

International Baccalaureate Middle Years Program
The Community Project Process Journal



**Winston Churchill Middle School
2023 - 2024
IBMYP Year 3 – 8th Grade**

Student Name _____

Homeroom Teacher _____

Optional Partner(s) Name: _____, _____

****Student Agreement: I have reviewed this Community Project packet. I will complete this project to the best of my ability with academic honesty and integrity.**

Student Signature: _____ *Date:* _____

****Guardian Acknowledgement: I have reviewed this Community Project packet.**

Guardian Signature: _____ *Date:* _____

EXEMPTIONS from the Community Project Requirement may be made under the decision of the Community Project Coordinator and the homeroom teacher, if there is an outstanding reason for the student to not be able to complete the project requirements.

Students who enroll at Winston Churchill Middle School after 1st semester may be exempt from the requirement.

**Community Project Coordinator: Lyndsay Lewis, lyndsay.lewis@sanjuan.edu
Room 4**

FIVE GLOBAL THEMES <https://sdgs.un.org/goals>

Health and Nutrition - This theme covers such topics as food poverty, sustainable food production, mental health, health care, exercise, nutrition, and obesity.

Project IDEAS: _____

Citizenship and Responsibility - This theme covers such topics as global communities, migration, economics, conflict, freedom of speech, responsibility of the press, fake news, and the use and abuse of social media.

Project IDEAS: _____

Environment and Humanity - This theme covers such topics as climate change, energy, pollution control, recycling, sustainable living, and urban planning.

Project IDEAS: _____

Social Justice and Equality - This theme covers such topics as human rights, racial equality, gender equality, LGBTQ+, economic opportunities, and the distribution of wealth.

Project IDEAS: _____

Education and Literacy - This theme covers such topics as technology and its impact on education, life-long learning, access to education and skills for the future.

Project IDEAS: _____

SERVICE LEARNING:

In the community project, action involves a participation in *service learning* (service as action). As you evolve through the service learning process, you will engage in one or more types of action:

- ***Direct service:*** Students have interaction that involves people, the environment, or animals. Examples include one-on-one tutoring, developing a garden alongside refugees, or teaching dogs behaviors to prepare them for adoption.
- ***Indirect service:*** Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment. Examples include redesigning a non-profit organization's website, writing original picture books to teach a language, or raising fish to restore a stream.
- ***Advocacy:*** Students speak on behalf of a cause or concern to promote action on an issue of public interest. Examples include initiating an awareness campaign on hunger in the community, performing a play about replacing bullying with respect, or creating a video on sustainable water solutions.
- ***Research:*** Students collect information from various sources, analyze data and report on a topic of importance to influence policy or practice. Examples include conducting environmental surveys to influence their school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces

Criterion A: Investigating [Quarter 1&2]

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 any standard described 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.
3 - 4	Students: i. outline an adequate goal to address a need within a community, based on personal interests ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrate adequate research 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.
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 that is consistently highly relevant to the project iii. demonstrate excellent research skills.

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Criterion A

IB Rubric Mark: _____



Criterion A: Investigating [Quarter 1&2]

Process Journal

1) Define a goal to address a need within a community, based on personal interests. Which global theme are you planning on addressing in your project?

Global Themes: Health and Nutrition, Citizenship Responsibility, Environment and Humanity, Social Justice, Equality Education and Literacy (see page 2 for more details).

2) Identify prior learning and subject-specific knowledge relevant to the project. What have you experienced in the past that has connected you to this topic? Why are you interested in this particular area of service?

3) Research. Use the following space to include your research findings related to your area of interest. Research may include facts, needs, statistics, current programs addressing your topic, etc. **Sources must be included** in research and notes may be formatted how you choose.

Research Space

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to write their research notes.

*additional research pages may be included in your project packet

Criteria B: Planning [Quarter 2]

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: 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: 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: 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: 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 B

IB Rubric Mark: _____

Winston Churchill Middle School



Criteria B: Planning [Quarter 2]

Process Journal

1) Develop a proposal for action to serve the need in the community. What type of service will you be completing? ***Direct service, Indirect service, Advocacy, Research (see page 2 for more information)***. How do you imagine this service being completed? What types of needs do you have to complete this service? Transportation, materials, technology, etc. Include details about what your community service will entail.

2) Plan and record the development process of the project. Is there someone you need to contact? Who else will be involved? Keep all records of your planning below.

*additional planning pages may be included in your project packet

3) Reflection. Demonstrate self-management skills. How do you feel your plan is going at this point in the quarter? What successes have you had in your planning process? Any challenges? What still needs to be decided or completed in order to begin your service next quarter?

