



Southwest Middle School

IF YOU WANT TO HANG WITH THE EAGLES, YOU HAVE TO LEARN HOW TO FLY!

6030 Ogeechee Road • Savannah, Georgia 31419

912.395.3540 • FAX 912.201.5831

Craig Daughtry Sr., Principal

October 4, 2017

Dear Parents/Guardians of 8th grade Students,

As members of our Southwest Middle community, we take pride in our many wonderful accomplishments, one such being our International Baccalaureate Middle Years Programme (IBMYP) status. Our teachers are passionate about creating globally-minded thinkers who have a love for learning and who understand the importance of giving back to one's community.

Part of our IBMYP curriculum responsibilities remains to guide our students on how to play a part in the ongoing construction of this community. As an IBMYP campus that ends in year 3 (8th grade), we are required to perform a cross-curricular 8th grade IBMYP Community Project that will allow students to consider how their knowledge and their actions can affect change within a community.

In order to support our students' efforts, we want to make sure our parents/guardians are aware of this requirement and the student responsibilities in order to complete the project. Please read the Acknowledgement of Responsibilities attached below. Review this document with your child, sign it, and have the student return this document to their project supervisor.

If you have any questions, please do not hesitate to e-mail, lakisha.gilford@sccpss.com or Tavares.brown@sccpss.com.

Thank you,
Tavares Brown
8th grade Administrator

8th Grade IBMYP Community Project Acknowledgement of Responsibilities

The Grade 8 Community Project is a major required activity for students to complete in year three (8th grade) of the MYP program at Southwest Middle School. Since Southwest Middle has been authorized to offer the program, the IBO now requires a community project for all 8th graders.

The community project focuses on community and service and gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project is completed individually or in groups of a maximum of three students. The choice of the topic for the project



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is made in consultation with an IB teacher who has the responsibility for supervising the development of the project according to the Assessment Criteria (provided to students in advisement which is based on International Baccalaureate Organization guidelines). The topic will address a real community base need that we hope will positive affect the students' community. Parent/Guardians will be a valuable resource to help students identify these needs.

The aims of MYP projects are to encourage and enable students to:

- participate in a sustained, self-directed inquiry within a global context
- generate creative new insights and develop deeper understandings through in-depth investigation
- demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- 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

While this project may seem like quite a bit of work, we are confident the rewards will be even greater, both for you as a student and the community whose need you chose to address.

Students will begin this month with selecting and researching the topic approved. Final presentations will be held in the month of May 2018.

Supervisor (Homeroom Teacher): _____

Student Name (Printed): _____ Date: _____

Student Signature: _____

Parent Name (Printed): _____ Date: _____

Parent Signature: _____

Preferred Method of Contact (phone or e-mail): _____

Please return this form to your homeroom teacher by October 31, 2017.

Community project assessment criteria: Years 3 or 4

Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1–2 | Students: <ol style="list-style-type: none"> 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. |
| 3–4 | Students: <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: <ol style="list-style-type: none"> i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge generally relevant to the project iii. demonstrate substantial research skills. |
| 7–8 | Students: <ol style="list-style-type: none"> i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project iii. demonstrate excellent research skills. |

Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- 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: <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: <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: <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: <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 and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills. |

Criterion C: Taking action

Maximum: 8

In the community project, students should be able to:

- 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: 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: 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: 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: 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 be able to:

- 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: <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: <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: <ol style="list-style-type: none"> 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 | Students: <ol style="list-style-type: none"> 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 detailed and accurate reflections on their development of ATL skills. |

Timeline

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

| Nov - Dec | Jan | Feb. | Mar. - Apr. | May |
|--|---|---|---|--|
| <p>INVESTIGATING</p> <ul style="list-style-type: none"> -Decide to work in group or individually -Choose supervisor -Pre-Project Reflection -Define a goal to address the need with the local or global community -Initial research (select relevant sources) -Record information and developments in process journal | <p>PLANNING</p> <p>There will be a couple days in January to work on planning with your group (if you have one) and supervisor.</p> <ul style="list-style-type: none"> -Develop a proposal for action -Continue research (select, evaluate and record information) -Prepare for "taking action" -Record information and reflections in process journal | <p>TAKING ACTION</p> <p>You must meet with your group (if you have one) and supervisor on your own time.</p> <ul style="list-style-type: none"> -Carry out the action plan -Record information and reflection in process journal | <p>FINAL REFLECTION PAPER</p> <p>Meet with your group and supervisor as needed.</p> <ul style="list-style-type: none"> -Type your Final Reflection Paper: -Evaluate the quality of the action taken compared to the plan -Reflect on your understanding of your topic through the Global Context you chose, ATLS and the IB Learner Profile -Select the extracts from the process journal to include in final paper -Complete the bibliography -Complete the academic honesty form | <p>PRESENTATION</p> <p>present your project and Final Reflection Paper for scoring.</p> |