Community Project Guide

2019-2020

Franklin Academy
Pembroke Pines K-8 Campus
International Baccalaureate Middle Years Programme

Student Name: _____

Group Members: _____

Advisor(s): _____

Franklin Academy Pembroke Pines MYP Mission Statement

Utilizing an intercultural-mindedness model and a standards-based curriculum, the mission of Franklin Academy is to create compassionate, engaged, life-long learners by promoting a culture of collaboration and high expectations that emphasizes character development through active service in the local, national and international community, while adhering to the principle that all children can learn.

Dear MYP Year 3 Families,

Franklin Academy Pembroke Pines (K-8) International Baccalaureate (IB) Middle Years Programme (MYP) is excited to continue implementation of the MYP Community Project for all of our Year 3 MYP students. The Community Project is a requirement of the International Baccalaureate Organization (IBO), with a goal of empowering students to identify their passions, explore their rights and responsibilities and take action on a specific need they have identified in the community that will move our community closer to the goal of social justice.

Students will work collaboratively in small groups of three or fewer (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 interests. Some examples of possible goals are: research, inform others to raise awareness, advocate changing behavior, create/innovate a novel solution and/or actively participate in addressing/solving the identified problem with an area agency. If a student chooses active participation through volunteering or working with a community organization, he or she will need permission from a parent/guardian. Active participation with community organizations will take place outside of school hours, so it will be the responsibility of the student to secure transportation to and from activities. Other than that, most investigation, planning, implementation, and presentation will occur within school hours or during an exhibit that will be planned and advertised in advance. The MYP Media Center will be open every morning from 7:45AM-8:15AM.

Advisors will be matched with students and may be Franklin Academy Pembroke Pines (K-8) Faculty or Staff or community partners. Advisors have the responsibility of supervising the development of the project with specific guidelines and criteria. The Community Project will be assessed using the required Project Criteria and Rubrics based directly on 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 as Action in their community. Explicit guidelines and information can be found in this Community Project Handbook.

If you have any questions please contact Ms. Ross at Ross.Kathy@franklin-academy.org or Mrs. Titus at Titus.Kisha@franklin-academy.org.

Thank for your support.

Kathy Ross

IB MYP Coordinator
Franklin Academy Pembroke Pines (K-8)

What is the MYP Community Project?

The Community Project is an opportunity for our MYP students to display the IB Learner Profile attributes and ATL skills that they have learned and come to embody during their time in the MYP. The goal of the Community Project is to have all MYP Year 3 students explore their rights and responsibilities to take action within their community by selecting an appropriate form of service learning in order to adequately explore and address their project topic. There are several types of service learning, according to the IBO. They include:

1. <u>Direct Service</u>- MYP students provide support to an organization or cause by doing hands-on, one-on-one support in the field.
2. <u>Indirect Service</u>- MYP students provide support to a cause through fundraising or another type of project. They serve in large-scale projects that work with communities or the environment, instead of face-to-face experiences.
3. <u>Advocacy</u>- MYP students work to raise awareness of a cause or issue. They establish and/or lead campaigns that promote change in support of a community issue.
4. <u>Research</u>- MYP students carry out research that provides information about the underlying issues regarding a cause. They create a report and/or write articles that inform others of the issue and how others can become involved in bringing about change.

When MYP Students complete their Community Project, they will have selected activities that focus on Service as Action, created a Process Journal and given a final presentation at the end of the semester. The choice of the topic for the Community Project is made in consultation with a Project Advisor who has the responsibility of supervising the development of the Project under specific criteria determined by IBO. Advisors do not assist in the completion of the community project; instead, their role is to serve as an important resource for guidance and support.

In order to determine the focus of the Community Project, MYP students must identify and define a goal that is aimed at a community need aligned with their personal interests. The community can be local, national, virtual or global. It will be important for students to consider the feasibility of fully reaching their goal in the given time period and selecting a goal that is appropriately challenging based on their topic and other factors. Once they have determined their goal, they will select the global context for their project, based on the six global contexts defined by IBO. The global contexts include personal and cultural expression, identities and relationships, orientation in space and time, fairness and development, scientific and technical innovation, and globalization and sustainability.

The Community Project will be proposed to the students' Advisor using the Project Proposal Form included in this guide. MYP students will design, investigate, problem-solve and decide which activities will help them to complete their project. Once the Proposal is approved, the

MYP students will immediately move into the second phase of the Project.

