

Student Name: _____

Mentor Teacher: _____

Pine View Middle School MYP Community Project Guide



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*** Please note:** You are required to submit these pages to your faculty advisor at the time of your oral presentation. They will count as Process Journal Extracts. Extra copies of the guide or specific pages that need to be submitted may be printed from the IB-MYP section of the PVMS website (<http://pvms.pasco.k12.fl.us/community-project-forms/>).

Submit one Website Evaluation form for each website used. All Website Evaluation forms will count as one extract.

If you are working individually you will submit a maximum of 10 extracts. If you are working in a group you will submit a maximum of 15 extracts.

What is the MYP Community Project?

Congratulations! You are about to embark on the culminating activity of your IB MYP education. The Community Project is your chance to demonstrate the Approaches to Learning skills, the IB Learner Profiles, and most importantly to make a difference in your community.

During the course of this **15 hour project**, you will independently propose, plan, implement, and present a project that serves a need in a community. The Community Project is a **requirement** of the International Baccalaureate for students in Year 3 of the MYP program at Pine View Middle School.



The aims of MYP projects are to encourage and enable students to: *(Projects guide, 2014)*

- Participate in a sustained, **self-directed inquiry** within a global context.
Self-directed means that you the student, take the initiative and responsibility for this project.
- Generate creative **new insights** and develop deeper understandings through **in-depth investigation**.
In-depth investigation means intensive, thorough, comprehensive research using five to ten different types of sources of information.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an **extended period of time**.
You must demonstrate time management skills.
- Communicate effectively in a variety of situations.
- Demonstrate responsible **action** through, or as a result of, **learning**.
- Appreciate the process of learning and take pride in their accomplishments.

The three main components of the project are:

- **Service as Action**
- **Process Journal**
- **Oral Presentation**



You may choose to work alone or in a group of up to three students. Every student is responsible for your own process journal which is used to record your work and reflections throughout the completion of the project. You will have a **faculty advisors** that will serve as your coach. Your advisors will be responsible for supervising the development of the project according to the Assessment Criteria which is based on International Baccalaureate Organization guidelines. You are responsible for reading the Community Project Student Handbook, reading the assessment rubric, following the timeline, and completing your project.

MYP Community Project Objectives: As with all MYP subjects, the community project has four objectives and four related criterion that will be assessed.

Objective A: Investigating

- 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

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 **ATL skills**

(Projects guide, 2014)

PVMS MYP Community Project Year 3 Checklist and Timeline

Step 1: Investigating (January-early February)

- Determine if working alone or with a group.
- Determine a need within a community and a goal to address the need (project handbook p. 6)
- Conduct initial research and additional goal information (p. 6)
- Record information in process journal (read p. 10)
- Review assessment rubric** (p. 20)
- Complete the Community Project Proposal for Investigation (p. 12-13)
- Meet with your faculty advisor on _____ to review and discuss the items listed in the Investigating Phase. Submit Project Proposal for Investigation to faculty advisor. Discuss Step 2 Planning. Once this is complete, continue into the Planning Phase.**

Step 2: Planning (February)

- Develop a plan of action
- Record information in process journal
- Continue research
- Complete the Community Project Proposal for Action (p. 16-17)
- Work on the preparation for the service
- Meet with your faculty advisor on _____ to review and discuss the items listed in the Planning Phase. Submit Project Proposal for Action to Faculty advisor. Discuss Step 3 Taking Action. Once this is complete, continue into the Taking Action Phase.**

Step 3: Taking Action (March-early April)

- Carry out the service project
- Record information in process journal
- Meet with your faculty advisor on _____ to review and discuss the items listed in the Taking Action Phase.**
- Meet with your faculty advisor on _____ to further review and discuss the items listed in the Taking Action Phase. Discuss problems and solutions.**

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
- Meet with your faculty advisor on _____ to review and discuss the items listed in the Reflecting Phase. Discuss oral presentation, project board, and items to be submitted in May.**

Step 5: Presentation (May):

- Meet with your faculty advisor on _____ to present project, submit process journal extracts, project board.**

Step 6: Celebrate!

Investigating

Before you begin your project, read the entire student handbook and pay special attention to the assessment rubric. Use the assessment rubric to guide all you do in this project!

During this phase, you will need to identify the need within the community. Use the chart below to brainstorm which community you will serve. Once you have completed the chart, narrow your choices down to two or three ideas. Then ask yourself: Which one do I feel most passionate about? How can I help address the need?

