

Northwest Jackson IB Middle School
Middle Years Program (MYP)



Grade 8 Community Project Guide

Student Name: _____ Homeroom Teacher: _____

Supervisor Name: _____



Northwest Jackson Middle School

International Baccalaureate Middle Years Program



Dear 8th Grade Students,

I am thrilled that we are able to provide you with the opportunity to pursue the MYP Community Project of the IB Middle Years Program here at Northwest Jackson IB Middle School. The Community Project is your chance to produce a truly personal and creative project of your choosing. Through this endeavor, you will be able to demonstrate your ability to take initiative, think critically and communicate effectively—a few of the many skills you need to be college and career ready.

As IB students, you are part of a global community of learners from more than 140 countries who are engaging in an international education "that aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." The MYP Community Project will allow you to turn your passion into action that will positively influence yourself and your community. I wish you the best as you begin the journey of completing this project. We have many resources to support you along the way. I look forward to seeing the results of your hard work and ingenuity at the MYP exhibition in the spring.

Sincerely,

Kevin L. Culver
Principal

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COMMUNITY PROJECT LONG-TERM PLAN

ACTION	DATE/SIGNATURE
Attend Introductory Meeting	Date: Spring 2018
Acquire a supervisor/submit supervisor sheet	Date: August 2018 Coordinator Signature:
Submit Proposal and Contract	Date: September 2018 Coordinator Signature:
Supervisor Meeting #1	Date: TBD (Fall 2018)
Supervisor Meeting #2 (submit action plan)	Date: TBD (Winter 2018)
Supervisor Meeting #3	Date: TBD (Winter 2018)
Completion of Project You will hand in to Coordinator: <ul style="list-style-type: none"> ✓ Process journal extracts (10 for individuals; 15 for groups) ✓ Academic honesty form ✓ Any supporting visual aids used during presentation. ✓ Works cited 	February 2019 (based on homerooms)
In-class presentations	Date: TBD (Around February 2019)
Celebrations and Exhibitions	Date to be determined

Commitment & Pledge

Declaration of Academic Honesty: As an IB student who understands the importance of being principled and showing integrity, all of the work presented as a part of the Community Project will be referenced to acknowledge the thoughts and contributions of others. I will submit work that is my own and not a plagiarized copy of someone else's work or thoughts. For example:

- I will not cut - and - paste information from others without appropriate use of quotation marks and direct reference to their work;
- I will summarize information in my own words;
- I will document the resources I use.

Acknowledgement of Due Date: As an IB student who understands the importance of being principled and knowledgeable. I understand that my community project is due around February 2019 with the final date to be communicated to parents and students.

Acknowledgement of Time Requirement: I understand that large projects like the Community Project are designed to take a long time to complete. I understand that I only have a limited number of hours of planning time during Community Project meetings with my supervisor. During this time I pledge to use my time wisely communicating with my classmates and learning from my teacher. I understand that at least 12 hours will be spent researching, planning, developing and completing the project at home. During the project, I will reflect and report on my progress using this handbook.

Student Name _____ Parent Name _____

Student Signature _____ Parent Signature _____

Date Signed _____ Date Signed _____

Supervisor-Mentor Agreement

MYP Community Project

Student Name: _____

Dear Student: Please give this form to your project supervisor to read and complete. Signed forms should be submitted to the MYP Coordinator.

Information for all Supervisors:

Students are completing a community project as their culminating 8th grade assignment. The community project is a long-term project based in an area of interest for the student. Each student is required to have a supervisor to offer consistent guidance and feedback and to monitor the student's progress along the project timeline. As a supervisor, you will:

- **Be given a guide which explains the MYP community project and your responsibilities.**
- **Understand and adhere to the deadlines, requirements of the project and assessment criteria in the guide.**
- **Attend mandatory supervisor meetings during the school year.**
- **Meet with your student (typically at least once each month) between now and the deadline for submission to monitor progress, give feedback and offer suggestions for next steps. IB requires a minimum of three meetings.**
- **Contact the MYP Coordinator if your student(s) are not fulfilling the project requirements.**
- **Complete a final evaluation of your student(s)' work using the IB MYP assessment criteria for the community project and submit it to the MYP Coordinator.**

To be completed by supervisors:

Supervisor Name: _____

Signature: _____

Your signature on this form indicates agreement to the duties listed above.

Parent/Guardian Signature: _____

Parent/Guardian Telephone: _____

Parent/Guardian E-mail: _____

AIMS AND OBJECTIVES

The aims of the MYP projects are to encourage and enable you to:

- ✓ 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
- ✓ demonstrate responsible action through, or as a result of, learning
- ✓ appreciate the process of learning and take pride in their accomplishments.

The objectives state the specific targets that are set for learning. They define what you will be able to accomplish as a result of your study. They align with the assessment criteria your project score is based on:

Community Project Objectives
Objective A: Investigating
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
Objective B: Planning
i. develop a proposal for action to serve a need in the community. ii. plan and record the development process of the project iii. demonstrate self-management skills
Objective C: Taking Action
i. demonstrate service as action as a result of the project ii. demonstrate thinking skills iii. demonstrate communication and social skills
Objective D: Reflecting
i. evaluate the quality of the service as action against the proposal ii. reflect how completing the project has extended their knowledge and understanding of service learning. iii. reflect on their development of ATL (Approaches to Learning) skills.

