



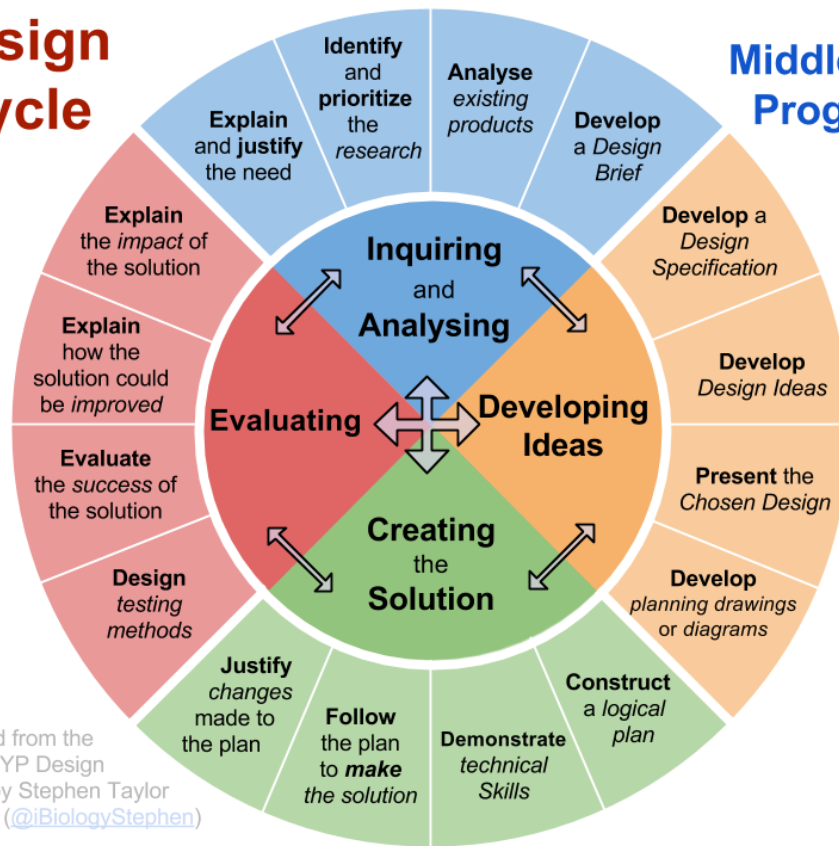
Student Name: _____ Project Supervisor: _____

Grade 8 Community Project Guide and Syllabus 2018 – 2019

Union Academy Design Website
<http://uaelectives.weebly.com/design.html>

Design Cycle

Middle Years Programme



Adapted from the IB MYP Design Guide by Stephen Taylor (@iBiologyStephen)

Grade 8 Community Project



Adapted from the IB MYP Design Cycle & Guide to MYP Projects; credit to Stephen Taylor - Canadian Academy, Kobe, Japan - Personal Project Cycle and Service Learning Cycle.

technalogy 2016-2017

Summary of MYP Community Project

The MYP community project is a semester long product/solution in which students independently propose, plan, implement and present a project that they feel will **serve a need within a community outside of school**. Students will meet with a faculty supervisor on a regular basis. Throughout the project they will need to write a proposal for a project of their choice that services a community and maintain a Process Journal. They will determine what they need to know and research their topic. Students will create a plan of action to complete the project and follow that plan. Finally, they will present their project, its results, and their documents to an audience for assessment.

The MYP Community Project

The 8th Grade Community Project is an important and required part of the IB Middle Years Programme at Union Academy. The *community project* focuses on community and service and encourages students to explore their right and responsibility to implement service as action in the community. The community project provides students an opportunity to take what they have learned at Union Academy to positively impact the needs of various communities **outside of school**.

In the community project, students can

- “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 of time
- Communicate effectively in a variety of situations
- Exhibit responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments (*IB MYP Projects Guide*)”

Students will work individually to complete this project. Each student is responsible for maintaining a process journal which is used to record work and reflections throughout the completion of the project. The *IB MYP Projects Guide* states that students are expected to spend at least 15 hours of independent inquiry and work on their community project. Each student who meets the criteria of each objective and successfully completes the project will receive 50 community service hours.

COMMUNITY PROJECT: The MYP Community Project will be introduced to students during their Design class period. It is the expectation that each eighth grade student will complete a project.

ADVISEMENT: Students will meet with an assigned faculty supervisor as designated on the MYP Community Project Timeline. Supervisors will provide

students with guidance for the MYP community project, a timetable of deadlines, assessment criteria, advice on maintaining and using the process journal, feedback and academic honesty requirements.

TIME COMMITMENT: The minimum 15 hour time requirement spent on the community project includes meeting with advisors, independent inquiry, planning, development, completion of the community project, and reporting on the project. Students will document their time via the process journal. If completed successfully, this project will fulfill Union Academy’s 20 hours of service required for all eighth grade students.