Use the following area to record any other thoughts you have regarding your plan. Do you need to purchase materials? Finalize dates of service? Email any contacts? Find a space to work? Organize how any materials will be purchased/funded? Completed direct service hours - make sure to create a log to record your hours. Make sure to include a space for a supervisor to sign your direct service hours?

Criterion C: Taking Action [Quarter 3]

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: i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3 - 4	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.
5 - 6	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.
7 - 8	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.

Criterion C

IB Rubric Mark: _____

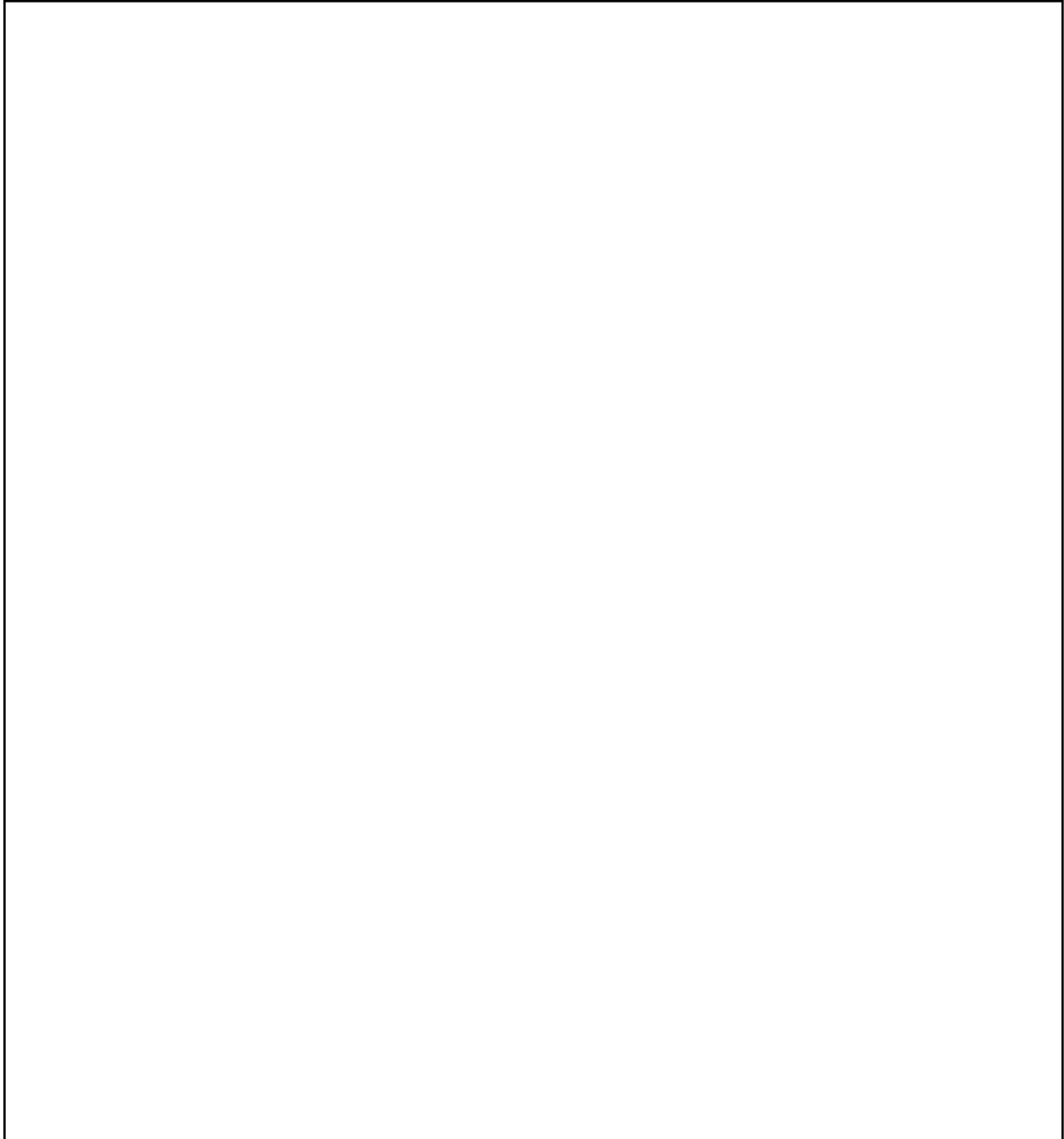
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Criterion C: Taking Action [Quarter 3]

Process Journal

1) Demonstrate service as action as a result of the project. Include evidence of service completed during this quarter. Use the following space to present your service. Evidence may include an hours log with supervisor signatures, pictures of service, examples of student created work, links to recordings of service evidence.