School	Local Neighborhood/ County	State	Nation	Global
Ex. Bullying, struggling students	Ex. Hunger, domestic violence	Ex. Environment	Ex. Homelessness	Ex. Lack of clean water

Identify prior Learning – What do you already know about your chosen community and the need? Document in your process journal.

Defining a goal to address a need in the community.

Your goal should be SMART (specific, measurable, attainable, relevant, and time-based). Some examples of goals are:

- to **raise awareness** (creating a video on sustainable water solutions)
- to **participate actively** (tutoring, developing a garden, training rescued dogs)
- to **research** (collect information, analyze it and prepare a report that will influence others on an issue such as the most effective means to reduce litter in public spaces)
- to **inform others** (performing a play to teach about one of the profiles)
- to **create/innovate** (redesign a website)
- to **change behaviors**
- to **advocate**

Submit this page as evidence of investigating.

My goal is to:

Identifying the global context for the project.

You will need to choose one of the six global contexts to define your goal. Your reflections and decisions will include how your work connects to the chosen global context.

Project guide (2014) suggests that students ask these questions to help decide which context to choose:

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?



JLNT – record answers
in your process journal.

Global Contexts

- **Identities and 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 and space:** 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:** 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 and 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 and 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 and 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. [*Projects guide*. (2014)]

My Global context is:

Approaches to Learning Skills

ATL skills are the skills you use to “learn how to learn.” You have been practicing approaches to learning skills through your MYP education. Think about how you are using these skills as you go through your project. **You must reflect on them in your process journal.**

Community project objectives

MYP ATL skill clusters

Objective A: Investigating

- 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

Collaboration
Critical thinking
Creative thinking
Information literacy
Media literacy
Transfer

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

Collaboration
Organization
Critical thinking
Creative thinking
Collaboration
Organization
Reflection

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

Organization
Critical thinking
Creative thinking
Communication
Collaboration
Critical thinking
Creative thinking
Transfer

Objective D: Reflecting

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

Communication
Reflection

Affective skills: mindfulness, perseverance, emotional management, self-motivation and resilience

Process Journal

The process journal is an integral part of the project. It is similar to the process journal used in art and design classes and similar to a science fair project journal. The journal format is your choice. It can be paper or electronic. You are not restricted to any single model of recording your process journal but **are responsible for producing evidence of addressing the four MYP Community Project Objectives** (page 4) to demonstrate achievement.

The process journal is:	The process journal is not:
<ul style="list-style-type: none"> • used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received. 	<ul style="list-style-type: none"> • used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format. <div style="text-align: center;">  </div>

(Projects guide, 2014)

Process Journal Extracts

You will need to select and **submit evidence from your process journal to demonstrate development in all four objectives.** If you are working **individually** you will need a maximum of **10 individual extracts** to represent the key developments of the project. If you are working in a **group you will submit a maximum of 15 process journal extracts.** These will show how you have addressed each of the objectives. You must submit the Checklist/Timeline, the Investigating page, the Proposal for Investigation, the Proposal for Action, and an ABCDs of Website Evaluation Form for each website used. Your assessment will be based on your process journal extracts and your oral presentation.

Your additional extracts may include:

- bulleted lists
- charts
- short paragraphs
- notes
- timelines, action plans
- annotated illustrations
- artifacts from inspirational visits to museums, performances, galleries
- pictures, photographs, sketches
- up to 30 seconds of visual or audio material
- screenshots of a blog or website
- annotated research

Community Project Proposal for Investigation

Project Title:	
Student Name(s):	Supervisor Name:

NEED: Describe the need you intend to address. What is lacking/needing improvement?
Targeted Community:
Need:

Action Goal: What is the purpose of your Community Project? What do you hope to achieve?			
Circle type of goal:	To participate actively	To inform others	To change behaviors
To raise awareness	To research	To create/innovate	To advocate
Action Goal:			

Global Context: (circle one)		
Identities and relationships	Orientation in space and time	Personal and cultural expression
Fairness and development	Scientific and technical innovation	Globalization and sustainability
How is this Global Context relevant? Why?		



RESEARCH: What questions do you need to answer? Where will you look for the answers? Remember to look for reliable sources of information. **Use the ABCDs of Website Evaluation form for all websites (page 18). Keep track of ALL resources used in your process journal as you must submit a Works Cited page with your presentation.**

The purpose of your initial research is to help you develop a proposal for action. You cannot create a proposal for action until you have conducted research.