EVALUATION OF PROJECT: The project will be scored with an IB assessment rubric such as those used in all other classes. The detailed rubric is included in the back of this guide (p.22) and is also available on the UA website. The rubric coordinates with project objectives, listed below.

Objective	Category	Evidence	Points
A	Inquiring and Analyzing: Investigating	Investigation for Action	0-8
B	Developing Ideas: Planning and Design	Proposal for Action	0-8
C	Create a Solution: Taking Action	Presentation of Action	0-8
D	Evaluating: Reflecting	Presentation of Action	0-8

PRIMARY ACTION EXAMPLES:

- Literacy for Littles – writing multiple stories for children, including interactive illustration pages; visit local schools and read to and with students
- Art Through the Ages – once a week visits to local nursing home, allowing the elderly to express themselves through art
- Catch & Release - organize an after school club for young anglers to teach the art of fishing and emphasize the importance of the environment and conservancy by adopting a local lake
- Oh, Snap! – design a campaign to raise awareness for potential drivers of the dangers of phone use (SnapChat, texting, etc.) while driving. Create informational postcards to distribute within the community, placing on cars, bicycles, and at local establishments.

SECONDARY ACTION/SUPPORT EXAMPLES:

- Websites
- Blogs
- GoFundMe
- Social Media
- Donation boxes/Collections
- Fundraisers

MYP Community Project Timeline and Supervisor Check-In

<p>Introduction of MYP Community Project</p> <ul style="list-style-type: none"> • Distribute Community Project Guide • Review Guide w/Requirements • Assign Community Project Plan 	<p>Week 1</p>
<p>Supervisor Check-In #1 A: Investigating</p> <ul style="list-style-type: none"> • Determine a need within the community • Define a goal (p.11) to address the need • Conduct initial research and gather information (always document sources) • Record information in Process Journal (identify ATL skills) • Meet with supervisor 	<p>Week 5</p> <p>Supervisor Signature: _____</p>
<p>Supervisor Check-In #2 B: Planning</p> <ul style="list-style-type: none"> • Develop a plan for action • Continue research (always document sources) • Record information in Process Journal (identify ATL skills) • Meet with supervisor 	<p>Week 10</p> <p>Supervisor Signature: _____</p>
<p>Supervisor Check-In #3 C: Taking Action</p> <ul style="list-style-type: none"> • Carry out your plan of action for your Community Project • Record information in Process Journal (identity ATL skills) • Meet with supervisor (this should be your third meeting) 	<p>Week 14</p> <p>Supervisor Signature: _____</p>
<p>Supervisor Check-In #4 D: Reflecting/Evaluating</p> <ul style="list-style-type: none"> • Evaluate your project against your proposal • Complete an electronic presentation, in addition to a hands on display • Select 10 extracts from your Process Journal • Complete the bibliography (MLA) • Present presentation preview to supervisor for approval • Complete Academic Honesty Policy with your supervisor 	<p>Week 16</p> <p>Supervisor Signature: _____</p>
<p>Supervisor Check-In #5 Final Presentation</p>	<p>Weeks 18-19</p>

November (S1) and April (S2) are ACTION months!!!

Union Academy Middle Magnet School 8th Grade Community Project Timeline

Week 1	Weeks 2-4	Weeks 5-9	Weeks 10-13	Weeks 14-16
INTRODUCTION	A: INVESTIGATING	B: PLANNING	C: TAKING ACTION	D: REFLECTING
<ul style="list-style-type: none"> ✓ Brainstorm and generate possible ideas ✓ Record information and developments in process journal ✓ Honesty policy ongoing throughout all phases 	<ul style="list-style-type: none"> ✓ Decide on the need within the local or global community ✓ Identify prior learning ✓ Define a goal to address the need within the local or global community ✓ Initial research period—select relevant resources and gather information ✓ Record information and developments in process journal 	<ul style="list-style-type: none"> ✓ Develop a project proposal and action plan—this must be completed near the start of this phase ✓ Continue research—select, evaluate and acknowledge information ✓ Work on the preparation for the service as action ✓ Record information and developments in process journals ✓ Attend a work in progress with supervisor 	<ul style="list-style-type: none"> ✓ Carry out the service as action ✓ Record information and developments in process journals ✓ Begin preparing presentation ✓ Sustainable and done more than once ✓ Take pictures and/or videos ✓ Entries in process journal 	<ul style="list-style-type: none"> ✓ Evaluate the quality of service as action against the proposal ✓ Reflect on learning ✓ Prepare, then complete oral presentation ✓ Select the extracts from the process journal to submit ✓ Complete the bibliography ✓ Complete the academic honesty form ✓ ATLs must be detailed in reflection

RESEARCH

PROCESS JOURNAL

COMMUNICATE AND COLLABORATE WITH OTHERS

Presentations will take place Weeks 18-19.

