Arroyo School

An International Baccalaureate World School*

Arroyo is an authorized IB Primary Years Programme school.

Arroyo is a candidate school for the International Baccalaureate (IB) Middle Years Programme and pursuing authorization as an IB World School.*

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.

MYP Community Project Handbook 2023-2024

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ARROYO: AN IB WORLD SCHOOL

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MYP COMMUNITY PROJECT

A <u>required</u> project for 8th grade (Year 3) students focused on community and service as action.

PROJECT OVERVIEW

The Community Project is a culminating project for Year 3 of the **Middle Years Programme** (MYP). Students set a goal based on a need they see in their **community** and create a plan to **take action**.

TYPES OF SERVICE LEARNING

Direct Service: students have interaction that involves people, the environment or animals.

Indirect Service: though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.

Advocacy: students speak on behalf of a cause or concern to promote action on an issue of public interest.

Research: students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice.

REQUIREMENTS

- Students are required to spend approximately **15 hours** on their community project

- They may work individually or in a group of up to 3 students

- Each student or group will have an assigned supervisor

- Demonstrate action as a result of learning through a **global context**

PROCESS

1. Investigate
Define a need in the community based on personal interest. Conduct *research*.

2. Plan
Develop a proposal for action. Plan and record the process of the project. Practice *self-management*.

3. Taking Action
Demonstrate service as action. Demonstrate *thinking*, *communication*, and *social skills*.

4. Reflecting
Evaluate the quality of the service as action. Reflect on the process of the project. Reflect on the development of your skills.

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Community Project Assessment Criteria

Objective	Evidence

A: Investigating
 	
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
	☐ Student presentation
	☐ Research
	☐ Process Journal
	
	*Students may want to consider submitting their research paper as evidence and/or reflections about ATL research skill development.

B: Planning:
 	
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 of the project
    iii. demonstrate self-management skills.
	☐ Proposal for action
	☐ Process Journal
	☐ Student presentation
	
	*Students may want to consider submitting their ATL self-management skill development reflection(s), brainstorming documents, and/or communication log as evidence.

C: Taking Action:
 	
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
	☐ Process Journal
	☐ Student presentation
	
	Consideration of the supervisors rating sheet, analysis of recorded presentation, examination of visual aids will be considered when determining achievement level.

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.
	☐ Process Journal
	☐ Student presentation

Look at the Criterion Rubrics on page _____ for more information about the achievement levels and their descriptors.

Roles and Responsibilities

Role of the Student(s):
- Meet weekly with supervisor to discuss, evaluate, and plan

- Utilize self-management skills in order to fulfill the requirements of the community project.

- Choose topics that reflect moral and ethical reasoning.

- Observe safety, especially when taking action.

- Ensure academic honesty is utilized/met by citation of sources in both the written research paper and in the oral project presentation.

- Utilize documents provided to help investigate, plan, act, and reflect.

- Maintain required documentation in the *process journal*.

- Demonstrate the attributes of the Learner Profile.

- Develop and utilize ATL skills: *Communication, Thinking, Self-management, Social, and Research*.

Role of the Supervisor

The purpose of the supervisor is to support the student or group of students during the project. Each student, or group of students who have decided to work together will have a supervisor.
- Ensure the chosen topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues.

- Provide guidance to students in the process and completion of the project.

- Confirm the authenticity of the work submitted and help ensure the requirements for academic honesty are met.

- Assess the MYP project using the IB projects criteria and provide formative feedback throughout the process.

- Advise student(s) how to keep and use the process journal.

- Help forge and maintain relationships with community members and primary sources.

- Communicate with student(s) on a weekly basis. If needed, conduct quick check-in's between regular meetings.

- Maintain contact with parents and coordinator, especially if accountability is or could become an issue.

Role of the Parent(s)/Guardian(s):

Parents/Guardians are key supporters and advocates. Your help in identifying needs and resources in our community is valued.
- Help your child identify community needs and personal passions/ talents/ concerns as a foundation of the project.

- Provide support in the evenings and weekends, especially as the child takes action.

- Ensure timeline milestones are being met.

- Attend the presentation showcase and help invite other supporters.

Community Project Timeline

Each phase of the Community Project has a detailed checklist. Complete each phase and double-check with this checklist to ensure that you have completed the necessary tasks.

