



PLANTATION MIDDLE SCHOOL
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Plantation Middle School

“Home of the Patriots”

International Baccalaureate Middle Years Programme Handbook



A Nationally Recognized Magnet School of Distinction!

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What is the IB MYP?

- The goal of IB World Schools is to provide students with the values and opportunities that will enable them to develop sound judgments, make wise choices, and respect others in the global community. The International Baccalaureate Middle Years Programme (IB MYP) is built upon skills and units of inquiry by connecting classroom pedagogical practices and content, to the world outside through the Global Contexts and the Learner Profile.

The IB MYP Philosophy

- The IB MYP emphasizes *holistic learning*. The curriculum is designed to expose students to as many different subjects, skills, and experiences as possible so that students will learn to see knowledge as an interrelated whole. Students have the opportunity to show their various strengths while being rewarded by gaining a sense of personal achievement.
- The IB MYP emphasizes *intercultural awareness and communication*. In our community, it is essential that the curriculum reflects and is responsive to the different perspectives of all students. It should also guide them in forming their own international outlook. This implies an emphasis on communication skills, across the content areas.
- The IB MYP is *student-centered*. It is vital that students develop an awareness of their own learning process and the necessary skills to continue learning throughout life. The curriculum seeks to shift the emphasis from teacher-led instruction to student-led learning wherever possible.
- The philosophy's key elements permeate the whole curriculum and are practiced throughout the curriculum model. IB MYP educators have a continued focus to best meet the needs of adolescents who are confronted with a vast, and often bewildering array of choices in a complex and rapidly changing world. A focus on higher-order thinking skills gives students opportunities to explore their expanding concerns and their growing awareness of themselves and the world, in ways that develop sound judgment.

The IB MYP at Plantation Middle School

- Provides vertical consistency of curriculum across grade and content areas
- Provides assessment with the IB MYP subjects, which shares a common approach by being criterion-related and inquiry-based
- Has strong interdisciplinary elements
- Is flexible to allow PLMS to design curriculum for Personalized Learning
- Supports curriculum development and external evaluation

The International Baccalaureate Learner Profile

The IB Learner Profile represents ten attributes valued by IB World Schools, the educators who teach them, and the students who exemplify them. It is believed that the attributes described below, and others like them, can help all Plantation Middle School students become responsible members of local, national, and global communities (IB, 2014). As IB learners we strive to be:

Attribute	Description
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
OPEN-MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others, We learn with enthusiasm and sustain our love of learning throughout life.
THINKERS	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
BALANCED	We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
RISK-TAKERS	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

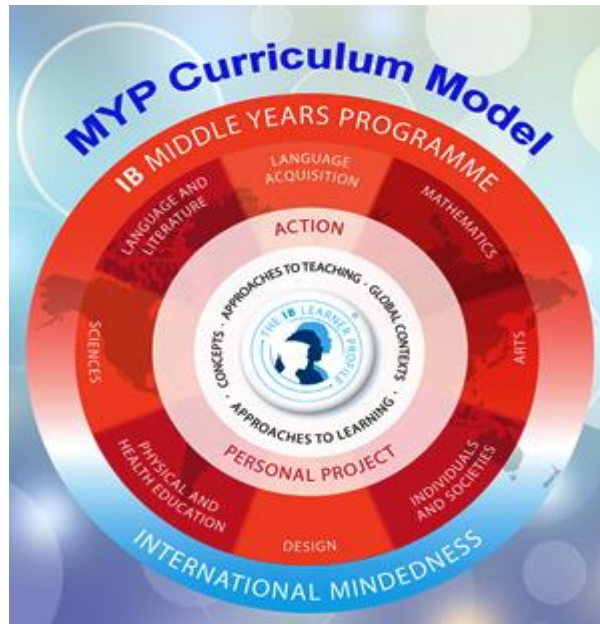
Global Contexts

In our highly interconnected and rapidly changing world, the IB programme aims to develop international mindedness in a global context. Teaching and learning in global contexts supports the IB's mission to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (IB, 2014).