	First Semester	Second Semester
Investigating	August	January
Planning	September/October	February/March
Taking Action	November	April
Reflecting	December	May

Process Journal

Students are required to keep a process journal for the community project. It is important to have one place where students keep all materials related to the community project. The journal will keep a record of the insights the student gathers while working on the project, or problems faced and how the student handles those issues. In addition, the process journal will provide documentation necessary for creating a bibliography.

The process journal will be maintained on the computer in OneNote. **OneNote is available on any device with access to the internet.** The process journal must be updated daily. **Each journal entry must be dated and titled. Tags should be included to organize information for each entry.**

OneNote process journal documentation should include the following:

Objective A	Objective B	Objective C	Objective D
<ul style="list-style-type: none"> • Meaningful and relevant information from a variety of sources (minimum 10) • Highlighted main points • Notes related to content • Tags for ideas, important information, questions, summary, etc.) • Graphs, charts, data, statistics • Citations • Global Context and relevance to project • Most significant ATL skill with written description of how it was used in this objective 	<p>Detailed plan, including:</p> <ul style="list-style-type: none"> • Marketing materials • Advertising • Step by step action plan • Visual evidence of plan and design • Tags for ideas, important information, questions, summary, etc.) • Established community partnerships • Project contacts • Location, time, date approved by community contact • Most significant ATL skill with written description of how it was used in this objective 	<ul style="list-style-type: none"> • Action that follows the action plan • Evidence of that action through pictures and videos • Tags for ideas, important information, questions, summary, etc.) • Immediately following the action, a thank you note must be sent to each partner and contact who participated in the project • Most significant ATL skill with written description of how it was used in this objective 	<ul style="list-style-type: none"> • Reflecting on every aspect of your project through research, planning, and action • Tags for ideas, important information, questions, summary, etc.) • Most significant ATL skill with written description of how it was used in this objective

The process journal is:

- * used throughout the project to document its development
- * an evolving record of intents, processes, accomplishments
- * a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and questions raised
- * a place for recording interactions with sources, for example teachers, supervisors, external contributors
- * a place to record selected, annotated and/or edited research and to maintain a bibliography
- * a place for storing useful information, for example quotations, pictures, ideas, photographs
- * a means of exploring ideas and solutions
- * 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.

Process Journal Example and Tags

Example:

8/9/2018 Research Example - OneNote

File Home Insert Draw History Review View Class Notebook


2017-2018 S1 Community Projects
Process Journal

Investigating Planning Taking Action Reflecting

Ocean pollution

Each year, billions of pounds of trash and other pollutants enter the ocean.

Where does this pollution come from? Where does it go? Some of the debris ends up on our beaches, washed in with the waves and tides, some sinks, some is eaten by marine animals that mistake it for food, and some accumulates in ocean gyres. Other forms of pollution that impact the health of the ocean come from a single, known source, such as oil spills, or from accumulation of many dispersed sources, such as fertilizer from our yards.



<http://www.noaa.gov/resource-collections/ocean-pollution>

World's Top 10 Polluting Countries 2012

Country	Polluting Million Tonnes
China	6,108
United States	5,833
Russia	1,704
India	1,293
Japan	1,247
Germany	858
Canada	614
United Kingdom	586
South Korea	514
Iran	471

<https://sewageoceanpollution.weebly.com/statistics--graphs.html>

Today I discovered that ocean pollution is far more serious than I ever imagined. Not only does the trash have an effect on our beaches, causing them to look unsightly, it also brings unbelievable trouble for marine life. When animals mistake pollution for food it can lead to injury, illness, or even death. This makes me feel sad and angry at the same time. How could something so easily preventable be taking place in our waters?

- What happens to the animals that mistake pollution for food?
- Are there any trash items that could be collected and used in another way?
- Try to locate and contact someone for more information about using ocean pollution items for art projects.
- Continue to research how ocean pollution harms marine life.
- Find articles about ocean pollution and art.
- Find images of animals that have been affected by ocean pollution.
- See if Dawn dish soap has projects for animals affected by oil spills.

★ The United States is the second largest contributor to ocean pollution in the world!

- Why are people throwing their trash in the ocean, or how is it getting there?

Tags:

- Challenges
- Question
- Partnerships
- Contacts
- Ideas
- Email
- Marketing
- Important
- ATL Skills
- Global Context
- To Do List
- Phone Calls
- Changes
- Research/Data
- Images/Video
- HOT Question
- Action
- Websites
- Summary
- Emotion

IB MYP

Grade 8 Community Project

In the MYP community project students **investigate, plan, take action, reflect** and **present** as a way to address a need in the community.

