

**Barnard School Level 3**

**MYP Community Project**

**Expectations and Components**

The Community Project is a significant part of your Middle School experience. During this time you have developed in many ways and learned about your role as part of a larger global community. This project will give you the opportunity to share with others something that is of great interest to you. It is an opportunity to make a difference in a community of your choosing and evaluate the personal impact of being involved in such a project. **This project will require time and commitment outside of school.** The Community Project may be completed individually or collaboratively in groups of no more than three students.

**The MYP Community Project consists of four components:**

* **Service Learning Action**
* **Process Journal**
* **Presentation**
* **Reflection on Project as a Learning Experience**

**Service Learning** includes one or more of the following:

* ***Direct service***: Interaction that involves people, the environment, or animals. Examples include one-on-one tutoring, developing a community garden, or teaching dogs behaviors to prepare them for adoption.
* ***Indirect service***: Even though you do not see the recipients during indirect service, you have verified that your actions will benefit the community or environment. Examples include redesigning an organization’s website, writing original picture books to teach a language, or raising fish to restore a stream, organizing a fundraising campaign.
* ***Advocacy*:** Speaking 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 on replacing bullying with respect, or creating a video on sustainable water solutions.
* ***Research*:** Collecting information through varied 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 energy usage patterns, or compiling the most effective means to reduce litter in public spaces.

Your Community Project must identify one of the **Global Contexts** of IB to establish the relevance of your Project (why it matters). Global contexts direct learning towards inquiry into our common humanity and shared guardianship of the planet. Using the world as the broadest context for learning, MYP projects can develop meaningful explorations of:

* identities and relationships
* orientation in space and time
* personal and cultural expression
* scientific and technical innovation
* globalization and sustainability
* fairness and development.

You may consider the following questions as you choose a global context through which to focus your Project:

* What do I want to achieve through my project?
* What do I want others to understand through my work?
* What impact do I want my project to have?

You are expected to document your progress on this Project through the **Process Journal**. The Process Journal is personal, in the sense that it is a way of recording your progress on this experience. You will use the Process Journal to show your research and the development of your Project from beginning to end. It will also be a record of reflections and formative feedback received on your Project.

You will:

* **define a goal** to address a need in the community, based on your personal interests.
* identify the **global context** for your Project.
* develop a **proposal for action** for your Project.
* you will carry out this action

Some examples of goals are:

* to raise awareness
* to participate actively
* to research
* to inform others
* to create/innovate
* to change behaviors
* to advocate.

A *need* can be defined as a condition or situation in which something is required or wanted; a duty or obligation; or a lack of something requisite, desirable or useful. The community may be **local, national, virtual, or global**. There are a wide range of definitions of community. The MYP key concept of *community* is defined as follows:

*Communities* are groups 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.

Your presentation at the end of the Community Project will be an **oral presentation** delivered to an audience, probably of teachers, family members, and community . For an individual student presentation, the time allocated is 6 – 10 minutes. For a group presentation, the time allocated is 10 - 14 minutes. You must acknowledge all sources used in the development of your presentation.

At the time of the presentation, you will submit:

* process journal
* documentation of service action (pictures/video, testimonies of people involved, schedule of service events)
* any supporting visual aids used during the presentation
* bibliography/sources

The rubric/**assessment criteria** that will be used to evaluate your Community Project involves four areas: **Investigation, Planning, Taking Action, and Reflection**. Review them carefully as you prepare each part of your Project.

**MYP Community Project Assessment Criteria**

Criterion A: Investigating

Maximum: 8

As a **passionate, knowledgeable, patient** Barnard IBMYP student you should be able to:

1. Define a goal to address a need within a community, based on personal interests
2. Identify prior learning and subject-specific knowledge relevant to the project
3. Demonstrate research skills

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| --- | --- |
| Achievement level | Level descriptor |
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1 -2 | Students are able to :   1. **State** a goal to address a need within a community, based on personal interests, but this may be **limited** in depth or accessibility 2. Identify prior learning and subject-specific knowledge, but this may be **limite**d in occurrence or relevance 3. Demonstrate **limited** research skills |
| 3 - 4 | Students are able to:   1. **Outline** an **adequate** goal to address a need within a community, based on personal interest 2. Identify **basic** prior learning and subject-specific knowledge relevant to **some areas** of the project 3. Demonstrate **adequate** research skills |
| 5 - 6 | Students are able to:   1. **Define** a **clear and challenging** goal to address a need within a community, based on personal interests 2. Identify prior learning and subject-specific knowledge **generally relevant** to the project 3. Demonstrate **substantial** research skills |
| 7 - 8 | Students are able to:   1. **Define** a **clear and highly challenging** goal to address a need within a community, based on personal interests 2. Identify prior learning and subject-specific knowledge that is **consistently highly relevant** to the project 3. Demonstrate **excellent** research skills |

**Individual Goal Setting:**

I am going to shoot for a\_\_\_\_\_\_\_ on strand i

I feel I will struggle, need assistance or be successful with this task because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I am going to shoot for a\_\_\_\_\_\_\_ on strand ii

I feel I will struggle, need assistance or be successful with this task because

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I am going to shoot for a\_\_\_\_\_\_\_ on strand iii

I feel I will struggle, need assistance or be successful with this task because

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This is my self- checklist

* I define a goal to address a need within a community, based on personal interests
* I identified prior learning and subject-specific knowledge relevant to the project
* I demonstrated my research skills