The IB Global Contexts are:

- *Identities and Relationships*—students will explore: identities, beliefs, and values; physical, mental, social, and spiritual help; human relationships including families, friends, communities, and cultures; what it means to be human.
- *Dimensions of Space and Time*—students will explore: personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local, and global perspectives.
- *Personal and Cultural Expression*—students will 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 the aesthetic.
- *Scientific and Technical Innovation*—students will explore: 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 and Sustainability*—students will explore: the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.
- *Fairness and Development*—students will explore: 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.

IB MYP Curriculum Model



Sample Student Schedules

6 th Grade	7 th Grade	8 th Grade
<p>6th Grade Core Content Courses: --Advanced Language and Literature (Language Arts) --Advanced Individuals and Societies (World History) --Advanced Sciences (Earth and Space Science) --Advanced Mathematics 6 or GEM (Pre-Algebra)</p> <p>6th Grade Electives: -½ year of Language Acquisition (Introduction to Spanish or Chinese) -½ year of Design (Technology) -½ year of Physical and Health Education -½ year of Arts (Introduction to Music, Art)</p>	<p>7th Grade Core Content Courses: -Advanced Language and Literature (Language Arts) -Advanced Individuals and Societies (Civics) -Advanced Sciences (Life Science) -Advanced Mathematics 7 or GEM (Algebra I for high school credit)</p> <p>7th Grade Electives: -Full year of Language Acquisition (Spanish I or Chinese I for high school credit or ½ year of Spanish or Chinese non high school credit) -½ year of Design (Technology) -½ year of Physical and Health Education -½ year of Arts (Music and/or Art)</p>	<p>8th Grade Core Content Courses: -Advanced Language and Literature (Language Arts; Debate for high school credit) -Advanced Individuals and Societies (U.S. History) (Law for HS credit) -Advanced Sciences (Physical Science or Biology FLVS I for high school credit) -Advanced Mathematics 8, Algebra I (for high school credit), or Geometry for high school credit)</p> <p>8th Grade Electives: -Full year of Language Acquisition (Spanish II or Chinese for high school credit) or ½ year of Spanish or Chinese (non high school credit) -½ year of Design (Technology) -½ year of Physical and Health Education -½ year of Arts (Music and/or Art)</p>

IB MYP Report of Student Progress

- The IB MYP Report of Student Progress is a summary of students' progress toward the IB MYP criteria and objectives.
- Each area has a different set of criteria related to its discipline. Subject areas have multiple criteria and scales based on learning objectives.
- The scores for each criterion in a subject are added together. A unique grade boundary for each subject translates the total criteria points for that subject into an overall grade, ranging from '1' (lowest) to '7' (highest).
- The numeric IB MYP grades do not correspond to the standard Broward County Public School (BCPS) grades. A '7' in the IB MYP is not equal to an 'A'. BCPS grades will be calculated and reported separately from the IB MYP according to district guidelines and reporting requirements.
- First semester grades are not considered final; they simply indicate the students' progress. Criteria scores and overall subject grades are cumulative. In other words, the scores should go up as students acquire skills and knowledge throughout each course. Second semester final marks are expected to be higher than first semester progress marks. *Note that many criteria may not be assessed during the first semester; however, by the end of the year, all criteria in each subject will be assessed.*
- A final, end of year grade of a '4' or higher is considered to be appropriate progress. It indicates that the student is meeting international standards as outlined by IB World Schools. A grade of '7' is considered exceptional and is expected of students in Year 5 of the MYP.
- The IB MYP Report of Student Progress is issued twice a year.