Objective A: Investigating

In this objective, after brainstorming, you will identify a need in the community and **conduct extensive research** in order to justify your identified cause. The research should include graphs, charts, articles, facts, data, statistics, and any other form of evidence pertaining to your topic. Use a **variety of sources** (minimum of 10) and include an assortment of **visual documentation**.

Your community may be local, national, virtual, or global. A need is a condition or a situation in which something is required or wanted; a duty or obligation; or a lack of something basic, desirable or useful.

OneNote Process Journal:

Develop a list of ten questions (minimum) to research pertaining to your topic.

Each question will become a page in the process journal.

All related research will be documented on the corresponding question page.

Each piece of research/evidence must have a summary and at least one question.

You will need to:

- define a measurable goal that addresses a need in the community
- identify the global context for the community project
- develop a proposal for action for the community project

Your proposal for action is your detailed plan for accomplishing your community project. Students must present their project ideas to their advisor in the form of a proposal. The MYP Community Project Proposal template (see p.14) can also be found on the Union Academy website.

How do I define a goal that addresses a need in the community?

Examples:

- | | |
|----------------------------|------------------------|
| 1. to raise awareness | 5. to create/innovate |
| 2. to participate actively | 6. to change behaviors |
| 3. to research | 7. to advocate |
| 4. to inform others | |

How do I cite my sources?

Each time you use a website, newspaper article, or any other resource to locate information regarding your topic, you must record the website and tag it in OneNote. This information will be required in the final presentation.

Objective B: Planning

Action is the implementation of the plan. Students will perform or engage in one or more of the following:

- **Direct Service:** such as tutoring, developing a garden, or training rescued dogs.
- **Indirect Service:** like designing a website that reaches/interacts with the community or writing books to help teach a language.
- **Advocacy:** requires students to speak or work on behalf of a cause or to promote action for a cause. Examples include creating an awareness campaign, performing a play to teach about one of the profiles, or creating a video on sustainable water solutions.
- **Research:** collect information, analyze it and prepare a report that will influence others. This could be a means to influence a decision in the community. Determining the most effective means to reduce litter in public spaces. [Examples adapted from *Project Guide* (2014).]

Each project must show evidence of community involvement and interaction.

You will need to complete a Proposal for Action (see p.14)

Make sure you include descriptive details, including who, what, when, where, and how regarding your project.

OneNote Process Journal:

Organize planning according to the following items, one per page:

- | | | |
|---------------------|------------------------|------------------------|
| -Emails/Phone Calls | -Proposal for Action | -Calendars |
| -To Do List | -Logos | -Flyers/Posters |
| -Partnerships | -Other marketing tools | -Social Media |
| -Interviews | -Success Criteria | -Step-by-Step Timeline |
| -Facilities | -Materials/Resources | -Marketing Strategy |

*****Use file printout or file attachment to insert documents.**

Example:

02/16/2018 Planning
Friday, February 16, 2018 10:13 AM

Email him about my boxes my prizes when I can talk in the lunch room hopefully the 21 of February. Email Bea about the donations

Community Service Project

Scheloske, Stephen A. <stephen.scheloske@polk-fl.net>
Tuesday, 1/17/18
Bard, Hunter O'Neil <>

Action Items

That sounds like a great project! Make sure you check with your teacher about the timetable for you to collect donations. We can discuss an award at a later date.
Good work!
Stephen Scheloske
Principal
Univ. Academy
You are an endless project... changing, evolving, surprising... James Patterson

This was the reply from Mr. S

Bard, Hunter O'Neil
Today, 10:41 AM
Scheloske, Stephen A. <>

Hello, I am so sorry to bother you again. I am wondering if I can set up boxes in the lunch room for donations on the twenty second, and if I could talk to the 6th, 7th and 8th graders the day before at lunch (Wednesday the twenty first). Thank you so much! Have a great day!
Hunter Bard

Community service project


Bard, Hunter O'Neil
(Original message) I have asked for permission from my design teacher and she has told me that it alright to talk on...
Today, 10:22 AM

Scheloske, Stephen A. <stephen.scheloske@polk-fl.net>
Today, 10:20 AM
Bard, Hunter O'Neil <>

Action Items

Yes that is fine as long as it isn't taken by another student. Please check with your design teacher.
Thank you!

Today, I have been sending and receiving emails.



