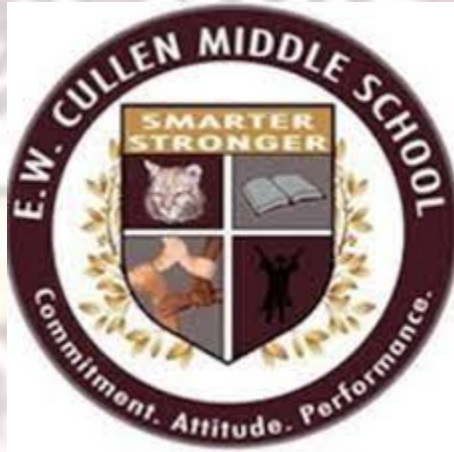


Cullen Middle School



Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date of Completion: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

## Cullen Middle School

### MYP Community Project Checklist/Timeline

*The Community Project is an inquiry-based project that encourages students to explore their interests and serve a need in their community. It is an opportunity for all Year 3 (8th grade) students to apply the skills and knowledge acquired throughout the MYP program at Cullen Middle School. Moreover, the Community Project helps students to further develop attributes of the IB learner profile and to demonstrate ATL skills acquired, practiced and mastered in the MYP. The MYP community project requires a minimum of 15 service hours in which students investigate, propose, plan, implement and present their project/action. It must be completed individually or with a partner.*

*What is our project:*

*Students will create a visual representation of how they are or will be able to help their community. The project will be a representation of diverse cultures and needs of those that are around us. Here are some examples of what you can do to complete the project:*

1. Give back to an elderly center (donations, projects or weekly volunteering)
2. Create a program for parents or students in community that will help them learn the importance of something
3. Teaching something new to students who are younger than you. Creating visual representation of what the program looks like and the timeline
4. Holiday gifts, cards or giveaway to a local hospital or shelter.

#### **STEP 1: Investigating (October)**

\_\_\_ Determine if working alone or with a group.

\_\_\_ Determine a need within a community and a goal to address the need

\_\_\_ Conduct initial research and gather information)

\_\_\_ Record information in process journal

\_\_\_ \* Review assessment rubric

\_\_\_ Complete the Community Project Proposal for Investigation

\_\_\_ 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.

## **STEP 2: Planning (October -December)**

\_\_\_ Develop a plan of action \_\_\_ Record information in process journal

\_\_\_ Continue research \_\_\_ Complete the Community Project Proposal

\_\_\_ Work on the preparation for the service for Action

\_\_\_ 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. Record meeting in Academic Honesty form.

## **STEP 3: Taking Action (October – January)**

\_\_\_ 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. Record meeting in Academic Honesty form

## **STEP 4: Reflecting (March)**

\_\_\_ Evaluate your project against your proposal criteria and reflect on your learning

\_\_\_ Complete Academic Honesty form \_\_\_ Prepare Bibliography

\_\_\_ Prepare Process Journal extracts \_\_\_ Prepare project board

\_\_\_ Prepare oral presentation

\_\_\_ 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 February. Record meeting in Academic Honesty form.

## **STEP 5: Presentation (April —date TBD)**

\_\_\_ Present project to committee: Date to be Determined submit process journal extracts, project board, and academic honesty policy.

## **STEP 6: Celebrate! \_\_\_ Attend Community Project Showcase event!**

The 15-hour IB requirement includes time meeting with faculty advisor, meeting with group members, researching, planning, taking action, reflecting in process journal, preparing project board, oral presentation, and supporting documents. Emphasis should be placed on the learning process and on giving back to the community

Introduction to the Community Project

## **Defining our Community Project!**

The aims of the 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
- communicate effectively in a variety of situations

### **Faculty Advisors will:**

1. Provide feedback and guidance to students in the process and completion of the project
2. Conference with students at regular intervals
3. Verify that students adhere to the established timeline and meet the assigned deadlines for each stage of the project.
4. Confirm the authenticity of the work submitted
5. Assess the MYP project using the criteria in this guide.

### **Components of the Community project**

- A completed academic honesty form for each student
- A proposal for action
- Records of participation in Service Learning
- Information from Instructor for Oral presentation and presentation dates
- A presentation of the project with supporting visual aids
- A bibliography/sources.

### **Completing the Community Project**

#### **Investigating**

It involves taking an inventory of student interests, skills and talents to be used in considering opportunities. This analysis requires: gathering information about the identified need through action

research that includes use of varied approaches: media, interviews of experts, survey of varied populations, and direct observation/personal experiences.

## **Planning**

Developing a proposal for action for the community project:

- Define a goal to address a need in the community, based on personal interests

Personal interests: be sure to select a topic that really interests you, as you will spend a good amount of time exploring it during the project completion.

Goal: it should be one that you can reasonably achieve in the suggested time frame of the project, with clear impact on your chosen community.

Some examples of goals are:

- to raise awareness
- to participate actively
- to research
- to inform others
- to create/innovate
- to change behaviors of others or thoughts
- to advocate
- More challenging goals may include several types of service
- Define a need: a condition or situation in which something is required or wanted.