IB MYP Student Grades and Descriptors

Grade	Descriptor
1	<i>Minimal</i> achievement in terms of the objectives.
2	<i>Very Limited</i> achievement against all objectives. The student has difficulty in understanding the required knowledge and skills and is <i>unable</i> to apply them fully in normal situations, <i>even with support</i> .
3	<i>Limited</i> achievement against most objectives, or clear difficulties in some areas. The student demonstrates a <i>limited understanding</i> of the required knowledge and skills and is <i>only able to apply</i> them fully in normal situations <i>with support</i> .
4	<i>A good general understanding</i> of the required knowledge and skills, and the ability to apply them in <i>normal</i> situations. There is <i>occasional</i> evidence of the skills of analysis, synthesis, and evaluation.
5	<i>A consistent and thorough understanding</i> of the required knowledge and skills, and the ability to apply them effectively in <i>normal</i> situations. There is <i>occasional</i> evidence of the skills of analysis, synthesis, and evaluation.
6	<i>A consistent and thorough understanding</i> of the required knowledge and skills, and the ability to apply them in a <i>wide variety</i> of situations. <i>Consistent</i> evidence of analysis, synthesis, and evaluation is shown where appropriate. The student <i>generally</i> demonstrates originality and insight.
7	<i>A consistent and thorough understanding</i> of the required knowledge and skills, and the ability to apply them <i>almost faultlessly</i> in a wide variety of situations. Consistent evidence of analysis, synthesis, and evaluation is shown where appropriate, The student <i>consistently</i> demonstrates originality and insight and <i>always</i> produces <i>work of high quality</i> .

Language and Literature (English/Language Arts) Assessment Criterion

Criterion A—Analyzing—By the end of Year 3, students will be able to:

- Identify and explain the content, context, language, structure, technique and style of text(s) and the relationships among texts.
- Identify and explain the effects of the creator’s choices on an audience.
- Justify opinions and ideas, using examples, explanations and terminology.
- Interpret similarities and differences in features with and between genres and texts.

Criterion B—Organizing—By the end of Year 3, students will be able to:

- Employ organizational structures that serve the context and intention.
- Organize opinions and ideas in a coherent and logical manner.
- Use referencing and formatting tools to create a presentation style suitable to the context and intention.

Criterion C—Producing Text—By the end of Year 3, students will be able to:

- Produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process.
- Make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience.
- Select relevant details and examples to develop ideas.

Criterion D—Using Language—By the end of Year 3, students will be able to:

- Use appropriate and varied vocabulary, sentence structures and forms of expression.
- Write and speak in an appropriate register and style.
- Use correct grammar, syntax, and punctuation.
- Spell, write, and pronounce with accuracy.
- Use appropriate non-verbal techniques.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Language and Literature criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Language and Literature criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Language and Literature criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Language and Literature criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Language and Literature criterion described above.

Individuals and Societies (Social Studies) Assessment Criterion

Criterion A—Knowing and Understanding—By the end of Year 3, students will be able to:

- Use a range of terminology in context.
- Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations, and examples.

Criterion B—Investigating—By the end of Year 3, students will be able to:

- Formulate/choose a clear and focused research question, explaining its relevance.
- Formulate and follow an action plan to investigate a research question.
- Use methods to collect and record relevant information.
- Evaluate the process and results of the investigation, with guidance.

Criterion C—Communicating—By the end of Year 3, students will be able to:

- Communicate information and ideas in a way that is appropriate for the audience and purpose.
- Structure information and ideas according to the task instructions.
- Create a reference list and cite sources of information.

Criterion D—Thinking Critically—By the end of Year 3, students will be able to:

- Analyze concepts, issues, models, visual representation and/or theories.
- Summarize information to make valid, well-supported arguments.
- Analyze a range of sources/data in terms of origin and purpose, recognizing values and limitations.
- Recognize different perspectives and explain their implications.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Individuals and Societies criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Individuals and Societies criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Individuals and Societies criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Individuals and Societies criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Individuals and Societies criterion described above.

Mathematics Assessment Criterion

Criterion A—Knowledge and Understanding—By the end of Year 3, students will be able to:

- Select appropriate mathematics when solving problems in both familiar and unfamiliar situations.
- Apply the selected mathematics successfully when solving problems.
- Solve problems correctly in a variety of contexts.

Criterion B—Investigating Patterns—By the end of Year 3, students will be able to:

- Select and apply mathematical problem-solving techniques to discover complex patterns.
- Describe patterns as relationships and/or general rules consistent with findings.
- Verify and justify relationships and/or general rules.