Adoption 4 Animals
@adoption_4_animals | BHO

Objective C: Taking Action

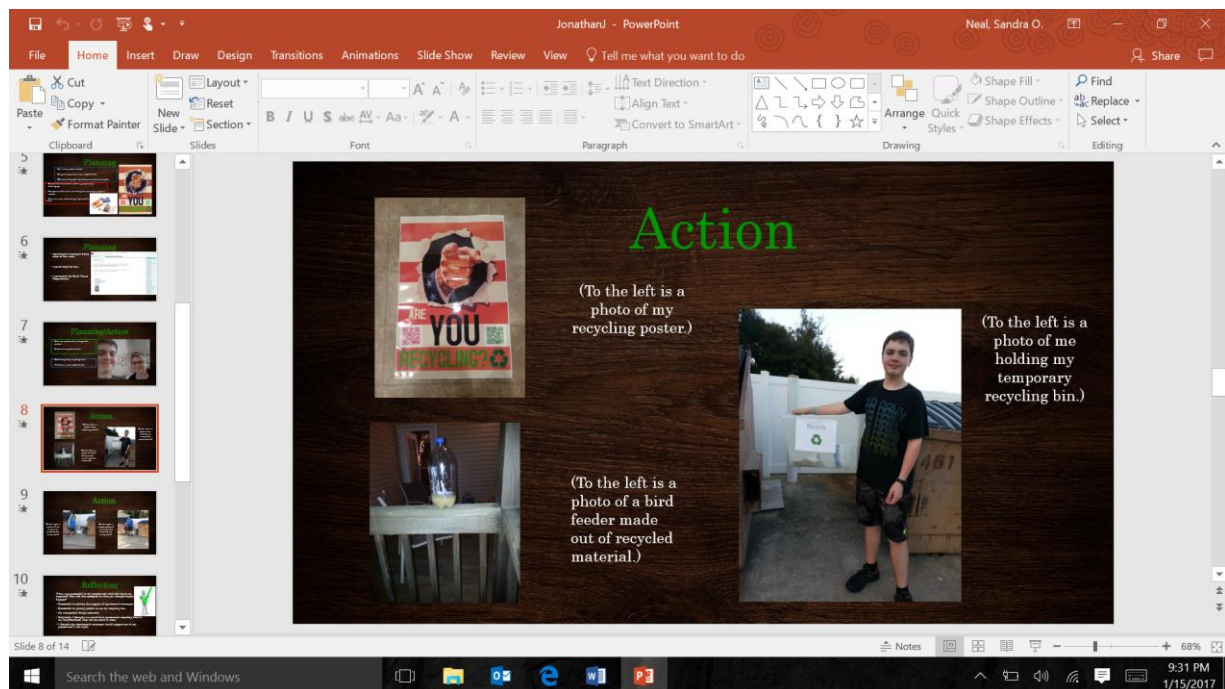
The taking action portion of your project is where you will **carry out the service as action.**

You should follow the plan you proposed and discussed with your supervisor, but do not be afraid to make adjustments if something is not working as you planned or something you did not think of in your plan presents itself. If this happens, you must contact your supervisor and discuss the modifications and provide an explanation in your process journal. He or she will determine whether your plan is still safe and reasonable.

While you are taking action be certain you are recording the process in your journal.

Take a variety of pictures and/or videos and enjoy your service to others, knowing that you have planned for every possible challenge. When the service is over, close it with some wrap-up questions.

Example:



Objective D: Reflecting

The final piece of your community project is the oral presentation to an audience, which will consist of teachers, peers, and members of the community. This presentation is completed at the end of the semester. It should demonstrate the process of your project (research, planning, action, and reflection) and how it has impacted the community. **Use your success criteria to determine whether or not goals were met.**

Your oral presentation should include the following:

- Demonstrate service as action as a result of the project
- Demonstrate thinking skills
- Demonstrate communication and social skills
- Demonstrate appropriate reflection of the project

Guidelines:

For an individual student presentation, the time allocated is **6 – 10 minutes**. This gives the students approximately two minutes to discuss each objective (A,B,C,D). You will also submit a selection of process journal extracts to represent the development of the community project. A maximum of 10 process journal extracts are permitted. These will be included in the visual presentation. Scores will be determined based on your individual work on Objectives A, B, C, and D.

You must acknowledge your sources regardless of format of the presentation.

In addition to a bibliography, you must cite your sources throughout the presentation.

How do I explain a reflection in my presentation?

When you are presenting, it is important to demonstrate to that you have reflected back on your service. Think about how your service as action worked compared to how you thought it would work. What did you learn from the process of completing this project? What would you do to improve this project? You must address and explain the ATL skills you used throughout the entire community project for each objective.

When creating your oral presentation keep the following in mind:

- You will have access to a computer and a projector for your final presentation.
- You will use electronic notes (PowerPoint) for your final presentation.
- Rehearse, rehearse, rehearse – it will make your oral presentation better.
- Time your presentation to make sure it is not too short or too long. You will not be asked questions during your presentation, so be sure you tell the audience everything they should know about your project.

