL EXTRACTS (APPENDICES)

You should carefully select evidence from your Process Journal to demonstrate development in all criteria (**A**. Investigating, **B.** Planning, **C.** Taking Action, **D.** Reflecting)

An extract may include:

- Visual thinking diagrams
- Bulleted lists
- Charts
- Notes
- Timelines, action plans
- Labeled illustrations
- Direct quote from a source
- Artifacts from inspirational visits to museums, performances, galleries
- Pictures, photographs, sketches
- Up to 30 seconds of visual or audio material
- Screenshots of a blog, website or online journal
- Questionnaires or Surveys
- Self and peer assessment feedback

  Feel free to include any additional material that is relevant to the success of this project

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PRESENTATION – Due: May 1, 2020

At the end of the community project, you will present your project to your supervisor/mentor with a small group or during a specific, scheduled Show Case event.

- Presentation time is 10-15 minutes

  > Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation.
  > At the time of the presentation, students must submit to the community project supervisor.

- A completed academic honesty form for each student (you must meet a minimum of at least 3 times with your supervisor/mentor)

- The proposal for action

- Process Journal extracts: drawings, diagrams, video documentary, any voice recordings have to be transcribed, surveys, graphs, tables, date, etc…

- Any supporting visual aids used during the presentation

- Bibliography/Sources

Criterion A: Investigating
Maximum: 8

In the community project, students should:

   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 are able to: 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** adequate research skills
3-4	Students are able to: 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 are able to: 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	Students are able to: 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

Criterion B: Planning
Maximum: 8

In the community project, students should:

    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
0	Students do not achieve a standard described by any of the descriptors below
1-2	Student are able to: 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
3-4	Student are able to: 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
5-6	Student are able to: i. **develop** a **sui**table 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
7-8	Student are able to: 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

Criterion C: Taking Action
Maximum: 8

In the community/personal project, students should:

i.   Create a product/outcome in response to the goal, global context and criteria
ii. Demonstrate thinking skills
iii. Demonstrate communication and social skills

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below
1-2	The student is able to: i. **create** a **limited** product/outcome in response to the goal, global context and criteria ii. **demonstrate limited** thinking skills iii. **demonstrate limited** communication and social skills
3-4	The student is able to: i. **create** a **basic** product/outcome in response to the goal, global context and criteria ii. **demonstrate adequate** thinking skills iii. **demonstrate adequate** communication and social skills
5-6	The student is able to: i. **create** a **substantial** product/outcome in response to the goal, global context and criteria ii. **demonstrate substantial** thinking skills iii. **demonstrate substantial** communication and social skills
7-8	The student is able to: i. **create** an **excellent** product/outcome in response to the goal, global context and criteria ii. **demonstrate excellent** thinking skills iii. **demonstrate excellent** communication and social skills

Criterion D: Reflecting
Maximum: 8

In the community/personal project, students should:

  i.   Evaluate the quality of the product/outcome against their criteria
  ii.   Reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
  iii. Reflect on their development as IB learners through the project

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below

1-2	The student is able to:
	  i. **present** a **limited** evaluation of the quality of the product/outcome against his or her criteria
	  ii. **present limited** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
	  iii. **present limited** reflection on his or her development as an IB learner through the project

3-4	The student is able to:
	  i. **present** a **basic** evaluation of the quality of the product/outcome against his or her criteria
	  ii. **present adequate** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
	  iii. **present adequate** reflection on his or her development as an IB learner through the project

5-6	The student is able to:
	  i. **presen**t a **substantial** evaluation of the quality of the product/outcome against his or her criteria
	  ii. **present substantial** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
	  iii. **present substantial** reflection on his or her development as an IB learner through the project

7-8	The student is able to:
	  i. **present** an **excellent** evaluation of the quality of the product/outcome against his or her criteria
	  ii. **present excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context
	  iii. **present excellent** reflection on his or her development as an IB learner through the project

ACADEMIC HONESTY FORM

Student	
School	
Supervisor/Mentor	

Student: This document records your progress and the nature of your discussion with your supervisor/mentor. You should aim to see your supervisor/mentor at least three times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted. After each session, you need to record the date, main points discussed and initial.

Supervisor/Mentor: You are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted, but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should record your feedback and initial.

Meeting	Date	Main Points Discussed	Supervisor Feedback	Student initials	Supervisor initials
#1					
#2					
#3					

Supervisor's Final 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 (hard copy and/or electronic materials).

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

Student's signature	**Date**
Supervisor's signature	**Date**