Criterion C—Communicating—By the end of Year 3, students will be able to:

- Use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations.
- Use different forms of mathematical representation to present information.
- Move between different forms of mathematical representation.
- Communicate complete and coherent mathematical lines of reasoning.
- Organize information using a logical structure.

Criterion D—Applying Mathematics in Real-Life Contexts—By the end of Year 3, students will be able to:

- Identify relevant elements of authentic real-life situations.
- Select appropriate mathematical strategies when solving authentic real-life situations.
- Apply the selected mathematical strategies successfully to reach a solution.
- Explain the degree of accuracy of a solution.
- Explain whether a solution makes sense in the context of the authentic real-life situation.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Mathematics criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Mathematics criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Mathematics criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Mathematics criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Mathematics criterion described above.

Sciences Assessment Criterion

Criterion A—Knowing and Understanding—By the end of Year 3, students will be able to:

- Describe scientific knowledge.
- Apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations.
- Analyze information to make scientifically supported judgments.

Criterion B—Inquiring and Designing—By the end of Year 3, students will be able to:

- Describe a problem or question to be tested by a scientific investigation.
- Outline a testable hypothesis and explain it using scientific reasoning.
- Describe how to manipulate the variables, and describe how data will be collected.
- Design scientific investigations.

Criterion C—Processing and Evaluating—By the end of Year 3, students will be able to:

- Present collected and transformed data.
- Interpret data and describe results using scientific reasoning.
- Discuss the validity of a hypothesis based on the outcome of the scientific investigation.
- Discuss the validity of the method. Describe improvements or extensions to the method.

Criterion D—Reflecting on the Impacts of Science—By the end of Year 3, students will be able to:

- Describe the ways in which science is applied and used to address a specific problem or issue.
- Discuss and analyze the various implications of using science and its application in solving a specific problem or issue.
- Apply scientific language effectively.
- Document the work of others and sources of information used.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Sciences criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Sciences criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Sciences criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Sciences criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Sciences criterion described above.

Language Acquisition (Spanish and Chinese) Assessment Criterion

Criterion A—Comprehending Spoken and Visual Text—At the end of Phase 1, students will be able to:

- Identify basic facts, messages, main ideas and supporting details.
- Recognize basic conventions.
- Engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Criterion B—Comprehending Written and Visual Text—At the end of Phase 1, students will be able to:

- Identify basic facts, messages, main ideas and supporting details.
- Recognize basic aspects of format and style, and author’s purpose for writing.
- Engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Criterion C—Communicating in Response to Spoken and Written Text—At the end of Phase 1, students will be able to:

- Respond appropriately to simple short phrases.
- Interact in simple and rehearsed exchanges, using verbal and non-verbal language.
- Use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics.
- Communicate with a sense of audience.

Criterion D—Using Language in Spoken and Written Form—At the end of Phase 1, students will be able to:

- Write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation.
- Organize basic information and use a range of basic cohesive devices.
- Use language to suit the context.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Language Acquisition criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Language Acquisition criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Language Acquisition criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Language Acquisition criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Language Acquisition criterion described above.

Physical and Health Education Assessment Criterion

Criterion A—Knowing and Understanding—By the end of Year 3, students will be able to:

- Describe physical health education factual, procedural and conceptual knowledge.
- Apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations.
- Apply physical and health terminology effectively to communicate understanding.

Criterion B—Planning for Performance—By the end of Year 3, students will be able to:

- Design and explain a plan for improving physical performance and health.
- Explain the effectiveness of a plan based on the outcome.

Criterion C—Applying and Performing—By the end of Year 3, students will be able to:

- Demonstrate and apply a range of skills and techniques.
- Demonstrate and apply a range of strategies and movement concepts.
- Outline and apply information to perform effectively.

Criterion D—Reflecting and Improving Performance—By the end of Year 3, students will be able to:

- Describe and demonstrate strategies to enhance interpersonal skills.
- Outline goals and apply strategies to enhance performance.
- Explain and evaluate performance.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Physical and Health Education criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Physical and Health Education criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Physical and Health Education criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Physical and Health Education criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Physical and Health Education criterion described above.

