

Alverta B. Gray Schultz Middle School
M.Y.P. Community Project Guide
2022-2023



***Theme: “Expressions and Reflections: My Community,
My World, My Experience”***

M.Y.P. Community Project Timeline Checklist

Grade 8- Year 3

October-November:

Step 1: Investigating

- ☐ Determine if you are working alone or with a group (maximum of 3 students per group)
- ☐ Select a mentor that will help guide you during your project
- ☐ Determine a need within the community and a goal to address the need
- ☐ Conduct initial research and additional goal information
- ☐ Record your information in a process journal
- ☐ Review assessment rubric
- ☐ Complete community project proposal for investigation
- ☐ Submit project proposal for investigation to mentor
- ☐ Meet with your mentor to review and discuss the items listed in the Investigating Phase

November-December

Step 2: Planning

- ☐ Develop a plan of action and Record information in process journal
- ☐ Continue research
- ☐ Complete the Community Project Proposal for Action
- ☐ Meet with your mentor and discuss the items listed in the Planning Phase

January-March

Step 3: Taking Action

- ☐ Carry out the service project and Record information in process journal

April

Step 4: Reflecting

- ☐ Evaluate your project and reflect on your learning
- ☐ Complete Academic Honesty Form
- ☐ Prepare your oral presentation
- ☐ Prepare your bibliography
- ☐ Prepare your Project Board
- ☐ Discuss your Oral Presentation with your mentor

May

Step 5: Presentation: May 24, 2023

CELEBRATE!!!

Role of the MYP Community Project Mentor

A mentor must be chosen by _____.

This person can be any one of the following:

- Your teachers: Language and Literature, Math, Science, Individuals and Societies, Physical Education, Health Education, ENL, HLA, Living Environment, Algebra, and any A.B.G.S. staff member
- Relative, neighbor, family member, or anyone who has an interest or expertise in your chosen area
- The role of your mentor is to guide and support you through the Community Project.

The role of your mentor includes:

- Providing guidance in the planning, research, and completion of the project
- Ensuring that the work is authentic
- Meeting with the student at least two times
- Making sure that the topic is realistic and that the desired product is achievable
- Ensuring that the student can clearly define their goal and specifications
- Making positive, constructive comments at each stage of the project

You are required to maintain regular contact with your mentor.

It is your responsibility to contact your mentor. It is a good idea to set appointments via email so that you can confirm the times.

The mentor is not expected to be an expert in your chosen project area, not expected to do your project for you. They are facilitators who will support and guide you on your learning journey.

REMEMBER... While you will receive support and guidance from your mentor, the community project must be your own work!



Overview

- At the heart of the IB philosophy is service learning. Service learning involves using skills and concepts learned in the classroom and applying them to a project that addresses an area of concern. The project promotes students' awareness and civic responsibility to take on service as action in the community. The project involves a cycle of inquiry, action, and reflection. Students can work independently or in groups of a maximum of three students.

Objectives

- Define a goal to address a need in the community
- Identify the global context
- Develop a proposal for action
- Implement action
- Share process

Requirements

- Minimum of 15-hour commitment to project
- Use of a process journal to record experience
- Mandated completion in final year of MYP (8th Grade)
- Students must communicate with a mentor to support efforts and provide guidance

**The
Community Project**

Types of Service Learning

Indirect Service Learning	Direct Service Learning	Advocacy Service Learning
Not always Visible Working indirectly with individuals and organizations to address a community issue or need.	Usually Visible Working directly with individuals and organizations to address a community issue or need.	Planning ,conducting, and/or creating awareness initiatives and events to address a community issue or need.
<u>Examples:</u> <ul style="list-style-type: none"> ➤ Painting rain barrels for land or water conservation ➤ Fixing buildings and structures ➤ Creating a community garden ➤ Shoe drive ➤ Canned food drive ➤ Hat, Glove, Toy Drive ➤ Creating promotional materials for a local organization 	<u>Examples:</u> <ul style="list-style-type: none"> ➤ Tutoring other students and adults ➤ Serving meals to the homeless ➤ Volunteering for disaster services ➤ Awareness assembly ➤ Flowers and notes to Senior Citizens ➤ School beautification project ➤ Cards for Veterans 	<u>Examples:</u> <ul style="list-style-type: none"> ➤ Bringing in a guest speaker and discussion on a topic of interest to the community ➤ Educating and promoting pesticide-free lawns among local schools and churches ➤ Working with elected officials to draft legislation to improve the community