**MYP Community Project Proposal
Union Academy Middle Magnet School**



Project Title:	Union Academy Middle Magnet School
Name:	Supervisor:
Need: Describe the need you intend to address. What is lacking/needing improvement? Targeted Community:	
Action: What is the purpose of your community project? What do you hope to achieve? What type of service would you perform? Why is it challenging or highly challenging?	
Global Context: Identify one global context that connects to your proposed action. How is this global context relevant? Why?	
Product/Outcome: How will you present your project? It must include all of the components listed in the presentation section of the student handbook. Product: How will it demonstrate... Investigating: Planning: Taking Action: Reflection:	
What materials and resources are needed to achieve your product/outcome?	
Research: What do you need to research? List how you will collect all necessary information. Keep track of all resources used to include in your resources page (MLA format). Possible resources could include Internet; book/newspaper/magazine articles; surveys; interviews; observations and experiences.	
Process Journal: How will you record what you find out? What type of format?	

ATL Skills

The table below describes the ATL skills and the expectations for each.

ATL Skills	Expectations
Communication	Informing others Literacy: reading, writing, and using language to gather and communicate information
Social-Collaboration	Working effectively with others (in groups) Accepting others
Self-Management – Organization	Managing time and tasks effectively
Self-Management – Affective Skills	Managing state of mind: mindfulness (focus and concentration): self-motivation: resilience (ability to bounce back)
	<p>Considering the process of learning: choosing and using ATL skills</p> <p>Consider content:</p> <ul style="list-style-type: none"> • What did I learn today? • What don't I yet understand? • What questions do I have now? <p>Consider ATL skills development:</p> <ul style="list-style-type: none"> • What can I already do? • How can I share my skills to help peers who need more practice: • What will I work on next? <p>Consider personal learning strategies:</p> <ul style="list-style-type: none"> • What can I do to become a more efficient and effective learning? • How can I become more flexible? • What factors are important for helping me learn well?
Research – Information Literacy Skills	<p>Selecting and organizing information: Use a variety of information and media and resources to gather information for the project</p> <p>Referencing: Demonstrate effective research skills including identifying primary and secondary sources: Acknowledge sources of bibliography:</p>
Research-Media Literacy Skills	Interacting with media to use and create ideas and information
Thinking-Critical Thinking Skills	Problem solving & thinking skills: planning; inquiring; applying knowledge & concepts; identifying & solving problems
Creative-Thinking Skills	Creating novel solutions/ideas; considering new perspectives
Transfer Skills	Using knowledge & skills across subject areas to make connections and create solutions

ATL Skills

Project Objectives A-D

Students must communicate detailed evidence of the ATL skills throughout the project. It is important to realize that ATL skills work across all stages of the MYP project. The first table below is a model of alignment between the ATL and project objectives.

Community Project Objectives	MYP ATL Skill Clusters
<p>Objective A: Investigating</p> <p>i. Define a goal to address a need within a community, based on personal interest</p> <p>ii. Identify prior learning and subject-specific knowledge relevant to the project</p> <p>iii. Demonstrate research skills</p>	<ul style="list-style-type: none"> • Collaboration • Critical Thinking • Creative Thinking • Affective Skills • Information Literacy • Media Literacy • Transfer • Affective Skills
<p>Objective B: Planning</p> <p>i. Develop a proposal for action to serve a need in the community</p> <p>ii. Plan and record the development process of the project</p> <p>iii. Demonstrate Self-Management Skills</p>	<ul style="list-style-type: none"> • Collaboration • Organization • Critical Thinking • Creative Thinking • Affective Skills • Organization • Reflection • Affective Skills
<p>Objective C: Taking Action</p> <p>i. Demonstrate service as action as result of the project</p> <p>ii. Demonstrate thinking skills</p> <p>iii. Demonstrate communication and social skills</p>	<ul style="list-style-type: none"> • Organization • Critical Thinking • Creative Thinking • Affective Skills • Communication • Collaboration • Critical Thinking • Creative Thinking • Transfer • Affective Skills
<p>Objective D: Reflecting</p> <p>i. Evaluate the quality of the service as action against the proposal</p> <p>ii. Reflect how completing the project has extended their knowledge and understanding of service learning</p> <p>iii. Reflect on their development of ATL (Approaches to Learning) Skills</p>	<ul style="list-style-type: none"> • Communication • Reflective • Affective Skills

**MYP Community Project Action Plan
Union Academy Middle Magnet School**



Project Title	
Student Name	
Date	

Action Plan

List the tasks, who is responsible to complete them, what is needed, and when the tasks need to be completed.

What are the tasks to be completed?	Who will do them?	What resources are needed?	When do they need to be completed?

What problems might you encounter? List those problems below:

ACADEMIC HONESTY: Students are expected to follow the policy of academic honesty as written in the Union Academy policy statement. When students turn in the final project, they will also turn in the academic honesty form required for the MYP community project. The form is below and will be posted on the Union Academy website.