Arts (Composition and Drawing, Introduction to Music, Chorus, Band 2, Band 3, Drumline) Assessment Criterion

Criterion A—Knowing and Understanding—By the end of Year 3, students will be able to:

- Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language.
- Demonstrate knowledge of the role of the art form in original or displaced contexts.
- Use acquired knowledge to inform their artwork.

Criterion B—Developing Skills—By the end of Year 3, students will be able to:

- Demonstrate the acquisition and development of the skills and techniques of the art form studied.
- Demonstrate the application of skills and techniques to create, perform and/or present art.

Criterion C—Thinking Creatively—By the end of Year 3, students will be able to:

- Outline a clear and feasible artistic intention.
- Outline alternatives, perspectives, and imaginative solutions.
- Demonstrate the exploration of ideas through the developmental process to a point of realization.

Criterion D—Responding—By the end of Year 3, students will be able to:

- Outline connections and transfer learning to new settings.
- Create an artistic response inspired by the world around them.
- Evaluate the artwork of self and others.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Arts criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Arts criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Arts criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Arts criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Arts criterion described above.

Design Assessment Criterion

Criterion A—Inquiring and Analyzing—By the end of Year 3, students will be able to:

- Explain and justify the need for a solution to a problem.
- Construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem.
- Analyze a group of similar products that inspire a solution to the problem.
- Develop a design brief, which presents the analysis of relevant research.

Criterion B—Developing Ideas—By the end of Year 3, students will be able to:

- Develop a design specification, which outlines the success criteria for the design of a solution based on the data collected.
- Present a range of feasible design ideas, which can be correctly interpreted by others.
- Present the chosen design and outline the reasons for its selection.
- Develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Criterion C—Creating the Solution—By the end of Year 3, students will be able to:

- Construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution.
- Demonstrate excellent technical skills when making the solution.
- Follow the plan to create the solution, which functions as intended explain changes made to the chosen design and the plan when making the solution.
- Present the solution as a whole.

Criterion D—Evaluating—By the end of Year 3, students will be able to:

- Describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution.
- Explain the success of the solution against the design specification.
- Describe how the solution could be improved.

Grade	Grade Descriptor
0	The student possesses <i>little to no</i> understanding of the Design criterion described above.
1-2	The student possesses a <i>limited</i> understanding of the Design criterion described above.
3-4	The student possesses an <i>adequate</i> understanding of the Design criterion described above.
5-6	Student possesses a <i>component</i> understanding of the Design criterion described above.
7	Student possesses a <i>perceptive</i> understanding of the Design criterion described above.

Community and Service

(please see “Academics” tab dropdown menu “Community Service” for more detailed information and forms)

Action and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service – making a positive difference to the lives of others and to the environment. Service as action is an integral part of the programme, especially in the **MYP Eighth Grade Community Project**.

Community service in the IB is defined as work for a NON-PROFIT agency or individual and one in which there is not compensation or reward for the individual completing the work. The activity should contribute to the well-being of a school, its community, state, country or a global entity. IB service hours are separate and apart from any other community service hours required of any organization or clubs, such as NJHS, and may not be combined or counted together.

Ideally, community service is an extension of classroom instruction and should be related to the curriculum. Service should be done on a regular basis, not all at one time, which is why Plantation Middle offers many opportunities throughout the school year, in and out of school, for students to complete the community service requirements. Please make sure to check the School’s website regularly for opportunities.

Sixth Grade

All Sixth grade students are encouraged to complete a total of **five (5)** hours of community service in their community. Students are responsible for completing a community service log for each separate activity along with a reflection form. These forms can be downloaded from the school’s website. **Community Service records for each student are maintained by their Individuals and Societies (Social Studies) teacher.** Students

Seventh Grade

All Seventh grade students are encouraged to complete a total of **ten (10) hours** of community service locally. Students are responsible for completing a community service log for each separate activity along with a reflection form. These forms can be downloaded from the school’s website. **Community Service records for each student are maintained by their Individuals and Societies (Social Studies) teacher.**

The Eight Grade

All eight grade students are required to complete a seven month long, independent Community Project. It is a requirement of the International Baccalaureate Organization. All 8th graders are expected to participate in the project. Students may work individually, or in groups of up to three (no more). Students will work through their **IB MYP Required Eight Grade Community Project Student Guide** throughout the school year with their **Individuals and Societies** (Social Studies) **teacher**/Mentor, culminating with a presentation of their project. The **Student Guide** can be found on Plantation Middle School's website under the "Academics" tab, dropdown menu "Community Service" and downloaded.

