



International Baccalaureate®
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Franklin Academy Cooper City

Middle Years Programme (MYP)

Community Project Guide

2016-2017

Student Name: _____

Group Members: _____

Teacher Advisor(s): _____

Franklin Academy Mission Statement

Utilizing a single-gender educational model, our mission is to create life-long learners by promoting a culture of high expectations while emphasizing character development and adhering to the principle that all children can learn.

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Dear MYP Year 3 Families,

Franklin Academy is excited to facilitate the MYP Community Project for all of our Year 3 MYP students. The Community Project is a requirement of the International Baccalaureate. The goal of this project is to empower students to explore their right and responsibility to take action on a specific need within the community.

Students will work collaboratively in small groups or individually to investigate, plan, and take action upon a need which they have identified within the community. MYP students will set goals for a project based on their personal interest. Some examples of possible goals are: to raise awareness, participate actively, research, inform others, create/innovate, change behaviors, and advocate. If a student chooses to participate actively, he or she will need permission from a parent or guardian because this will have to be completed outside of school. Other than that, all investigation, planning, implementation, and presentation will occur within school hours or during an evening exhibit that will be planned and advertised in advance. The MYP media center will be open every morning from 7:45AM-8:15AM and students also have open access to this resource throughout the day.

MYP teachers and staff will act in an advisory capacity with the responsibility of supervising the development of the project. Specific criteria and assessment rubrics are based directly from guidelines set forth by the International Baccalaureate Organization.

Franklin Academy expects this project to be a highly positive and rewarding experience. We want to continue to encourage our MYP students to learn about service and action in their community. Explicit guidelines and information can be found in this Community Project Handbook.

If you have any questions please contact Mr. Carnaggie at Carnaggie.Christopher@franklin-academy.org or Ms. Sander at Sander.Nancy@franklin-academy.org

Thank for your support.

Mr. Carnaggie
MYP IB Coordinator

What is the MYP Community Project?

The community project is an enriching experience that allows our MYP students to display the learner profile attributes and ATL skills that they have embodied here at Franklin Academy. The goal of the community project is to have all MYP Year 3 (8th grade) students explore their right and responsibility to take action within their community. The choice of the topic for the community project is made in consultation with an IB advisor who has the responsibility of supervising the development under specific criteria which is based directly from guidelines set forth by the International Baccalaureate Organization. IB advisors cannot assist in the completion of the community project since their role is to serve as an important tool for guidance and support. MYP students will be assessed based on specific assessment criterion and objectives set forth by the International Baccalaureate Organization, and these can be found in this document. At the conclusion of the community projects, students are expected to give an oral presentation and turn in extracts from their process journal. They will be asked to participate in Franklin Academy's Community Project Exhibit upon completion of the projects. Franklin Academy will be inviting all parents/guardians and members of the community to see the incredible and enriching student-driven projects.

AIMS:

- Participate in a sustained, self-directed inquiry within a global context;
- Generate creative new insights and develop deeper understanding 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; and
- Appreciate the process of learning and take pride in their accomplishments.

The Community Project is:

- Completed either individually or in groups of 1-3 students (a maximum of 3 students in a group)
- Completed over an extended period of time, minimum 15 hours
- Documented through a process journal
- Determined as MYP students identify current needs within the community
- Driven by student inquiry and exploration
- Focused on active involvement and reflection
- Assessed

The Community Project is NOT:

- Fundraising or donations
- A set guideline on a specific amount of hours needed

Types of Service Learning

- Direct Service- MYP students have interactions that involve people, the environment, or animals.
- Indirect Service- Though MYP students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.
- Advocacy- MYP students speak on behalf of a cause/concern to promote action on an issue of public interest.
- Research-MYP Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice.

Community Service Proposal

Individual or Team Member Personal Information

Student Name	Phone Number	Email

Project Information and Specifics

Need	
Goal	
Community	
Global Context (see page 5)	
ATL skills	
Plans to achieve goal	
Resources or supplies needed. Are there any cost?	

Group Agreements

How will you settle disagreements? How will you group work together to ensure all members equally participate?	
What practice will you put in place in case a team member is absent?	
Please indicate which learner profiles are the strongest and which are the weakest. How will you strengthen your weakest?	