*additional evidence pages may be included in your project packet

2) Critical Thinking

What areas of your service project are you proudest of? Why are you proud of this aspect of your service?

What areas of your project would you change if you were to complete this service again? Why would you make these changes? If you do not have any changes you would make, why do you think your final project was successful?

Who has benefitted from your service? How do you judge the success of your project? Is there a way that you could have changed your project to benefit your selected community? Reflect.

How did you work with others while completing your project? Who did you engage with while researching, planning, and completing your service? How were these experiences? What positive experiences did you experience? Any negative experiences? What did you learn from these challenges? How can these interactions with others impact your future experiences in school and beyond?

Criterion D: Reflecting [Quarter 4]

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	The student is able to: <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 reflection 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	The student is able to: <ol style="list-style-type: none"> i. present a adequate evaluation of the quality of the Service as action against the proposal ii. present adequate reflection 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	The student is able to: <ol style="list-style-type: none"> i. present a substantial evaluation of the quality of the Service as actions against the proposal. ii. present substantial reflection on how completing the project has extended their knowledge and understanding of service learning. iii. present substantial reflection on their development of ATL skills.
7 - 8	The student is able to: <ol style="list-style-type: none"> i. present an excellent evaluation of the quality of the Service as actions against the proposal. ii. present excellent reflection 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.

Criterion D
IB Rubric Mark: _____

Criterion D: Reflecting [Quarter 4]

Process Journal

1) Evaluate the quality of the service as action against the proposal. How close to your proposal did your final project become? Why did your final project meet or not meet the original proposal? What changes were needed? Why? If your proposal and final aligned, how did you ensure this happened?

2) How has completing the project extended your knowledge and understanding of service? Why do you believe service is important? How can you see yourself participating in service in the future?

3) Identity which ATL skills you have developed during your Community Project? For each skill identified, explain how and why this skill has been improved through this work. How can this skill be used in future experiences in school and beyond? (See page 14 for more information regarding ATL Skills)

ATL Skill: _____

Reflection:

ATL Skill: _____

Reflection:

ATL Skills: Research

Information Literacy Skills	Media Literacy Skills
Access information to be informed and inform others	Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
Find information in different media	Locate, organize, analyze, evaluate, synthesize and efficiently use information from a variety of sources and media
Read critically and for comprehension	Use and interpret a range of content-specific terminology
Read a variety of sources for information and for pleasure	Underline ways in which images and language interact to convey ideas, values, and beliefs
Collect research from a variety of print and digital resources	Identify different points of view
Collect and verify data	Demonstrate awareness of different media interpretations of events and ideas, including social media
Make connections between a variety of sources	Critically analyze various text forms for underlying meaning
Utilize different media to obtain different perspectives	Use a variety of technologies and media platforms to source information, including social media and online networks
Utilize appropriate multimedia technology to create effective presentation and representation	Utilize different media to obtain perspectives
Reference accurately and construct a bibliography according to recognized conventions	Communicate ideas effectively to multiple audience using a variety of media and formats
Understand and implement intellectual property rights and the value of academic honesty	Actively make connections between different media resources in presentations
Identify primary and secondary sources	Advocate and practice safe, legal, and responsible use of information
Demonstrate awareness of the effects of different modes of information representation and presentation	
Collect and analyze data to identify solutions and/or make decisions	

Presentation

Using your process journal, you will create a 3-5 minute presentation. Students may use any platform of their choosing for presentation. Digital presentations are suggested. Your presentation must include the following:

- Project Name
- Student Name
- Global Theme (*Health & Nutrition, Citizenship & Responsibility, Environment & Humanity, Social Justice, Equality Education & Literacy*)
- Type of Service Project (*direct, indirect, advocacy, research*)
- Overview of project proposal
- Overview of project completion
- Multiple visuals to convey service project (images, graphics, charts, video footage, etc.)

MYP projects academic honesty form

MYP Community project/MYP Personal project

(Delete as appropriate)

Student name											
Student number											
School name											
School number											
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, 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 should sign and date these comments.</p>											
	Date	Main points discussed					Signature/initials				
Meeting 1							Student:				
							Supervisor:				
Meeting 2							Student:				
							Supervisor:				

MYP projects academic honesty form

Meeting 3			Student: Supervisor:
Supervisor comment			
<p>Student declaration</p> <p>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</p> <p>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