Questions? (who, what, when, where, and why?)

Possible resources: (Books, magazines, newspaper articles, websites, surveys, interviews, videos, etc.)

You must use a variety of resources!

Submit this page as evidence of investigating & planning.

Process Journal: How will you record the significant findings from beginning to end to show the development of your community project? Remember to include brainstorming, notes, actions, etc.

A. Planning

When you are clear on what you want to achieve and have conducted some initial research, you will need to **propose an action plan**. Think about what specific tasks or activities you can do to develop your project. You can use checklists, timelines, flow charts or other strategies to prepare your proposal.

Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on time and resources available. Do not choose a project that will require too much time or overly complex procedures.

Think about the following:

- Is it a one day event? Will it take a few weeks?
- Where will the event take place?
- How will you get the word out?
- What supplies do you need?



See page 16 for the Project Proposal for Action template.

Continue Research

Now it's time to begin more specific research. **You will need to use multiple sources to make your project credible.** When using Internet sources you will need to use the ABCD's of Website Evaluation for each website used. All sources that you use to investigate and plan must be included in a bibliography. If you need help with your research, ask your school media specialist.

B. Taking Action

The next step in your project will be to put your plan into action. Review your proposal for action. Does it need adjustments? **Continue writing in your process journal.**



Community Project Proposal for Action

Project Title:	
Student Name(s):	Supervisor Name:

Need:
Community:
Global Context:

Action Goal:
Time Frame: <i>Will you hold a one day event? Will your action take a few weeks?</i>
Location: <i>Where will the event take place?</i>
Specific tasks/activities to complete:

How will you get the word out?

What materials and resources are needed to achieve your product/outcome?

Cost: Is there a materials cost?

Submit this page as evidence of planning.

D. Reflecting

Congratulations, you made it! This is the final phase of your project. You should have experienced and learned new things. It is important that you take the time to explore your thoughts and feelings.

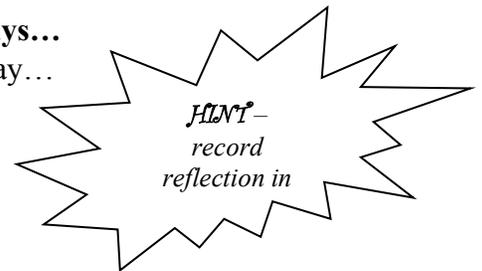
This phase includes:

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



Questions to reflect on:

- I think that the project made a difference because...
- My thoughts and feelings as I did the project were...
- Next time I would...
- **I used the Approaches to Learning skills in the following ways...**
- I would apply the skills that I learned from the project in this way...
- Overall I feel that the project...



Oral Presentation

At the end of the project, you will present your project in front of an audience. **For an individual presentation, the time allocated is 6-10 minutes. For a group presentation, the time allocated is 10-14 minutes.** Each group member should have the opportunity to speak during the course of the presentation.

Remember, you will be assessed based on your process journal extracts and your oral presentation. Be sure to include the following in your presentation:

A. Investigating

- How you arrived at your goal.
- What did you already know about.....
- What did you need to learn about....
- How did you learn/research....
- Evidence of research skills – variety of sources, evaluation of sources, bibliography.

B. Planning

- What was your plan of action?
- Evidence of thinking skills – obstacles & challenges, creativity.
- Evidence of communication skills – giving & receiving appropriate feedback, using appropriate forms of writing for different purposes and audiences, collaborating with peers.
- Evidence of social skills – considering and respecting different opinions, points of view.

C. Taking Action

- What purposeful choices did you make?
- How and with whom did you collaborate?
- What you did, how you did it, why...
- Evidence of thinking skills – did you change focus? Modify what you were doing?
- Evidence of communication skills – collaboration.
- Evidence of social skills – delegating and taking responsibility as appropriate, resolving conflicts and working collaboratively.

D. Reflecting

- Evaluation of the quality of service as action against the proposal.
- How has the project extended your knowledge and understanding?
- How have you further developed your ATL skills as a result of this project?

To be submitted

At the time of the presentation, you must submit:

- the proposal for action
- **process journal extracts**
- **Project board**
- completed **academic honesty form** for each student
- any supporting visual aids used during the presentation
- **bibliography** documenting all research (this includes interviews, e-mail correspondence, etc.)