Cullen Middle School

IB Project Investigation sheet

<u>What we know</u>	<u>What we need to know</u>	<u>What we want to learn</u>



### Academic Honesty Form

I declare on my honor that what is written in this work has been written exclusively by me and that, excluding quotations, no part has been copied from scientific publications, Internet (any type of programs, set of tools and others included) or research works - or, more generally, any other source - already presented in the academic field (but not only) by me, other students or third parties. In the case of parts taken from scientific publications, the Internet or any other document, I have expressly and directly indicated the source at the end of the quotation or at the foot of the page as well as having duly marked them in the text by quotation marks were indicated verbatim. I also declare that I have taken note of the sanctions with regards to plagiarism and any other illicit behavior as provided for in the current Study Regulations as well as described in Academic Integrity, a mandatory on-line test designed to prevent any instances of student misconduct. I have also clearly and unequivocally indicated which student has written each part.

Student name: \_\_\_\_\_

Grade: \_\_\_\_\_

School: \_\_\_\_\_

Student ID number: \_\_\_\_\_

Date: \_\_\_\_\_

Submitted by: \_\_\_\_\_

**Talking points with Scholar:**

<b>Meeting Dates</b>		
<b>Discussion points</b>		
<b>Conclusion</b>		
<b>Help needed</b>		

**Parent Support :**

- Realize that it is important to the program, school and student
- Ask your child about their project—it is a project that is meaningful to them
- Let them talk it through with you, ask them questions, ask to view their work. • Ask about their plan, process, progress, etc.
- Remind them of major deadlines.
- Drive them to any meetings or interviews necessary to accomplish their goal.
- Attend the Community Project Showcase
- Ensure that they attend school daily
- DO NOT DO THE PROJECT FOR THEM



## GLOBAL CONTEXTS FOR THE MYP PROJECT

Requirement: Students must identify one of these Global Contexts for their MYP Community Project and to establish the relevance of their inquiry (why it matters).

Students may consider the following questions as they choose a global context through which to focus their project.

Questions to ask?

- *What do I want to achieve through my Community Project?*
- *What do I want others to understand through my work?*
- *What impact do I want my Community Project to have?*
- *How can a specific context give greater purpose to my Community Project?*

**Identities and Relationships** - Who am I? Who are we? Explore ideas and beliefs, identities, 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** - Explore the meanings of where and when through personal histories; home and journeys; discoveries; explorations and of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, global and local perspectives.

**Personal and Cultural Expression** - What is the nature and purpose of creative expression? Explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.

**Scientific and Technical Innovation** - How do we understand the world in which we live.

**Globalization and Sustainability** - How is everything connected? Explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; and the impact on the world.

**Cullen MS Assessment Rubric**

Investigating	Planning	Taking Action	Planning
<p>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</p>	<p>i. develops 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</p>	<p>i. Demonstrate limited service as action as a result of the project                      ii. demonstrate limited thinking skills                      iii. demonstrate limited communication and social skills</p>	<p>i. presents a limited evaluation of the quality of the service as action against the proposal                      ii. present limited reflections on how completing the project have extended their knowledge and understanding of service learning</p>
<p>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</p>	<p>i. develops 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</p>	<p>Demonstrate adequate service as action as a result of the project                      ii. demonstrate adequate thinking skills                      iii. demonstrate adequate communication and social skills</p>	<p>i. presents an adequate evaluation of the quality of the service as action against the proposal                      ii. present adequate reflections on how completing the project have extended their knowledge and understanding of service learning                      iii. present adequate reflections on their development of ATL skills</p>
<p>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</p>	<p>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</p>	<p>i. Demonstrate excellent service as action as a result of the project                      ii. demonstrate excellent thinking skills                      iii. demonstrate excellent communication and social skills</p>	<p>i. presents an excellent evaluation of the quality of the service as action against the proposal                      ii. present excellent reflections on how completing the project have extended their knowledge and understanding of service learning                      iii. present excellent reflections on their development of ATL skills</p>
<p>Red – Not enough Information 1-3</p>	<p>Yellow- Vague but understanding 4-6</p>	<p>Green adequate information 5-9</p>	

What needs to be Submitted:

At the time of the presentation, you must submit:

- i. the proposal for action
- ii. process journal extracts
- iii. Project board & completed academic honesty form for each student
- iv. any supporting visual aids used during the presentation
- v. bibliography documenting all research

#### ***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:

- i. Name
- ii. Grade
- iii. Topic
- iv. Global context
- v. Description of research
- vi. Visual representation of topic

#### **Assessment:**

Assessment will be based on your project journal extracts and your oral report. The assessment rubric is displayed on the following page.

Assessment is based on 4 criteria:

- **1. Criterion A: Investigating**
- **2. Criterion B: Planning**
- **3. Criterion C: Taking action**
- **4. Criterion D: Reflecting**

***Reminder - 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***

## CMS Project 2020-2022



Projects that have been completed	Visuals/ presentation	Completion date
Holiday cards to elderly home	Video / vision board	Dec 2021
Socks / toiletries to hospital	Vision board	Dec 2021
Cooking class to neighbors in area	Video / vision board	Feb 2022