

AMERICAN YOUTH ACADEMY



Community Project

2022-2023

Name: _____

Advisor: _____

Due April 14, 2023

Table of Contents

What is a Community Project?	2
What are the OBJECTIVES of the Community Project?	2
Assessment Criteria	3
Community Project Guidelines	3
Process Journal	4
Proposal for Action	4
Action Plan Ideas to get you Started	4
Defining a Goal to Address	5
Role of the Global Contexts	5
Role of the Approaches to Learning Skills	6
Role of your Advisor	6
Project Timeline	7
Appendix 1: MYP Community Project Assessment Criteria and Detailed Descriptors	8
Criterion A: Investigating	8
Criterion B: Planning	8
Criterion C: Taking Action	9
Criterion D: Reflecting	9
Appendix 2: Academic Honesty Declaration	10
Appendix 3: MYP Community Project Proposal	11
Appendix 4: MYP Project Glossary and Command Terms	12
Bibliography & Acknowledgements	13

Introduction

What is a Community Project?

A Community Project is a service learning/service-as-action requirement of the MYP programme and must be completed in the 8th grade year. It is a unique opportunity for you to utilize your personal interests, supported by relevant research, to focus on the community at large and your responsibilities as part of a global society.

There are three parts to a Community Project:

- A process journal
- Participation in service as action
- A final presentation

What are the OBJECTIVES of the Community Project?

Criterion A: Investigating

Students should:

- narrow down a field of interest
- identify goals to be achieved
- select a Global Context to work within
- identify questions to be answered
- identify the amount of time necessary

Criterion B: Planning

Students should:

- organize your Process Journal
- record research questions/answers
- identify desired results
- discuss research plan and results with Advisor

Criterion C: Taking Action

Students should:

- analyze achievement of goals
- modify planning/research to improve results
- facilitate community project

Criterion D: Reflecting

Students should:

- present your work, your conclusions and your information
- think about how they are communicating the goals of the project
- modify presentation to articulate results
- explain what they have learned from this project

Assessment Criteria

Your project will be assessed using the following MYP criteria:

Criterion A:	Investigating	8 points (max)
Criterion B:	Planning	8 points (max)
Criterion C:	Taking action	8 points (max)
Criterion D:	Reflecting	8 points (max)

(See Appendix 1, pg. for more detailed descriptions of the assessment criteria.)

Community Project Guidelines

Your Community Project **MUST** include a minimum of **15 work hours**. Be sure to document all classroom, planning, and actual action hours to ensure this requirement is met.

Your Community Project **MUST** include an oral presentation where you, and/or your group, explain the process taken to achieve your goal in a well-structured and organized manner.

The presentation should include:

- an explanation of your Action Plan and why you chose this action
- identification of the goal and a description of how it was achieved
- description of how your Action Plan connects to the Global Contexts
- identification of strengths and weaknesses of your plan; what difficulties did you encounter and how did you work to solve them (if applicable)
- what you learned as a result of your work

Structure and Form of the presentation:

- It must be oral (PowerPoint; Google Slides; video; TedX talks)
- It must include typed speaker notes (each member is responsible for his/her own notes)
- It should be well organized
 - Title slide
 - Introduction: How did you decide on your Action Plan; background information
 - Connection to Global Contexts
 - Works Cited
 - Appendices, if appropriate
- It needs to be between **6-10 minutes; 10-14 minutes for groups**
- **Presentations will be April 14, the Friday prior to Eid Break.**

Process Journal

It is important to maintain a record of the process you went through, from idea to Action Plan. It is your choice how you do this, but your Process Journal should include:

- Rough ideas; even if they change
- Rough drawings; diagrams; doodles; clippings; pictures
- Thoughts/reflections
- Global contexts you are working through
- Approaches to Learning (ATL) skills
- Meeting notes: intentions, next steps, brainstorming; discussions; materials; contact names/numbers; dates; times; locations of meetings and events
- Reflections on personal growth; musings on all of the above

Developing a Proposal for Action (See Appendix 2)

This is an opportunity for you to identify the need you're proposing be addressed and how you, and your group, plan to go about fulfilling this need. Reflect on what your personal motivation might be for proposing this project; what materials you might require to complete this project; who you might consult as an expert for this project; and in what way(s) do you intend to share this project with others. Your Advisor may offer suggestions to strengthen and/or refine your proposal.

Action Plan Ideas to Get You Started

- Organize an annual Heritage/Global Festival
- Fundraise for a cause
- Educational Awareness
- Invention
- After-school program for Elementary Youth
- Create a sport or game

Your Action Plan ***should be***
something you have a genuine interest in.

Your Action Plan ***should NOT be***

bound by a specific subject or dominate your social/academic life!