Project board

In addition to the oral presentation, you will also be required to create a tri-fold project board to showcase the project. This is your chance to be creative. You will need to include the following:

- 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 report. The assessment rubric is displayed on the following page.

IMPORTANT - Use the assessment rubric to guide all you do in this project! You must read and understand the rubric before you start the project. All choices and decisions that you make should be based on the rubric.

ASSESSMENT

	A: Investigating	B: Planning	C: Taking Action	D: Reflecting
0	The student does not reach a standard described by any of the descriptors below			
1-2	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 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 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	i. develop an adequate proposal for action to serve the need in the community ii. present an adequate 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 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	i. develop a suitable 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	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 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	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

ABCDS of Website Evaluation

Name of web site:
URL:

ABCDS	Consider using this site if:	Question this site if:
URL of site:	<input type="checkbox"/> .gov (government) <input type="checkbox"/> .edu (college or university) <input type="checkbox"/> .org (non-profit organization)	<input type="checkbox"/> .com (business) <input type="checkbox"/> .k12 (school) <input type="checkbox"/> Geocities, yahoo, etc. (personal)
A Authorship <i>Who created this site?</i>	<input type="checkbox"/> Author seems to be an expert in the field or subject <input type="checkbox"/> Organization is governmental or non-profit and is respected organization in this field.	<input type="checkbox"/> Author does not seem to have relevant qualifications <input type="checkbox"/> Organization has commercial interest in this subject
B Bias <i>What is the purpose of this site?</i>	<input type="checkbox"/> Informative <input type="checkbox"/> News <input type="checkbox"/> Educational/Scholarship	<input type="checkbox"/> Advocacy (promotes a point of view) <input type="checkbox"/> Personal interest <input type="checkbox"/> Advertising <input type="checkbox"/> Entertainment
C Content <i>How accurate or trustworthy is this page?</i> <i>Is it at my reading level?</i>	<input type="checkbox"/> Previously published in a newspaper, magazine or academic journal and has been subject to peer editing <input type="checkbox"/> This page or site has a works cited list or bibliography <input type="checkbox"/> Information is consistent with other sources <input type="checkbox"/> I can read this site with understanding	<input type="checkbox"/> Mistakes in spelling or grammar throughout the site <input type="checkbox"/> This page or site has no works cited list or bibliography <input type="checkbox"/> Information is not consistent with other sources <input type="checkbox"/> This site is too difficult for me to read with understanding
D Date <i>When was this page created or updated?</i>	<input type="checkbox"/> This is a continuously updated page or site <input type="checkbox"/> Links to information work	<input type="checkbox"/> This site was last updated more than a year ago <input type="checkbox"/> Links to other information are broken
Evaluation complete	_____ Total number of checkmarks in this column <input type="checkbox"/> I am comfortable that the information on this site is reliable	_____ Total number of checkmarks in this column <input type="checkbox"/> I probably should not use this site for academic work

Submit this page as evidence of investigating.

Works Cited/Bibliography

What is a bibliography? A bibliography is a list of all the sources you have used in your research. Below is a sample.

Bibliography

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Jolie, Angelina. Phone interview. 11 Feb. 2009.

Jones, Patrick. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.

Smith, John. "Homelessness." *Encyclopedia Britannica*. 2009. Print.

There are tools you can use on the WWW to help you format your bibliography such as EasyBib www.easybib.com/ or Bibme www.bibme.org/.

Use the examples below if you decide to manually create your bibliography.

Books:

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

Smith, John. *The Sample Book*. Pittsburgh: BibMe, 2008. Print.

Magazines:

Last Name, First Name. "Article Title." *Journal Name* Volume Number (Year Published): Page Numbers. Medium.

Smith, John. "Studies in pop rocks and Coke." *Weird Science* 12 (2009): 78-93. Print.

Newspaper Articles:

Last Name, 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.

Websites:

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

Felluga, Dino. *Guide to Literary and Critical Theory*. Purdue U, 28 Nov. 2003. Web. 10 May 2006.

Interviews:

Last Name, First Name. Type of interview. Date conducted.

Jolie, Angelina. Phone interview. 11 Feb. 2009.

Surveys: (use the same format as Interviews)

Print Survey: Smith, John. "Hot Lunch Options." Survey. 6 June 2012.

Web Survey: Smith, John. "Hot Lunch Options." Survey. *Name of Web Site*. Publisher, 6 June 2012. Web. 29 Aug. 2012.