



Deerfield Beach Middle
International Baccalaureate Honors Program
Summer Assignments 2019
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Join our REMIND Group for 2019-2020



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*** SUMMER ASSIGNMENT FORMS AVAILABLE ON OUR WEBSITE ***

browardschools.com/deerfieldbeachmiddle

RISING YEAR 3 (8th GRADE):

1. Read the Learner Profile Attributes and write a reflection describing how you exhibit each one.
2. Complete the ATL Skills reflection sheet.
3. Complete the Community Project Packet for Phase 1: Investigating

**ASSIGNMENTS WILL BE COLLECTED BY YOUR LANGUAGE AND LITERATURE TEACHER
DURING THE 2ND WEEK OF SCHOOL.**



Learner Profile Personal Reflection



Name: _____

Year 1 (6th) Year 2 (7th) Year 3 (8th)

Explain how you demonstrate each Learner Profile Attribute

<u>Caring</u> - Respects the needs of others.	
<u>Open Minded</u> - Listens to the ideas of others.	
<u>Communicator</u> - Speaks and presents neat and quality work.	
<u>Knowledgeable</u> - Acquires and applies knowledge and skills.	
<u>Principled</u> – Accepts responsibility for actions, displays self-control.	
<u>Inquirer</u> - Ask questions and develops inquiry skills.	
<u>Thinker</u> - Thinks about how to solve problems and other's perspectives.	
<u>Balanced</u> - Balances academic and personal needs.	
<u>Risk Taker</u> - Steps out of comfort zone and tries new things.	
<u>Reflective</u> - Is thoughtful about strengths and areas of growth.	



Approaches to Learning (ATL) Reflection



Explain how you demonstrate each ATL Skill

Name: _____

Year (7th) Year 3 (8th)


Thinking Skills	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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



Deerfield Beach Middle School

IB Honors Program Year 3 (8th Grade) Community Project Introduction Summer 2019


► **THE COMMUNITY PROJECT**




- Focuses on community and service
- Gives students an opportunity to develop awareness of needs in various communities
- Engage in a sustained, in-depth inquiry leading to Service as Action in the community.
- Prepare students for the YEAR 5 PERSONAL PROJECT.
- May be completed by a group of 3 or fewer students.

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► **FOUR TYPES OF SERVICE**


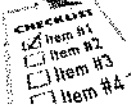


- **Direct service:**
 - Involves people, the environment or animals.
- **Indirect service:**
 - Do not see the recipients but actions will benefit the community or environment.
- **Advocacy:**
 - Promote action on an issue of public interest.
- **Research:**
 - Collect, analyze and report on data to influence policy or practice.



3



- The choice of the topic for the project is made in consultation with an IB teacher.
- Year 3 (8th Grade) teachers are responsible for supervising the development of the project according to the Assessment Criteria.
- There are 4 phases to the project which align with the Assessment Criteria.

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► **Criteria A: INVESTIGATING**


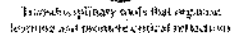
- Identify the needs of the community
- Identify the Global Context focus
- Identify ATL Skills

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► **Criteria B: PLANNING**

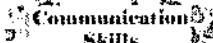

- Develop a proposal for action to serve the need in the community
- Plan and record the development process of the project
- Demonstrate self-management skills.

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► **Criteria C: TAKING ACTION**


- Demonstrate service as action as a result of the project
- Demonstrate thinking skills
- Demonstrate communication and social skills.

7

► **Criteria D: REFLECTING**


- Evaluate the quality of the service as action against the proposal
- Reflect on how completing the project has extended their knowledge and understanding of service learning
- Reflect on their development of ATL skills.



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► **PRESENTATION**

- Visual aid
- Works cited
- Process Journal extracts
- Reflection



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Community Project Timeline

Summer

Investigating

- Decide on the need within the local or global community
- Identify prior learning
- Define a goal to address the need with the local or global community
- Initial research period – select relevant resources and gather information
- Record information and developments in a process journal

1st Quarter

Planning

- Develop a proposal for action – this must be completed near the start of this phase.
- Continue research – select, evaluate and acknowledge information.
- Work on the preparation for the service as action.
- Record information and developments in process journals.
- Attend a work in progress session with supervisor.

2nd Quarter

Taking Action


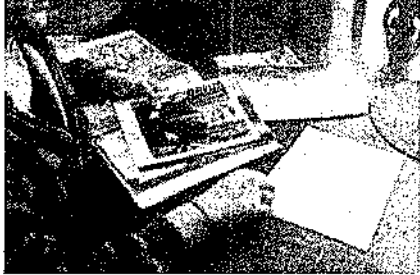


- Carry out the service as action
- Record information and developments in process journals

3rd Quarter

Reflecting

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

When deciding how to serve the community, students may consider the following four types of service:

<p style="text-align: center;">Indirect Service</p>  <p style="font-size: small;">Donawick, "Help of Help Of Four People With Donating Food (Dovele Food For Thanksgiving)." Myfido. 29 Aug 2015. Web. 13 May 2017.</p> <p>Rally your community by organizing a collection of specific items to provide to another organization for effective distribution to those in need</p>	<p style="text-align: center;">Advocate</p>  <p style="font-size: small;">Jackson, Casey. "Lucres Mendota, 18, of Victoria goes through pictures that she received from President Obama." The Victoria Advocate. 18 Dec 2010. Web. 13 May 2017.</p> <p>Bring awareness to citizens and leaders who could make changes which are necessary for improvements in the overall situation</p>
<p style="text-align: center;">Research</p>  <p style="font-size: small;">Wilson, Amy. "Using Technology to Keep Families Together." KidsEmail.org. 12 Sep 2015. Web. 13 May 2017.</p> <p>Collect in-depth information about a need in the community from a variety of sources, including websites, documents, interviews, and/or surveys, then analyze data and summarize results to share</p>	<p style="text-align: center;">Direct Service</p>  <p style="font-size: small;">Hayden, Molly. "Volunteer coaches are needed in fall sports." Beaverlawn Times. 21 Aug 2015. Web. 13 May 2017.</p> <p>Work directly with individuals to meet a need in the community; involving planning of activities from start to finish, not just signing up for an existing slot</p>


List 2 examples of service activities you have done or could do for each type of service:

Indirect Service	Advocate	Research	Direct Service

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.

Fairness and Development




What are the consequences of our common humanity?

Orientation in Time and Space




Where? When?

Globalization and Sustainability

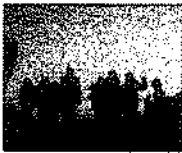


How is everything connected?

MYP GLOBAL CONTEXTS




Identities and Relationships




Who am I? Who are we?

Personal and Cultural Expression



What is the nature and purpose of creative expression?

Scientific and Technical Innovation



How do we understand the world in which we live?

<p>Identities and Relationships (psychology, sociology, theology, cultural anthropology)</p> <p>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</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - #BlackLivesMatter movement - cyberbullying - keeping traditions alive - gun culture - violence in communities - benefits of exercise - lifestyle choices
<p>Orientation in Space and Time (history, cultural anthropology, archaeology)</p> <p>Explore: personal histories; historical events/turning points; discoveries; explorations and migrations of humans; interactions of people with civilizations from local, regional and global perspectives</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - immigration patterns - imperialist strategies - impact of scientific discoveries - one family's journey during the Great Migration - Syrian refugee crisis - oral history traditions

<p>Personal and Cultural Expression (art, dance, music, graphic design, interior decoration, architecture, fashion design, tattoo artistry, cosmetology)</p> <p>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'</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - visual art - architecture - performance art (dance, music) - multimedia - games - fashion
<p>Scientific and Technical Innovation (engineering, aviation, construction, genetics, environmental conservation, physical anthropology, physics, biology, astronomy)</p> <p>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</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - 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
<p>Globalization and Sustainability (politics, environmental conservation, economics, foreign relations)</p> <p>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</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - 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
<p>Fairness and Development (counseling, law, politics, economics, education, environmental science)</p> <p>Explore: rights and responsibilities; sharing finite resources; access to opportunities; privilege; peace and conflict resolution</p>	<p>TOPIC EXAMPLES</p> <ul style="list-style-type: none"> - fair trade - open-market economies - economic regulation - white flight - capitalism/socialism - free college tuition - ghettos - public v. private schools

INVESTIGATING

Reflect and respond to the following questions. Use additional paper if necessary.

1. Through which **GLOBAL CONTEXT** do you usually see the world? Explain this in detail.

2. Review the **ATL SKILLS**. Consider your ATL skills and weaknesses. Explain how completing the Community Project may help you practice ATL skills.

3. Review the Learner Profile. Consider your strengths and weaknesses. Explain how completing the Community Project may help you further develop some of the Learner Profile Attributes.

NEEDS OF DIFFERENT COMMUNITIES:

Our world is complex, and there are many things each of us can do to make it a better place. Different communities face different challenges. Think of the needs of each community, and brainstorm, at least **THREE NEEDS THAT COULD BE MET BY POSSIBLE PROJECTS FOR EACH CATEGORY LISTED BELOW:**

<u>HOME or SCHOOL</u>	<u>NEIGHBORHOOD, CITY or COUNTY</u>	<u>STATE</u>	<u>COUNTRY</u>	<u>INTERNATIONAL or GLOBAL</u>

Narrow down your choices to 3 that you are most interested in putting into action as your Community Project.

Now, think about **GOALS** (What do you want to accomplish with your Community Project?)

RAISE AWARENESS (Do you want people to know about this issue / need?)

PARTICIPATE ACTIVELY (Do you want to volunteer?)

CREATE / INNOVATE (Do you want to build/ make 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 / need?)

<u>Community</u>	<u>POSSIBLE PROJECT</u>	<u>TYPE OF SERVICE</u> Indirect Advocate Research Direct	<u>GLOBAL CONTEXT</u>