

Student Name: _____ Advisement Teacher: _____

Coastal Middle School MYP Community Service Project 2019-2020



CMS Creed: As a Coastal Seahawk, I will show respect for everyone. I will be open-minded. I will accept responsibility for my actions, and I will reflect on my choices.



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 both be right.

**Coastal Middle School
IB Middle Years Programme
8th Grade Community Project**

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IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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.

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.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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.

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.

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.

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.

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.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

What is the Community Service Project?

Have you ever been inspired to affect change in your community (class, school, city, state, country, and world)? The Community Service Project is your opportunity to identify a community need that is important to you and explore ways you can get involved in meeting that need. Throughout the process, you will reflect on your experiences and create a presentation to inform others about your project's impact on the community.

What are some examples of the Community Project?

All projects must be framed in one of the Global Contexts. Examples might include the following:

Identities and Relationships “Who am I? Who are we?”

- Visiting and reading to people in a children's hospital or elder care home
- Tutoring primary school students
- Researching the health effects of cola drinks and developing a campaign to promote healthy choices
- Preparing items for children in foster care
- Preparing care packages for victims of domestic abuse

Personal and Cultural Expression “What is the nature and purpose of creative expression?”

- Improving the environment in local care centers by creating a series of pictures to hang in the halls
- Performing a theatre play to raise awareness of bullying
- Promoting intercultural understanding through a graffiti contest

Globalization and Sustainability “How is everything connected?”

- Campaigning to raise awareness and reduce plastic straw waste use
- Passing a plan to local authorities for tree planting in an area in need of re-greening
- Creating a school or community garden

Orientation in Space and Time “What is the meaning of ‘where’ and ‘when’?”

- Joining a museum or historical society to help maintain, restore, and recover local history
- Researching the need for recreational facilities and starting a request to local officials

Scientific and Technical Innovation “How do we understand the worlds in which we live?”

- Helping a local community make an efficient, low-cost use of energy-powered devices
 - Developing a program to promote the use of wind energy for domestic devices
 - Designing equipment to meet the needs of special education students
- Campaigning to reduce paper use and to promote recycling
- Campaigning to reduce water, electricity or fuel waste

Fairness and Development “What are the consequences of our common humanity?”

- Campaigning for fair-trade awareness
- Supporting a local non-governmental organization that works on literacy in our town
- Addressing the concerns of immigrants and migrant populations

Why Do a Community project?

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 the environment. Service as action is an integral part of the program, especially in the MYP community project.

How Do I Start?

Your process journal (located in Google) will provide a guide throughout the process. Your homeroom teacher will provide time on designated days to discuss your progress on the project, but much of the work will need to be completed outside of these check-in dates.

What Steps Should I Follow?

Your study of Approaches to Learning (ATL) has prepared you for your Community Project. It is highly recommended that you use the Design Cycle shown on the back cover of this document (Investigate, Plan, Design, Create, and Evaluate). The stages in the development of your Community Project will include the following:

- Exploring and choosing a dedicated service with a clear focus on one of the global contexts
- Planning the project
- Gathering the necessary material
- Working on the project
- Using a journal or log effectively
- Presenting the outcome (reflection and showcase)

Investigating and Choosing the Goal and Topic

The best way to begin is to make a list of topics that interest or concern you. Use this list as a guide to identify needs within a community. Once you have chosen a need you will begin brainstorming ways to meet that need. Your process journal will guide you through this process and help you identify a realistic goal.

Planning the Project

The next part of the process is to use your process journal to plan the steps toward completing your project. You will need to ask yourself the following questions:

- Who do I need to contact to do this project?
- Where do I find the necessary materials?
- Am I going to do this alone or with a group of people?
- How much time will be required for the project?

Working on the project

Your process journal is a very important resource. It will guide you through the process and help as you reflect, analyze, criticize and synthesize your plans in a constructive way. Consult your homeroom teacher regularly with any questions or concerns.