Defining a Goal to Address

This is probably the most challenging aspect of a self designed project. Choosing a topic of interest that is at the appropriate level and span can be daunting. **Support will be provided to assist you in coming up with an attainable goal.**

One way to start narrowing down a topic is to have a conversation with friends and family about your ideas. List topics you have a genuine interest in and brainstorm possibilities related to the topics.

Some examples of goals include:

to raise awareness
to inform other
to advocate

to participate actively
to create/innovate

to research
to change behaviors

Role of the Global Contexts

Global Contexts provide a learning context that is “authentic to world settings, event and circumstances.” It is our hope that by identifying a need, and working to fill that need, students will have the opportunity to “explore meaningful challenges and work to develop creative solutions and understanding.” (Principles to Practice; 2014)

The **Global Contexts** identified in the MYP are:

- Identities and relationships (Who we are)
- Orientation in space and time (Where we are in place and time)
- Personal and cultural expression (How we express ourselves)
- Scientific and technical innovation (How the world works)
- Globalization and sustainability (How we organize ourselves)
- Fairness and development (Sharing the planet)

The Community Project must identify **one** of these global contexts in order to establish the relevance of their inquiry (why it matters). The following are examples of questions one might ask to establish relevance:

GLOBAL CONTEXT	EXAMPLE QUESTIONS:
Identities and relationships	"Why does _____ speak to me?"
Orientation in space and time	"How did this idea/need develop over time?"
Personal and cultural expression	"Will this idea speak to a specific culture?"
Scientific and technical innovation	"Does this idea solve a problem?"
Globalization and sustainability	"How does this idea/need impact the environment?"
Fairness and development	"How does this idea/need provide equal opportunities?"

Role of the Approaches to Learning (ATL) Skills

Approaches to Learning Skills identify ways to help students "learn how to learn" and empower students to become lifelong learners. As you begin working on your Community Project, keep in mind your preferred learning category and challenge yourself to expand your skill base by utilizing a different skill category.

ATL Skill Categories:

- Communication
- Social (Collaboration)
- Self-Management (Organization; Affective; Reflection)
- Research (Information literacy; Media literacy)
- Thinking (Critical thinking; Creative thinking; Transfer)

Role of your Community Project Advisor

Your Leadership teacher will be your CP Advisor. **Advisors are guides and are not expected to be experts in your chosen Action Plan, nor are they expected to do the work for you.**

Advisors' roles include:

- Providing guidance in the planning, research & completion of CP
- Ensuring understanding of the components within the CP
- Periodically checking in to ensure completion of each phase of the project
- Providing positive, constructive feedback to enhance learning
- Ensuring the CP Action Plan is aligned with a Global Context and ATL Skill(s)
- Marking the CP according to the assessment criteria outlined previously

To get the most out of this opportunity, please bring your Process Journal and questions you have to each meeting. Your Process Journal is a reminder of what you have set out to accomplish and what steps you have

taken since your last meeting. If you have questions/concerns that need to be addressed before the next scheduled meeting, **it is your responsibility** to schedule time with your Advisor. He/She will make every effort to schedule a time to meet within three (3) days of receiving your request.

Community Project Timeline

The following timeline is an *estimated example* and is provided to help you set goals and deadlines to ensure completion of your project on time.

*Adapted from W.T. Eich's CP Process Journal

Date Assigned	Action	Recommended Due Date	Check off when complete
10/21/2022	Meeting 1: INVESTIGATING <ul style="list-style-type: none"> ● Brainstorming individual interest ● Survey 	11/4/2022	
11/4/2022	Meeting 2: INVESTIGATING <ul style="list-style-type: none"> ● Set up process journal ● Go over survey results ● Brainstorm 3 possible ideas and tie them to Global Contexts ● Develop research ideas/questions 	12/2/2022	
12/2/2022	Meeting 3: PLANNING <ul style="list-style-type: none"> ● Document people you've contacted ● Refine your Action Plan ● To Do List 	12/16/2022	
12/16/2022	Meeting 4: PLANNING <ul style="list-style-type: none"> ● Academic Honesty Form ● Begin citing sources ● Reflect on ATL skill(s) of focus ● Update your advisor 	1/6/2023	
1/6/2023	Meeting 5: TAKING ACTION <ul style="list-style-type: none"> ● Continue to document actions taken in Process 	2/3/2023	