**MYP Community Project Academic Honesty
Union Academy Middle Magnet School**



Student Name			
School Name	Union Academy Middle Magnet School		
Supervisor Name			
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three 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 your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students: once 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 should sign and date these comments.</p>			
	Date	Main Points Discussed	Signature/Initials
Meeting 1			Student: Supervisor:
Meeting 2			Student: Supervisor:
Meeting 3			Student: Supervisor:
Meeting 4			Student: Supervisor:
Supervisor Comments			
<p>Student Declaration I confirm that this work is my own 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, whether written, oral, or visual (hard copy and/or electronic materials).</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's Signature	Date		
Supervisor's Signature	Date		

Global Contexts

GLOBAL CONTEXTS (Select 1)	EXPLORATION (Select 1-3)	
<p>IDENTITIES AND RELATIONSHIPS</p> <p>Who am I? Who are we?</p> <p>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.</p>	<ul style="list-style-type: none"> • Competition and cooperation • Teams • Affiliation and leadership • Identity formation • Self-esteem • Status • Roles and role models • Personal efficacy and agency • Attitudes • Motivations 	<ul style="list-style-type: none"> • Independence • Happiness and the good life • Physical • Psychological and social development • Transitions • Health and well-being • Lifestyle choices • Human nature and human dignity • Moral reasoning and ethical judgment • Consciousness and mind
<p>ORIENTATION IN SPACE AND TIME</p> <p>What is the meaning of “where” and “when”?</p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<ul style="list-style-type: none"> • Civilizations and social histories • Heritage • Pilgrimage • Migration • Displacement and exchange • Epochs • Eras • Turning points and “big history” • Scale • Duration 	<ul style="list-style-type: none"> • Frequency and variability • Peoples • Physical • Boundaries • Exchange and interaction • Natural and human landscapes and resources • Evolution • Constraints and adaptation
<p>PERSONAL AND CULTURAL EXPRESSION</p> <p>What is the nature and purpose of creative expression?</p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<ul style="list-style-type: none"> • Artistry • Craft • Creation • Beauty • Products • Systems and institutions • Social constructions of reality • Philosophies and ways of life • Belief systems 	<ul style="list-style-type: none"> • Ritual and play • Critical literacy • Languages and linguistic systems • Histories of ideas • Fields and disciplines • Analysis and argument • Metacognition and abstract thinking • Entrepreneurship • Practice and competency

Global Contexts

GLOBAL CONTEXTS (Select 1)	EXPLORATION (Select 1-3)
<p>SCIENTIFIC AND TECHNICAL INNOVATION</p> <p>How do we understand the world in which we live?</p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<ul style="list-style-type: none"> • Systems • Models • Methods • Products • Processes and solutions • Adaptation • Ingenuity and progress • Opportunity • Risk <ul style="list-style-type: none"> • Consequences and responsibility • Modernization • Industrialization and engineering • Digital life • Virtual environments and the info age • The biological revolution • Mathematical puzzles • Principles and discoveries
<p>GLOBALIZATION AND SUSTAINABILITY</p> <p>How is everything connected?</p> <p>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.</p>	<ul style="list-style-type: none"> • Markets • Commodities and commercialization • Human impact on the environment • Commonality • Diversity and interconnection • Consumption • Conservation • Natural resources and public goods
<p>FAIRNESS AND DEVELOPMENT</p> <p>What are the consequences of our common humanity?</p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<ul style="list-style-type: none"> • Democracy • Politics • Government and civil society • Inequality • Difference and inclusion • Human capability and development • Social entrepreneurs • Rights • Law <ul style="list-style-type: none"> • Civic responsibility and the public sphere • Justice • Peace and conflict • Management • Power and privilege • Authority • Security and freedom • Imagining a hopeful future

MYP Community Project Parent Agreement

Union Academy Middle Magnet School



Project Title:	Union Academy Middle Magnet School
Name:	Supervisor:
Need: Describe the need you intend to address. What is lacking/needing improvement?	
Targeted Community:	
Action: What is the goal of your community project? What type of action would you perform? How will you achieve your goal?	

List the tasks for which you will need parent/guardian assistance and support:

Parent/Guardian Tasks	What resources are needed?	When do they need to be completed?

Please be aware that the Action portion of the Grade 8 Community Project is an essential part of the final assessment. Not completing the Action will adversely affect the student's grade and community hours.

I agree to the parent/guardian responsibilities set forth in this agreement.

Student Name (printed)

Parent Name (printed)

Student Signature

Parent Signature

Date

Date

ASSESSMENT: Student projects will be assessed using the rubric below.