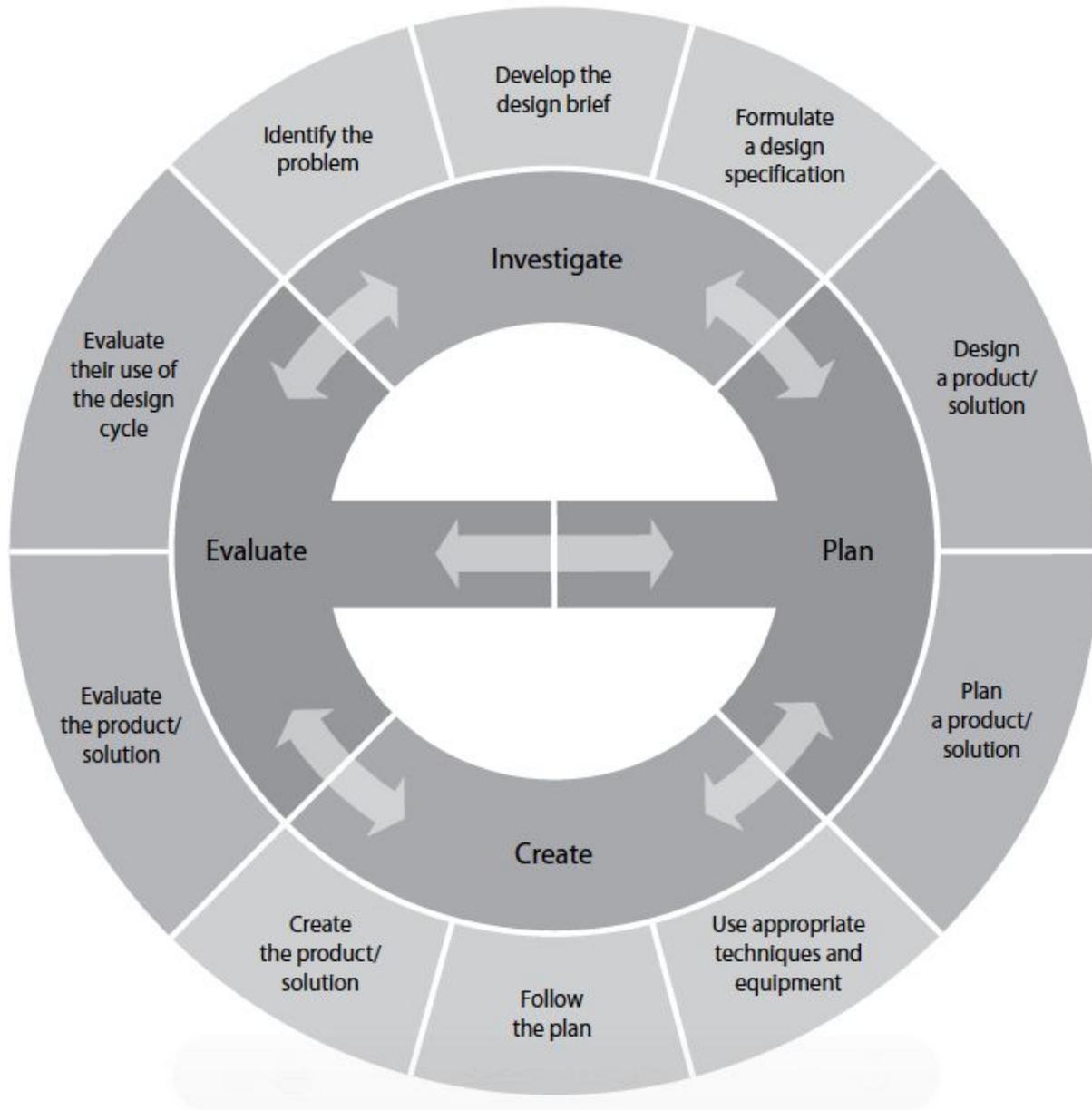
Presenting the Outcome

Your presentation is your opportunity to summarize the projects impact on the community, and on you. The presentation is a great opportunity to reach other people who might be interested in helping the community. Just as you do with all steps of the project, make sure to reference the Assessment Rubric to make sure you are meeting the criterion of the project. All elements (Investigating, Planning, Taking Action, and Reflecting) must be evident in your presentation.