Education neither begins nor ends in the classroom and essential aspects of learning exist in all areas of life. Community service volunteer projects balance the emphasis on academic achievement with experiences that benefit all participants. Additionally, community service projects challenge each individual to develop a spirit of discovery and self-reliance, to encourage development of personal skills, and to inspire awareness, concern, and responsibility in service to the local and global community.

Community and Service Criterion

Awareness—the student should be able to:

- Describe reasons why individuals come together to make communities
- Describe different community types
- Identify his or her place within one or more communities
- Describe how communities interact

Involvement and Service—the student should be able to:

- Participate in a community and service idea or project that helps others, showing initiative and independent thinking

Reflection—the student should be able to:

- Record his or her community service activity clearly, describing problems encountered and solutions found
- Evaluate his or her experience, drawing conclusions from it
- Suggest future activities or projects he or she might develop

Characteristics of Community Service

Community Service is... Identifying a community need and working in association with an agency, organization, or institution to meet or improve the need as long as there is no monetary benefit to the recipient	Community Service is NOT... Any activity for which the student receives payment or that personally benefits a family member or relative. Such as: <ul style="list-style-type: none">• Babysitting/pet-sitting for payment or for family
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<p>because of the student's involvement. Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Charity fund raising • Community volunteer • Teaching, mentoring, or tutoring others • Public service volunteer 	<ul style="list-style-type: none"> • Working at a relative's workplace • Doing household chores • Assisting a teacher during school hours
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Academic Honesty

Academic honesty is defined as—an authentic piece of work based on one's own original ideas and/or the reference of another's work through proper citation and acknowledgement. At Plantation Middle School, academic honesty is the skill set students must learn to promote personal integrity and ingenuity by overcoming factors such as cultural and peer pressures, along with parental and personal expectations. To accomplish this task, we ask that students embrace the IB Learner Profile. With the application of these qualities into their work, students will develop lifelong skills to promote honest practices in school and in life.

Forms of Academic Dishonesty

The three main forms of academic dishonesty at Plantation Middle School include:

1. *Cheating*

- Cheating: to act dishonestly or unfairly in order to gain an advantage by using unauthorized answers or sources to receive credit for school work
- Examples of cheating include:
 - Looking at a teacher's answer key
 - Copying answers or work from another student
 - Discussing test questions with students in another class
 - Texting or using technology to share or look up answers
 - Looking at the answers in the back of the textbook
 - Using a cheat sheet or other aid

2. *Forgery*

- Forgery: the signing of another person's name to any document indicating a person gave written permission for something that he/she did not
- Examples of forgery include:
 - Signing your parent/guardians name or initials on school documents, communications, or schoolwork
 - Signing your teacher's name or initials on school documents
 - Signing another student's name on an assignment
 - Signing your name on schoolwork that is not your own

3. *Plagiarism*

- Plagiarism: to steal or pass off the words or ideas of another as one's own, without crediting the original source

- Examples of plagiarism include:
 - Turning in someone else's work as your own
 - Copying words or ideas from someone else without giving credit
 - Not putting a quote in quotation marks
 - Mixing words and statements from multiple sources

Consequences for Academic Dishonesty

Consequences for academic dishonesty will be handled on a case-by-case basis with coordination between the student(s), teacher, parent/guardian, IB coordinator, and administration. Based on the severity and frequency, consequences of academic dishonesty may include but are not limited to:

- Re-submission of the work for a reduced grade
- No credit or a "zero" given for the assignment
- Peer counseling
- Parent/guardian involvement
- Internal suspension
- Removal from the IB MYP Program

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.