



McAuliffe International School

Community Project

Student

Handbook

2017-2018

Student Name: _____

3rd Period Teacher: _____

Supervisor: _____

Project Overview

The MYP Community Project is a requirement for students in their final year at IB World Schools, but it's so much more than something you *have to do* as an 8th grader at McAuliffe.

It's your chance to explore your rights and responsibilities in the various communities you encounter every day. What are the needs of your immediate community at school? What about in your neighborhood? In the city of Denver or the state of Colorado? Are there needs in your global community--in a part of the world where you've never been but are nonetheless connected to? You get the opportunity to take local action that has global significance.

The objectives of the Community Project include **planning, investigating, taking action, and reflecting**. This cycle is very similar to the Design Cycle you use in many of your MYP courses. As you move through this cycle, you will practice all of the **Approaches to Learning (ATL)** skills you've developed throughout your time at McAuliffe, including:

- communication
- collaboration
- organization
- affective skills (self-management)
- reflection
- information literacy (research)
- media literacy
- critical thinking
- creative thinking
- transfer (connections)

You will be able to complete the MYP Community Project **independently or in a group of up to three 8th grade students**.

You will learn about project requirements in a morning meeting on either December 5th or 7th and your 3rd period teacher will communicate important weekly reminders. Additionally, you will receive updates via Schoology in the Community Project folder. You will choose a **teacher supervisor** who will provide guidance--and will assess your final project--after approving your proposal. *You or your group will need to select a supervisor by Friday, December 15th*. If you have not selected a supervisor, you will be assigned to someone. When available, you can meet with your supervisor during Homeroom (9:25-9:45) or by appointment.

Plan on spending a total of approximately **15 hours** on the project.

As you inquire, act, and reflect, you will keep track of your process in a **process journal** that's similar to your Arts Process Journal and your Design Folder. You will reflect on and present your work at a public celebration on March 16th from 8:00-9:20 am.

Goals → Action

Some examples of **goals** are:

- to raise awareness
- to research
- to inform others
- to create or innovate
- to change personal behaviors
- to advocate

Your goal must address a need in a community based on personal interest. Which UN *global goal* does your project best support?

The IB defines **communities** as “group that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.” (IBO. *MYP: From Principles into Practice*. May 2014.)

This table illustrates various types of communities:

Community	Examples		
A group of people living in the same place	Singapore's Indian neighbourhood	Belgian citizens	North Park Hill residents
A group of people sharing particular characteristics, beliefs and values	An online forum for people with Down's syndrome	Vegetarians	Stagecraft students
A body of nations or states unified by common interests	The European Union	The United States of America	The United Nations Human Rights Council
A group of interdependent plants or animals growing or living together in a specified habitat	Madagascar's indigenous bird population	the wildlife at Rocky Mountain Arsenal	bears in Glacier National Park

(table adapted from: IBO. *MYP Projects*. May 2014).

Once you have determined your goal for a community, you will need to research to discover the community's needs and then take action. **Action** can take the form of:

<i>direct service</i>	for example, one-on-one tutoring, developing a garden alongside refugees, teaching dogs behaviors to prepare them for adoption
<i>indirect service</i>	redesigning an organization's website, writing original picture books to teach a language, raising fish to restore a stream
<i>advocacy</i>	initiating an awareness campaign on hunger in Denver, performing a play about eliminating bullying, , creating a video about sustainability
<i>research</i>	contributing to a study of animal migration patterns, compiling the most effective means to reduce litter in Denver's public parks

(table adapted from: IBO. *MYP Projects*. May 2014).

Timeline

<i>Project Component</i>	<i>Dates</i>	<i>Supervisor Feedback</i>
<p><u>Introduction</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend the 8th grade Community Project Kick-off on December 5th or 7th. <input type="checkbox"/> Review student handbook. <input type="checkbox"/> Check your 8th grade homeroom Schoology course for CP updates. <input type="checkbox"/> Determine whether you will work independently or with others. <input type="checkbox"/> Select supervisor through Google Form by December 15. <input type="checkbox"/> Decide on the need within the community you might want to address. <input type="checkbox"/> Record starting points, information and development in the process journal. 	December 5 or 7	
<ul style="list-style-type: none"> <input type="checkbox"/> Supervisor assigned by Wednesday, Dec. 20. 	December 20	My supervisor is (please print): _____
<p><i>Investigating & Planning:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Optional: Apply for grant by January 16 by 4:00 pm. Grant winners announced on Monday, January 22nd. <p><u>Investigating</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Decide on the need within a community. <input type="checkbox"/> Conduct initial research: select relevant resources and gather information. <input type="checkbox"/> Define a goal to address the need. <input type="checkbox"/> Record information and development in the process journal. 	January 8 - January 29	