	Journal <ul style="list-style-type: none"> Update your advisor 		
2/3/2023	Meeting 6: TAKING ACTION <ul style="list-style-type: none"> Discuss presentation checklist Begin putting presentation together Update your advisor 	3/3/2023	
3/3/2023	Meeting 7: ACTION/REFLECTION <ul style="list-style-type: none"> Reflect on ATL skill Discuss reflection write up to be submitted separately Update your advisor 	3/31/2023	
3/31/2023	Meeting 8: Project Turn in Day: REFLECTION <ul style="list-style-type: none"> Turn in Process Journal Share Presentation with Advisor digitally 		
	COMMUNITY PROJECT PRESENTATIONS <ul style="list-style-type: none"> Schedule of presentations will be determined by your advisor 	4/14/2023	

Appendix 1: MYP Community Project Assessment Criteria

CRITERION A: INVESTIGATING

(maximum 8 points)

Insert narrative describing expectation of investigation	
Level of Achievement	Description of Achievement
0	The student has not reached any standard described below.
1-2	Students are able to:
3-4	Students are able to:
5-6	Students are able to:
7-8	Students are able to:

CRITERION B: PLANNING

(maximum 8 points)

Insert narrative describing expectation of planning and documentation	
Level of Achievement	Description of Achievement
0	The student has not reached any standard described below.
1-2	Students are able to:
3-4	Students are able to:
5-6	Students are able to:
7-8	Students are able to:

CRITERION C: TAKING ACTION

(maximum 8 points)

Insert narrative describing expectation of taking action	
Level of Achievement	Description of Achievement
0	The student has not reached any standard described below.
1-2	Students are able to:
3-4	Students are able to:
5-6	Students are able to:
7-8	Students are able to:

CRITERION D: REFLECTING

(maximum 8 points)

Insert narrative describing expectation of reflection	
Level of Achievement	Description of Achievement
0	The student has not reached any standard described below.
1-2	Students are able to:
3-4	Students are able to:
5-6	Students are able to:
7-8	Students are able to:

Appendix 2: Academic Honesty Declaration

Student Name:

Advisor's Name:

Student: This document records your progress and discussions along the route to completion of your Community Project. Multiple opportunities have been scheduled with your Advisor to help keep you on track (see timeline provided). If you should need more time, it is your responsibility to schedule this time.

Advisor: Use this document to record supervision meetings and discussions. It is the student's responsibility to take notes and submit to you for your signature/initials.

Date	Main points discussed	Signature/Initials of Advisor
Meeting 1		
Meeting 2		
Meeting 3		

Student Declaration:

I confirm that this work is my own. I have acknowledged the contributions and words, works, or ideas of others, whether written, oral or visual. Although we worked as a group, my Process Journal and other written work is original to me. I contributed equally to the making of the final project.

Advisor Declaration:

I confirm, to the best of my knowledge, the work submitted is the original and authentic work of the student and his/her group.

Student's Signature:	Date:
Advisor's Signature:	Date:

Appendix 3:

MYP Community Project Proposal

Project Title:	
Student Name(s):	Advisor's Name:
NEED: Identify and describe the need you intend to address and why is this relevant to the community?	
Need:	
Targeted Community:	
Action Plan: Briefly describe: the purpose; what you hope to achieve; your goal	

Global Context: Identify the Global Context and its relevance to your project.	
Possible Research: Identify what you need to research; questions you have. Keep track of ALL resources in your Process Journal.	
Questions:	Resources:

Accepted By: _____ Date: _____

Appendix 4:

MYP Project Glossary and Command Terms

Glossary and MYP Definitions

Bibliography	An alphabetical list of every source used to research the project
Communities	Groups that exist in proximity defined by space, time, or relationship
Criteria	Specific elements the project outcome must meet to be a quality outcome, as defined by the student
Need	A condition or situation in which something is required to wanted; a duty or obligation; or a lack of something desirable, or useful
Outcome	The end result of a student's project, used particularly where the project has resulted in a non-tangible result or result that has various aspects to it, for example, an awareness raising campaign
Process Journal	A generic term to refer to the documentation that students develop during the process of completing the MYP project
References	An alphabetical list of only those sources that are cited in the project presentation or report

Works Cited	An alphabetical list of every source used to research the project, which follows the MLA formatting standards
-------------	--

Command Terms and MYP Definitions

Create	To evolve from one's own through or imagination, as a work or an invention
Define	Give the precise meaning of a word, phrase, concept or physical quantity
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application
Develop	To improve incrementally, elaborate or expand in detail; evolve to a more advanced or effective state
Formulate	Express precisely and systematically the relevant concept(s) or argument(s)
Identify	Provide an answer from a number of possibilities; recognize and state briefly a distinguished face or feature
Justify	Give valid reasons or evidence to support an answer or conclusion
Outline	Give a brief account

Bibliography & Acknowledgements

- IBO Community Project Guide
- W. T. Eich Middle School, Roseville, CA