	A: Investigating	B: Planning	C: Taking Action	D: Reflecting
0	The student does not reach a standard described by any of the descriptors below			
1-2	<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</p> <p>ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance</p> <p>iii demonstrate limited research skills</p>	<p>i. develop a limited proposal for action to serve the need in the community</p> <p>ii. present a limited or partial plan and record of the development process of the project</p> <p>iii. demonstrate limited self-management skills</p>	<p>i. Demonstrate limited service as action as a result of the project</p> <p>ii. demonstrate limited thinking skills</p> <p>iii. demonstrate limited communication and social skills</p>	<p>i. present a limited evaluation of the quality of the service as action against the proposal</p> <p>ii. present limited reflections on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii. present limited reflections on their development of ATL skills</p>
3-4	<p>i. outline an adequate goal to address a need within a community, based on personal interests</p> <p>ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project</p> <p>iii. demonstrate adequate research skills</p>	<p>i. develop an adequate proposal for action to serve the need in the community</p> <p>ii. present an adequate and record of the development process of the project</p> <p>iii. demonstrate adequate self-management skills</p>	<p>i. Demonstrate adequate service as action as a result of the project</p> <p>ii. demonstrate adequate thinking skills</p> <p>iii. demonstrate adequate communication and social skills</p>	<p>i. present an adequate evaluation of the quality of the service as action against the proposal</p> <p>ii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii. present adequate reflections on their development of ATL skills</p>
5-6	<p>i. define a clear and challenging goal to address a need within a community, based on personal interests</p> <p>ii. identify prior learning and subject-specific knowledge generally relevant to the project</p> <p>iii. demonstrate substantial research skills</p>	<p>i. develop a suitable proposal for action to serve the need in the community</p> <p>ii. present a substantial plan and record of the development process of the project</p> <p>iii. demonstrate substantial self-management skills</p>	<p>i. Demonstrate substantial service as action as a result of the project</p> <p>ii. demonstrate substantial thinking skills</p> <p>iii. demonstrate substantial communication and social skills</p>	<p>i. present a substantial evaluation of the quality of the service as action against the proposal</p> <p>ii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii. present substantial reflections on their development of ATL skills</p>
7-8	<p>i. define a clear and highly challenging goal to address a need within a community, based on personal interests</p> <p>ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project</p> <p>iii. demonstrate excellent research skills</p>	<p>i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community</p> <p>ii. present a detailed and accurate plan and record of the development process of the project</p> <p>iii. demonstrate excellent self-management skills</p>	<p>i. Demonstrate excellent service as action as a result of the project</p> <p>ii. demonstrate excellent thinking skills</p> <p>iii. demonstrate excellent communication and social skills</p>	<p>i. present an excellent evaluation of the quality of the service as action against the proposal</p> <p>ii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii. present excellent reflections on their development of ATL skills</p>

Community Project Final Presentation







Your final presentation must address the 4 Objectives from the Design/Project Cycle:

A – Investigation B – Planning C – Taking Action D – Reflection




11+ slides

-  Title Slide
-  **Objective A - Investigating**
-  Brainstorming Slide
-  **Global Context Slide** – explain how this GC coincides with your Action/Service
-  2 organizations (description and effectiveness) that are currently addressing the need
-  5+ Slides on your RESEARCH – graphs, charts, articles, facts, data, statistics. Each slide should include sources used for the information presented. Students **must** cite ten or more sources.
-  1 Slide summarizing your research and how it supports your identified need.
-  ATL Skill – describe one ATL skill used during this objective and explain how that ATL was applied.






11+ slides

-  **Objective B – Planning**
-  1 – 2 Slides of Proposal for Action...who, what, when, where, why, how (describe your general idea for addressing your need)
-  7+ Slides of your detailed Plan/Design and visual examples (emails, letters sent and received, interviews, to-do list, flyers, posters, social media, advertising campaign, materials needed/used, partnerships, contacts, facilities needed/used)
-  **Step-by-step plan for your Action** (can be a timeline)
-  **Success Criteria**
-  ATL Skill – describe one ATL skill used during this objective and explain how that ATL was applied.


8+ slides

-  **Objective C – Taking Action**
-  6+ Slides describing your Action/Service (use words, **pictures/videos** of your Action/Service)...Give a variety of details describing your Action/Service.
-  ATL Skill – describe one ATL skill used during this objective and explain how that ATL was applied.

6+ slides

-  **Objective D – Reflecting**
-  1+ Slide addressing your Actual Action and compare it to your Proposed Action
-  2+ Slides reflecting on your Project...(1)what did you learn through the process and service; (2)management of time and resources; (3)what would you do same/different; (4)will you continue to develop your ideas and continue your service/action into the future?
-  Test action against success criteria
-  ATL Skill – describe one ATL skill used during this objective and explain how that ATL was applied.

1+ slides

-  Bibliography Slide–cite all your sources!

TOTAL: 37+ slides

8th Grade Design: Community Projects Grading Policy

Formative Assessments

- Weekly Grades 5-50 points each
- Objective Assessments

Summative Assessment

- Final Presentation 200 points

**I have read and acknowledge the information presented in the
Grade 8 Community Project Guide and Syllabus.**

Student Name (Printed): _____

Student Signature: _____ **Date:** _____

Parent Name (Printed): _____

Parent Signature: _____ **Date:** _____