Assessment Reporting

The assessment grade for your Community Project will be included as a summative grade. You will be graded on your research and investigative skills, planning, taking action (communication and social skills) and reflecting.

IB Design Cycle



8th Grade Community Project Timeline

<u>Date</u>	<i>Item</i>
August	Presentation of the 8th Grade Community Project, Brainstorm project
September through April	During advisement rotation, you will explore new opportunities, discuss as a whole group ideas and elements of community service, complete journal, and begin working on your presentation/project.
February Advisements	Check in with homeroom advisor. Where are you in the process? Have you made progress in community service goals? Do you need to consider new ideas/opportunities? What do you need to start your community service project?
April 24th	Log is due to your homeroom teacher. (check in) Continue working on/finalizing your project (trptych, poster, scrapbook, video, slideshow). This will be an assessment grade. A minimum of 10 hours should be logged.
February-April	Work on your display; be prepared to have your project on display at a showcase in May.
Week of May 4th	Project Showcase

Assessment Criterion:

Criterion A: Investigating

Maximum: 8

In the community project, students should:

- I. Define a goal to address a need within the 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: <ol style="list-style-type: none"> I. State a goal to address a need within the 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.
3-4	Students are able to: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> I. Define a clear and challenging goal to address a need within the 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	<ol style="list-style-type: none"> I. Define a clear and highly challenging goal to address a need within the 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	Students are able to: <ol style="list-style-type: none">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	Students are able to: <ol style="list-style-type: none">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	Students are able to: <ol style="list-style-type: none">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.
7-8	Students are able to: <ol style="list-style-type: none">I. Develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community.II. Present a detailed an 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 project, students should:

- I. Demonstrate service as action as a result of the project.
- II. Demonstrate thinking skills.
- III. Demonstrate communication and social 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: <ol style="list-style-type: none">I. Demonstrate limited service as action as a result of the project.II. Demonstrate limited thinking skills.III. Demonstrate limited communication and social skills.
3-4	Students are able to: <ol style="list-style-type: none">I. Demonstrate adequate service as action as a result of the project.II. Demonstrate adequate thinking skills.III. Demonstrate adequate communication and social skills.
5-6	Students are able to: <ol style="list-style-type: none">I. Demonstrate substantial service as action as a result of the project.II. Demonstrate substantial thinking skills.III. Demonstrate substantial communication and social skills.
7-8	Students are able to: <ol style="list-style-type: none">I. Demonstrate excellent service as action as a result of the project.II. Demonstrate excellent thinking skills.III. Demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the community project, students should:

- 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.

Achievement Level	Level Descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students are able to: <ol style="list-style-type: none">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	Students are able to: <ol style="list-style-type: none">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	Students are able to: <ol style="list-style-type: none">I. Present a substantial evaluation of the quality of the service as action against the proposal.II. Present a 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	<ol style="list-style-type: none">I. Present an excellent evaluation of the quality of the service as action against the proposal.II. Present an excellent reflections on how completing the project has extended their knowledge and understanding of service learning.III. Present detailed and accurate reflections on their development of ATL skills.

Reflections Worksheet

Coastal Middle School

IB MYP Community Project

(on Google Classroom)

It is important to reflect on your community service experience. Please fill out this reflection sheet on your volunteer experiences. Your reflection sheet must be turned in with your service hours to count towards your requirement.

Student Name: _____

Date: _____

HR Teacher: _____

Reflections:

1. What did you learn from your experiences?
2. What was the best part of your experiences?
3. What did you like least about your experiences?
4. How did your experience make a difference to others?
5. Would you encourage others to do service at this site? Why or why not?
6. What type of help could this site use more of?