Individual or Group Member Signatures

Print Name: _____ **Signature:** _____

Print Name: _____ **Signature:** _____

Print Name: _____ **Signature:** _____

Community Project Timeline

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
<u>Introduction</u> August 24 th - September 31 st	<u>Investigating</u> October 1 st - November 31 st	<u>Planning</u> December 1 st - January 31 st	<u>Taking Action</u> February 1 st - April 31 st	<u>Reflecting</u> May 1 st - May 31 st
<ul style="list-style-type: none"> ✓ Introduce to all MYP staff ✓ Introduce to all MYP year 3 students ✓ Introduce to all MYP year 3 parents/guardians in parent night 	<ul style="list-style-type: none"> ✓ Students decide the need within the local or global community ✓ Identify and utilize prior learning ✓ Define a goal to address the need within the local global community ✓ Initial research period of time ✓ Record research and information in process journal. <p>Note: The school will assign supervisors in this stage</p>	<ul style="list-style-type: none"> ✓ Develop a proposal for action ✓ Continue to research-select, evaluate, and acknowledge information ✓ Work on the preparation for the service as actions ✓ Record information and developments in process journals 	<ul style="list-style-type: none"> ✓ Carry out the service as action ✓ Record information and developments in process journals 	<ul style="list-style-type: none"> ✓ Evaluate the quality of service as action against the proposal ✓ Reflect on learning ✓ Prepare and complete oral presentation <p>Supervisors need to:</p> <ul style="list-style-type: none"> ✓ Give feedback on rehearsal oral presentations ✓ Ensure the students hand in their academic honesty form, process journal extracts and bibliography ✓ Assess the project ✓ Standardize the assessment of the presentation ✓ Provide feedback

Assessment Objectives

(source IBO)

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 accessibilityii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance
3–4	Students: <ol style="list-style-type: none">i. outline an adequate goal to address a need within a community, based on personal interestsii. identify basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. 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 interestsii. identify prior learning and subject-specific knowledge generally relevant to the projectiii. 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 interestsii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. 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: <ul 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: <ul 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: <ul 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: <ul 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: <ul style="list-style-type: none">i. demonstrate limited service as action as a result of the projectii. demonstrate limited thinking skillsiii. demonstrate limited communication and social skills.
3–4	Students: <ul style="list-style-type: none">i. demonstrate adequate service as action as a result of the projectii. demonstrate adequate thinking skillsiii. demonstrate adequate communication and social skills.
5–6	Students: <ul style="list-style-type: none">i. demonstrate substantial service as action as a result of the projectii. demonstrate substantial thinking skillsiii. demonstrate substantial communication and social skills.
7–8	Students: <ul style="list-style-type: none">i. demonstrate excellent service as action as a result of the projectii. demonstrate excellent thinking skillsiii. 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.

What Types of Projects Can We Do?

Global Contexts (source IBO)

IDENTITIES & RELATIONSHIPS <ul style="list-style-type: none">• Laughter therapy campaign in children's hospital or elder care home• Tutoring classes providing additional or special instruction to primary school students• Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines
ORIENTATION IN SPACE AND TIME <ul style="list-style-type: none">• Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history• Making a plan for wheelchair accessibility• Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions
PERSONAL AND CULTURAL EXPRESSION <ul style="list-style-type: none">• Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors• Performing a theatre play to raise awareness on bullying• Promoting intercultural understanding through a graffiti contest
SCIENTIFIC AND TECHNICAL INNOVATION <ul style="list-style-type: none">• Helping a local community make an efficient, low-cost use of energy-powered devices• Developing a programme to promote the use of wind energy for domestic devices• Campaigning to reduce paper use and to promote recycling• Campaigning to reduce water, electricity or fuel waste
GLOBALIZATION AND SUSTAINABILITY <ul style="list-style-type: none">• 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
FAIRNESS AND DEVELOPMENT <ul style="list-style-type: none">• Campaigning for fair-trade awareness• Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in our town• Addressing the concerns of immigrants and migrant populations