<p>Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a proposal. <input type="checkbox"/> Continue researching: select, evaluate and acknowledge information. <input type="checkbox"/> Work on the details of your action plan. <input type="checkbox"/> Record information and development in the process journal. 		<p>x</p> <hr/> <p>Date:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Submit your draft proposal to your supervisor. 	January 23	<p>Accepted or Returned for R&R</p> <p>x</p> <hr/> <p>Date:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Submit your FINAL proposal to your supervisor. 	January 26	<p>x</p> <hr/> <p>Date:</p>
<p>Taking Action</p> <ul style="list-style-type: none"> <input type="checkbox"/> Carry out your action plan. <input type="checkbox"/> Record information and development in the process journal. 	January 30 - February 26	<p>x</p> <hr/> <p>Date:</p>
<p>Reflecting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evaluate the quality of your action against the proposal. <input type="checkbox"/> Reflect on learning. <input type="checkbox"/> Prepare the oral presentation. <input type="checkbox"/> Select extracts from your process journal to submit to your supervisor. <input type="checkbox"/> Complete the bibliography. 	February 26-March 12	<p>x</p> <hr/> <p>Date:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Submit process journal extracts and bibliography 	March 13	<p>x</p> <hr/> <p>Date:</p>
<p>Presenting and Celebrating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share your work with the McAuliffe community in a conference-style setting. <input type="checkbox"/> Celebrate your success and the success of your classmates! 	March 16	<p>x</p> <hr/> <p>Date:</p>

Assessment

Just like your MYP classes, the Community Project has 4 main objectives:

- A. Investigating
 - a. define a goal to address a need within a community, based on personal interests
 - b. identify prior learning and subject-specific knowledge relevant to the project
 - c. demonstrate research skills
- B. Planning
 - a. develop a proposal for action to serve the need in the community
 - b. plan and record the development process of the project
 - c. demonstrate self-management skills
- C. Taking Action
 - a. demonstrate action as a result of the project
 - b. demonstrate thinking skills
 - c. demonstrate communication and social skills
- D. Reflecting
 - a. evaluate the quality of the service as action against the proposal
 - b. reflect on how completing the project has extended knowledge and understanding of service learning
 - c. reflect on development of ATL skills

Your project will be assessed using the rubrics that assess all four objectives. The rubrics are on a 0-8 scale, and the general descriptors are as follows:

- 1-2 = limited performance
- 3-4 = adequate performance
- 5-6 = substantial performance
- 7-8 = excellent performance

Approaches to Learning

The success of your project is connected to how you apply the skills you have developed in all of your MYP classes at McAuliffe. Create this chart in your process journal to reflect on your learning.

Approaches to Learning Skill (see page 1)	Personal strengths in this skill	Opportunities for growth in this skill	How the Community Project Helped Me Grow in this Skill

REQUIRED PAPERWORK

Proposal

Your final proposal is DUE to your supervisor by January 26. Rough draft is due January 23. You may use the form posted on Schoology or include all of the elements in a document you create yourself.

Process Journal

The Process Journal is:	The Process Journal isn't:
<ul style="list-style-type: none">• used throughout the project• an evolving record of your decisions and accomplishments• a place to brainstorm and develop questions• a place to keep your working bibliography• a place for storing useful information, for example quotations, pictures, ideas, photographs• a place for reflection• in a format that suits your needs• a record of formative feedback received from the supervisor	<ul style="list-style-type: none">• a daily log (unless this is useful to you!)• written up <i>after</i> the process has been completed• additional work on top of the project; it is part of the project and will be assessed• a diary with detailed writing about what was done• the same for everyone

You will be responsible for selecting 5-10 excerpts from your journal to share with your supervisor to show your PROCESS. Your supervisor will take these excerpts into accounting when assessing your project.

Annotated Bibliography

You are responsible for upholding academic honesty throughout this project. You will submit an annotated bibliography of sources, to your supervisor. Your supervisor will use this information to assess your project. "Citation Rules & Tips" will be available on Schoology and through your Language & Literature and Individuals & Societies teachers.

Both the process journal excerpts and the annotated bibliography are due to your supervisor by 13 March.