Investigating	**Planning**	**Taking Action**	**Reflecting**
October-December	January	February	March
☐ Determine a need in the community ☐ Define a goal to address a need within a community based on your personal interests ☐ Identify the *Global Context* for your project ☐ Conduct research on subject-specific knowledge related to your project ☐ Meet with your supervisor ☐ Record progress in your process journal	☐ Develop a plan for the action you will taking ☐ Complete your Proposal for Action ☐ Meet with your supervisor ☐ Record information and reflections in your process journal	☐ Carry out the approved service action ☐ Meet with your supervisor ☐ Record information in your process journal ☐ Begin writing your essay	☐ Reflect on your learning ☐ Complete your essay ☐ Submit your process journal ☐ Create your presentation slides

Process Journal

Students are required to use a process journal to document their progress throughout the community project. The journal is a way to provide evidence for the four objectives of the community project (Investigating, Planning, Action, Reflection.

The Process Journal is:

- Used throughout the community project to document its development

- An ongoing record of the process and accomplishments

- A place to record initial thoughts, brainstorming, and inquiries

- A place to record notes from interactions with teachers, supervisors, and groupmates

- A place to to document selected research sources to help with the bibliography

- A place to store information like pictures, ideas, quotes

- A place for evaluation the work completed

- A place to reflect on learning

- A place to record self- and peer-assessment feedback

Identifying a Global Context for Your Community Project

You are required to select one of the 6 MYP global contexts listen below to show how your project is a real-world issue. The global context that you pick will help you with your inquiry and research.

Identities and Relationships Who am I? Who are we? What does it mean to be human?	**Orientation in Time and Space** What is the meaning of "where" and "when?"	**Personal and Cultural Expression** What is the nature and purpose of creative expression?
Scientific and Technical Innovation How do we understand the world in which we live?	**Fairness and Development** What are the consequences of our common humanity?	**Globalization and Sustainability** How is everything connected?

Here are some examples of how linking your idea to a globa context can help guide your project

Global Context	Examples of Community Projects
Identities and relationships Students will explore 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.	• Tutoring classes providing additional or special instruction to primary school students • Food drive • Developing a campaign to prevent bullying
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; the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	• 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

Community Project Presentation Essay

Paragraph 1:
 	
Introduction
	● Who are you and why is this project important to you?
	● Thesis statement that:
	   a. Describes the community your project assisted.
	   b. Describes the need and goal of your service action.

Paragraph 2: **Investigating**	● State the problem/issue ● Provide data about the problem/issue. ● Describe how your Service Action Goal is connected to the Global Context you chose in your project. □ Identities and Relationships □ Scientific and Technical Innovation □ Orientation in Time and Space □ Fairness and Development □ Personal and Cultural Expression □ Globalization and Sustainability
Paragraph 3: **Planning**	● Describe what type of service you choose and why. ● What did you plan and learn through the planning? ● Who did you contact and how did they influence your work?
Paragraph 4: **Action**	● Describe the action you took. ● How were your skills, like research, thinking, and self-management, utilized and developed?

Paragraph 5:
 	
Reflecting
	● What were the results of your action and did it meet what you planned?
	● Discuss unexpected challenges and opportunities and their impact on the project and yourself.
	● How has completing this action/project changed your understanding of service learning?
	● Identify and describe how you have grown as a learner (ATL skills)
	
	   □ Communication
	   □ Social
	   □ Self-Management
	   □ Research
	   □ Thinking
	
	● Identify and describe how you have grown as person (Learner Profile).
	
	□ Principled □ Thinker
	□ Open-Minded □ Communicator
	□ Inquirer □ Risk-Taker
	□ Balanced □ Knowledgeable
	□ Caring □ Reflective

Paragraph 6: **Conclusion**	● Brief summary of experience ● Call to action

Assessment Criterion Rubrics

A. Investigating	
Achievement Level	**Objective Level Descriptor**
0	Students **do not** achieve a standard described by any of the descriptors below.
1-2	Students: 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: 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: 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: 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

B. Planning	
Achievement Level	**Objective Level Descriptor**
0	Students **do not** achieve a standard described by any of the descriptors below.
1-2	Students: 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: 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.
	Students:

5-6	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: 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.

C. Taking Action	
Achievement Level	**Objective 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.

D. Reflecting	
Achievement Level	**Objective Level Descriptor**
0	Students **do not** achieve a standard described by any of the descriptors below.
	Students: i. present a **limited** evaluation of the quality of the service as action against the proposal

1-2	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: 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: 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: 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.