Process Journal

The process journal is used to document and record progress maintained throughout the Community Service Project. The format of the process journal will be determined by the individual student or group of students. Process journals can be either written, visual, audio or a combination of these. Students will be responsible for providing evidence of addressing the four objectives to achievement at the highest levels. Students will be required to submit extracts of their process journal. Students should carefully and wisely choose what extracts they use as evidence in all four objectives. An extract may be, but is not limited to any of the following: visual thinking diagrams, bullets list, charts, short paragraphs, notes, timelines, action plans, annotated illustrations, annotated research, pictures/sketches, or a 30 second visual or audio clip. Students working individually should select a maximum of 10 individual extracts. Students choosing to work in a group on the Community Project will submit a maximum of 15 extracts for evidence.

The process journal is:

- used throughout the project to document its development
- a place to record thoughts and developments, brainstorming, possible lines of inquiry and further questions raised.
- a place for recoding interactions with sources, for example teachers, supervisors external contributors
- a place to record research and to maintain a bibliography
- a place for storing useful information, for example quotations, pictures, ideas photographs a place for evaluating work completed
- a place for reflecting on learning
- devised by the student in a format that suits his or her needs
- a record of reflections and formative feedback received

The process journal is NOT:

- used on a daily basis (unless this is useful for the student)
- written up after the process has been completed
- additional work on top of the project; it is part of and support for the project
- a diary with detailed writing about what was done
- a static document with only one format

Academic Honesty Form

Student's Name			
Supervisor's Name			
<p>Students, this document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least 3 times: at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once you are ready to present your project. Meeting documentation should be recorded below.</p> <p>Supervisor, you are asked to have at least three supervision sessions with students, one at the start of the process, an interim meeting and then the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you and the student should both sign.</p>			
	Date	Main points discussed	Signature/Initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:
Meeting 3			Student: Supervisor:
Supervisor Comments:			
<p>Student Declaration: I confirm that this is my own work and this is the final version. I have acknowledged, in the body of my work, each use of the words, work, or ideas of another person(s), whether written, oral, or visual.</p> <p>Supervisor Declaration: I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>			
Student Signature:			Date
Supervisor Signature:			Date

Presentation

At the end of the community project, you or your group will present your project in front of your homeroom class. The community project will be assessed by your Project Advisor along with one or two other Project Advisors for standardization. The final score will then be submitted to the IB Coordinator and reflected on your Manage Bac report card.

Notes:

- Students who choose to complete the Community Project individually will be assessed on their individual work for the project. The time allocated for an individual presentation is 10-12 minutes.
- Students who choose to work within a group on the Community Project will all received the same grade. Supervisors may award students different achievement levels for their participation and performance with the approval of the IB Coordinator. Evidence must be submitted to the IB Coordinator to award students within a group a different achievement level. The time allocated for a group presentation is 12-15 minutes.
 - During the group presentation all students should have an opportunity to speak and present information.
- Students who do not complete the Community Project will not be considered for recognition of the completion of the IB MYP at Franklin Academy.

At the time of the presentation students must submit the following:

- A completed academy honesty form for each student.
- The proposal for action
- Process journal extracts
 - 10 for the individual community project
 - 15 for group community projects
- Any supporting visual aids for their presentation
- Bibliography/sources (Please refer to the Academic Honesty Policy for details on proper citations. This document can be found on the school website under the IB tab and in all classes.

Exhibit

In late May, all MYP Year 3 (8th grade) students at Franklin Academy will hold a family and community event showcasing all community projects. All Year 3 students will have an important role in presenting their projects to all who attend. The forum will be similar to the IB Symposium we currently hold. Franklin Academy will also be taking photos of and recording the exhibit to capture the event for sharing with our local and the global IB community.

Reflection Questions

Directions: At the conclusion of the Community Project exhibit, all MYP Year 3 students will be required to assess and reflect upon their experience. All MYP student will meet with their advisors to discuss their reflection in an effort to promote personal growth and programme development. Student responses will be maintained as part of their academic records.

1) How has this project helped you to grow as a civic minded part of your community?

2) Discuss the most challenging part of the project and how you or your group overcame these obstacles?

3) Describe the ATL skills that you have used in your project and explain how you have improved your skills or why you still need to further develop them.

Bibliography