Criterion B: Planning

Maximum: 8

As a **caring, thoughtful, self-sufficient** Barnard IBMYP student you should be able to:

1. Develop a proposal for action to serve the need in the community
2. Plan and record the development process of the project
3. Demonstrate self-management skills

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| --- | --- |
| Achievement level | Level descriptor |
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1 -2 | Students are able to :   1. Develop a **limited** proposal for action to serve the need in the community 2. Present a **limited or partial** plan and record of the development process of the project 3. Demonstrate **limited** self-management skills |
| 3 - 4 | Students are able to:   1. Develop and **adequate** proposal for action to serve the need in the community 2. Present an **adequate** plan and record of the development process of the project 3. Demonstrate **adequate** self-management skills |
| 5 - 6 | Students are able to:   1. Develop a **suitable** proposal for action to serve the need in the community 2. Present a **substantial** plan and record of the development process of the project 3. Demonstrate **substantial** self-management skills |
| 7 - 8 | Students are able to:   1. Develop a **detailed, appropriate, and thoughtful** proposal for action to serve the need in the community 2. Present a **detailed and accurate** plan and record of the development of the project 3. Demonstrate **excellent** self-management skills |

**Individual Goal Setting:**

I am going to shoot for a\_\_\_\_\_\_\_ on strand i

I feel I will struggle, need assistance or be successful with this task because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I am going to shoot for a\_\_\_\_\_\_\_ on strand ii

I feel I will struggle, need assistance or be successful with this task because

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I am going to shoot for a\_\_\_\_\_\_\_ on strand iii

I feel I will struggle, need assistance or be successful with this task because

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This is my self- checklist

* I have developed a proposal for action to serve the need in the community
* I have Planned and recorded the development process of the project
* I have demonstrate self-management skills

Criterion C: Taking Action

Maximum: 8

As a **social guru, deep thinker, excellent communicator, and** Barnard IBMYP student you should be able to:

1. Demonstrate service as action as a result of the project
2. Demonstrate thinking skills
3. Demonstrate communication and social skills

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| --- | --- |
| Achievement level | Level descriptor |
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1 -2 | Students are able to :   1. Demonstrate **limited** service as action as a result of the project 2. Demonstrate **limited** thinking skills 3. Demonstrate **limited** communication and social skills |
| 3 - 4 | Students are able to:   1. Demonstrate **adequate** service as action as a result of the project 2. Demonstrate **adequate** thinking skills 3. Demonstrate **adequate** communication and social skills |
| 5 - 6 | Students are able to:   1. Demonstrate **substantial** service as action as a result of the project 2. Demonstrate **substantial** thinking skills 3. Demonstrate **substantial** communication and social skills |
| 7 - 8 | Students are able to:   1. Demonstrate **excellent** service as action as a result of the project 2. Demonstrate **excellent** thinking skills 3. Demonstrate **excellent** communication and social skills |

**Individual Goal Setting:**

I am going to shoot for a\_\_\_\_\_\_\_ on strand i

I feel I will struggle, need assistance or be successful with this task because

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I am going to shoot for a\_\_\_\_\_\_\_ on strand ii

I feel I will struggle, need assistance or be successful with this task because

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I am going to shoot for a\_\_\_\_\_\_\_ on strand iii

I feel I will struggle, need assistance or be successful with this task because

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This is my self- checklist

* I have demonstrate service as action as a result of the project
* I have demonstrate thinking skills
* I have demonstrate communication and social skills

Criterion D: Reflecting

Maximum: 8

As a **reflective, evaluative and principled** Barnard IBMYP student you should be able to:

1. Evaluate the quality of the service as action against the proposal
2. Reflect on how completing the project has extended their knowledge and understanding of service learning
3. Reflect on their development of ATL skills

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| --- | --- |
| Achievement level | Level descriptor |
| 0 | Students do not achieve a standard described by any of the descriptors below. |
| 1 -2 | Students are able to :   1. Present a **limited** evaluation of the quality of the service as action against the proposal 2. Present **limited** reflections on how completing the project has extended their knowledge and understanding of service learning 3. Present **limited** reflections on their development of ATL skills |
| 3 - 4 | Students are able to:   1. Present a **adequate** evaluation of the quality of the service as action against the proposal 2. Present **adequate** reflections on how completing the project has extended their knowledge and understanding of service learning 3. Present **adequate** reflections on their development of ATL skills |
| 5 - 6 | Students are able to:   1. Present a **substantial** evaluation of the quality of the service as action against the proposal 2. Present **substantial** reflections on how completing the project has extended their knowledge and understanding of service learning 3. Present **substantial** reflections on their development of ATL skills |
| 7 - 8 | Students are able to:   1. Present a **excellent** evaluation of the quality of the service as action against the proposal 2. Present **excellent** reflections on how completing the project has extended their knowledge and understanding of service learning 3. Present **detailed and accurate** reflections on their development of ATL skills |

**Individual Goal Setting:**

I am going to shoot for a\_\_\_\_\_\_\_ on strand i

I feel I will struggle, need assistance or be successful with this task because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I am going to shoot for a\_\_\_\_\_\_\_ on strand ii

I feel I will struggle, need assistance or be successful with this task because

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I am going to shoot for a\_\_\_\_\_\_\_ on strand iii

I feel I will struggle, need assistance or be successful with this task because

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This is my self- checklist

* I have evaluated the quality of the service as action against my proposal
* I have reflected on how completing the project has extended my knowledge and understanding of service learning
* I have reflected on the development of ATL skills