Phases of the Community Project

The Community Project can be divided into four phases:

Phase 1	Phase 2	Phase 3	Phase 4
Introduction/ Investigating	**Planning**	**Planning/Taking Action**	**Reflecting**
September	October	October/November	December
- Introduce to all MYP Faculty and Staff, Year 3 Students, and the families of all Year 3 Students - Explain the use of the Process Journal - Brainstorm/generate possible project ideas - Establish groups for the Project - Determine which community will be targeted and the need within the community - Define the goal of the Project - Conduct initial research, selecting relevant resources and recording information to be used for decision-making and creation of the Project - Assign Project Advisors (completed by the school) - Complete Proposal for Action	- Continue to research, select, evaluate and cite resources - Prepare for Service as Action "Work in Progress" Session is held to show progress by the end of Phase 3.	- Complete Service as Action activities - Continue to research, select, evaluate and cite resources	- Compare quality of Service as Action to proposed activities - Reflect on learning - Complete Oral Presentation - Project Advisors Give feedback on presentation - Review paperwork, including Academic Honesty Form, Process Journal, Artifacts and Bibliography - Standardize assessment of the presentations - Assess project - Provide feedback to students

As the students are working on their projects, they will maintain a Process Journal, documenting their work and recording their progress. The format of the Process Journal will be determined on a group-by-group basis, based on the most appropriate use of written, visual, audio or a combination of these methods of recording. Students will be responsible for providing evidence of addressing the four objectives to achievement at the highest levels. They will receive consistent guidance and feedback from their Advisor as they work. This Process Journal will be part of the final Project and will be submitted upon presentation of the Community Project.

Groups will also be required to submit artifacts from their process journal. Students should carefully choose which artifacts they will use as evidence for completion of all four objectives. An artifact may be, but is not limited to, any of the following: visual thinking diagrams, lists, charts, short paragraphs, notes, timelines, action plans, annotated illustrations, annotated research, pictures or sketches, or a 30-second visual/audio clip. Students working individually should select 10 individual artifacts. Students choosing to work in a group will submit 15 artifacts.

The process journal is:

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

MYP students will be assessed based on the MYP Project Criteria and Objectives outlined below.

	Criterion A: Investigating	Criterion B: Planning	Criterion C: Taking Action	Criterion D: Reflecting
	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.	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	Students should be able to: i. define service as action as a result of the project ii. demonstrate thinking skills iii. demonstrate communication and social skills.	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**	**Level Descriptor**	**Level Descriptor**	**Level Descriptor**
0	Students do not achieve a standard described by any of the descriptors below:	Students do not achieve a standard described by any of the descriptors below:	Students do not achieve a standard described by any of the descriptors below:	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	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	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	Students: 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: i. outline an adequate goal to address a need within a community, based on personal interests, but this may be limited in depth or accessibility ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research skills	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: i. demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills	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. 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	Students: 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	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	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. 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 consistently highly relevant to the project iii. demonstrate excellent research skills	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	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	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

At the end of the Community Project, groups will present their projects to their Design classes. The community project will be assessed by the Project Grading Committee for standardization purposes. The final score will then be submitted to the Community Project Supervisor and recorded on the IB MYP Report Card.

Note:
- Students who complete the Community Project individually will be allocated 5-7 minutes for their presentation.
- Students who choose to work within a group on the Community Project will be allocated 8-10 minutes for their presentation. During the group presentation all students should speak and present information.
- Students who choose to work within a group on the Community Project will all receive the same grade. Advisors 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 in order to award students within a group different achievement levels.
- Students who do not complete the Community Project will not be considered for recognition of the completion of the IB MYP at Franklin Academy Pembroke Pines K-8 Campus.

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

- A completed Academy Honesty Form for each student in the group
- The proposal for action
- Process journal artifacts (10 for individual Projects, 15 for group Projects)
- Any supporting visual aids for their presentation
- Bibliography (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.)

At the conclusion of the Community Project, students will be invited to participate in the Franklin Academy Pembroke Pines (K-8) MYP Community Project Exhibition. All Year 3 students will have an important role in presenting their projects that day. The Exhibition will provide members of the school community to see the incredible and enriching student-driven projects as they display their reports, give presentations or present their work in other approved formats. Franklin Academy will also be taking photos of and recording the exhibit to capture the event for sharing with our local community and the global IB community.

Community Project Proposal Form

Name	Phone Number	Email

Project Description

Need	
Goal	
Community	
Global Context	
ATL Skills	
Plans to achieve goals	
Resources or supplies needed	
Any associated costs?	

Group Rules & Procedures

How will you settle disagreements?	
How will you work together so all members participate equally?	
What will you do if a team member is absent?	

Please sign to indicate that you agree to the information on this proposal and will adhere to the rules and guidelines of the Community Project.

Print Name:_____   Signature:_____

Print Name:_____   Signature:_____

Print Name:_____   Signature:_____

Advisory Form

Student Name(s)	
Advisor Name	

This document records the content and nature of your discussions with your Advisor. You should meet with your Advisor at least 3 times: at the start of the process to discuss your initial ideas, once you have completed a significant amount of your project, and once you are ready to present your project. 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.

Meeting	Date	Main Points Discussed	Signatures/Initials
1			**Student(s):** **Advisor:**
2			**Student(s):** **Advisor:**
3			**Student(s):** **Advisor:**

Advisor Comments:

Student Declaration: I confirm that this is my own work. I have acknowledged, in the body of my work, the use of the words, work, or ideas of another person(s), whether written, oral, or visual.

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Supervisor Declaration: I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.

Signature: _____ Date: _____

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 students 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.