MYP Project Rubric

Criterion A: Investigating	
<i>Define a goal to address a need within a community, based on personal interest; identify prior learning and subject- specific knowledge relevant to the project; Demonstrate research skills</i>	
Level	Level Descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students can: <ul style="list-style-type: none"> state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility; Identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance; demonstrate limited research skills
3-4	Students can: <ul style="list-style-type: none"> Outline an adequate goal to address a need within a community, based on personal interests; Identify basic prior learning and subject-specific knowledge relevant to some areas on the project Demonstrate adequate research skills
5-6	Students can: <ul style="list-style-type: none"> Define a clear and challenging goal to address a need within a community, based on personal interests Identify prior learning and subject-specific knowledge generally relevant to the project Demonstrate substantial research skills
7-8	Students can: <ul style="list-style-type: none"> Define a clear and highly challenging goal to address a need within a community based on personal interests Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project Demonstrates excellent research skills
Criterion B: Planning	
Level	Level Descriptor
0	Students cannot achieve a standard described by any of the descriptors below.
1-2	Students can: <ul style="list-style-type: none"> Develop a limited proposal for action to serve the need in the community Present a limited or partial plan and record of the development process of the project Demonstrates limited self-management skills
3-4	Students can: <ul style="list-style-type: none"> Develop an adequate proposal for action to serve the need in the community Present an adequate plan and record of the development process of the project Demonstrate adequate self-management skills
5-6	Students can: <ul style="list-style-type: none"> Develop a suitable proposal for action to serve the need in the community Present a substantial plan and record of the development process of the project Demonstrate substantial self-management skills
7-8	Students can: <ul style="list-style-type: none"> Develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community Present a detailed and accurate plan and record of the development process Demonstrates excellent self-management skills

Criterion C: Taking Action	
<i>Demonstrate service as action as a result of the project</i>	
Level	Level Descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1-2	Students can: <ul style="list-style-type: none"> state a goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility; Identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance; demonstrate limited research skills
3-4	Students can: <ul style="list-style-type: none"> Outline an adequate goal to address a need within a community, based on personal interests; Identify basic prior learning and subject-specific knowledge relevant to some areas on the project Demonstrate adequate research skills
5-6	Students can: <ul style="list-style-type: none"> Define a clear and challenging goal to address a need within a community, based on personal interests Identify prior learning and subject-specific knowledge generally relevant to the project Demonstrate substantial research skills
7-8	Students can: <ul style="list-style-type: none"> Define a clear and highly challenging goal to address a need within a community based on personal interests Identify prior learning and subject-specific knowledge that is consistently highly relevant to the project Demonstrates excellent research skills
Criterion D: Reflecting	
Evaluate the quality of the service as action against the proposal; Reflect on how completing the project has extended their knowledge and understanding of service learning, Reflect on their development ATL skills.	
Level	Level Descriptor
0	Students cannot achieve a standard described by any of the descriptors below.
1-2	Students can: <ul style="list-style-type: none"> Present a limited evaluation of the quality of the service as action against the proposal Present limited reflection on how completing the project has extended their knowledge and understanding of service learning Present limited reflection on tehri development of ATL skills
3-4	Students can: <ul style="list-style-type: none"> Present an adequate evaluation of the quality of the service as action against the proposal Present adequate reflection on how completing the project has extended their knowledge and understanding of service learning Present adequate reflections on their development of ATL skills
5-6	Students can: <ul style="list-style-type: none"> Present a substantial evaluation of the quality of service as action against the proposal Present substantial reflections on how completing the project have extended their knowledge and understanding of service learning Present substantial reflections on their development of ATL skills
7-8	Students can: <ul style="list-style-type: none"> Present an excellent evaluation of the quality of the service as action against the proposal Present excellent reflections on how completing the project have extended their knowledge and understanding of service learning Present excellent reflections on their development of ATL skills

Student Agreement

I understand that my child has a mandatory 8th grade MYP Community Project. This is a 15-hour commitment that I will support. I am aware that this project is due May 2023.

If there are any questions or concerns, please feel free to contact your child's individual and Societies teacher or the IB Coordinator.

Student's Name: _____

Student's Signature: _____

Parent/Guardian's Name: _____

Parent/Guardian's Signature: _____