Community Project Overview/Frequently Asked Questions

What is the Community Project?

Simply put, the community project is a service action project designed and carried out by you based on your interests. It gives you an opportunity to develop awareness of needs in various communities and address those needs through service learning. The community project may be completed individually or by groups of a maximum of three students.

- For an individual student presentation, the time allocated is 6-10 minutes.
- For a group presentation, the time allocated is 10-14 minutes.

Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation

What are the steps involved to complete the project?

- Define a goal to address a need in the community, based on their personal interests
- Identify the global context for the community project
- Develop a proposal for action for the community project.
- Carry out the service as action
- Prepare and complete the oral presentation

In situations where students choose to work in groups, the goal is defined collaboratively.

Will the community project suffice for my community service requirement for the year?

Yes.

Is completing the community project mandatory?

Yes.

What if I don't complete the community project?

Community service and action is a mandatory part of continuing in the IB Program. Students who plan on continuing in the program at Jim Hill High School may find themselves at a competitive disadvantage. The community service and action requirements are the same at Jim Hill. In addition, in the 10th grade, students must complete the Personal Project which is very similar to the Community Project. Completing the Community Project in Year 3 can help prepare students for the Personal Project. The Community Project is also worth 5 test grades.

What documents are required to complete the Community Project?

- Any visual aids used during the presentation
- Academic honesty form
- Process journal extracts
- Community Project plan of proposal
- Works Cited

These document templates (Academic honesty form, Plan of proposal) will be given to you by the IB Coordinator, or you can access them through the school's website at www.jackson.k12.ms.us/northwest.

MYP PROJECTS ACADEMIC HONESTY FORM

Student name:		
School name:		
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 OR INITIALS
<u>Meeting 1:</u>		Student: Supervisor:
<u>Meeting 2:</u>		Student: Supervisor:

<u>Meeting 3:</u> 		Student: Supervisor:
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Supervisor comments:

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).

Supervisor declaration:

I confirm that, to the best of my knowledge, the material submitted is authentic work of the student.

Student's signature	Date
Supervisor's signature	Date

Getting Started: Documenting the Process (The Process Journal)

Your process journal is where you will document your learning throughout your project. You can keep as a Word document, create a blog, video, or use any format you like to maintain it. It will be assessed using Criterion B of the Community Project rubric. You will produce 10-15 process journal extracts as evidence to demonstrate development in the four Community Project objectives.

The Process Journal is:	The Process Journal isn't:
<ol style="list-style-type: none"> 1. used throughout the project to document its development an evolving record of intents, processes, accomplishments 2. a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised 3. a place for recording interactions with sources, for example teachers, supervisors, external contributors 4. a place to record selected, annotated and/or edited research and to maintain a bibliography 5. a place for storing useful information, for example quotations, pictures, ideas, photographs 6. a means of exploring ideas and solutions 7. a place for evaluating work completed 8. a place for reflecting on learning 9. devised by the student in a format that suits his or her needs 10. a record of reflections and formative feedback received 	<ol style="list-style-type: none"> 1. used on a daily basis (unless this is useful for the student) 2. written up after the process has been completed 3. additional work on top of the project; it is part of and supports the project 4. a diary with detailed writing about what was done 5. a static document with only one format.

You must show your supervisor evidence of your process documented in your journals when you meet with him/her.

- Date every entry.
- Aim for a minimum of one entry per week.
- Entries include brainstorming and Thinking Maps, notes, charts, short paragraphs, pictures, photos, notes on what has been learned, sketches, self and peer assessments, bibliography of resources, challenges/difficulties faced, questions to ask your supervisor and answers received, etc.

STEP 1: Defining a Goal to Address a Need in the Community

A "*goal*" is defined as an "aim or desired result; object of a person's ambition or effort." Where the Community project is concerned, your goal may be:

- to raise awareness (creating a video on sustainable water solutions)
- to participate actively (tutoring, developing a garden)
- to research (collect information, analyze it and prepare a report that will influence others on an issue such as the most effective means to reduce litter in public spaces)
- to inform others (performing a play to teach about one of the profiles)
- to create/innovate (redesign a website)
- to change behavior
- 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.

A "*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:

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.

The table below illustrates various types of communities.

Community	Examples	
A group of people living in the same place.	Singapore's Indian neighborhood	A subdivision in West Jackson or Rankin County
A group of people sharing the same beliefs.	Vegetarians	An online forum for people with Sickle Cell Anemia.
A body of nations or states.	European Union	Unites States of America.

Identifying the global context for the project.

You will need to choose one of the six global contexts to define your goal. *Project guide* (2014) suggests that students ask these questions to help decide which context to choose: What do you want to achieve through your project? What do you want others to understand through your work? What impact do you want your project to have? How can a specific context give greater importance to your project? Students' reflections and decisions will include how their work connects to their chosen global context.

Global Contexts

- **Identities and relationships:** 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.
- **Orientation in time and space:** 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.
- **Personal and cultural expression:** the ways 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.
- **Scientific and technical innovation:** 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.
- **Globalization and sustainability:** 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.
- **Fairness and development:** 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.

Step 3: Develop Your Process: The Proposal of Action

Resources for Investigation and Planning

As you begin your project, prior knowledge will influence your work, but you must show evidence of new learning throughout your project. Prior knowledge alone does not provide sufficient depth or breadth of inquiry for the project. Therefore, research will be a necessary component of your project's process. Utilize the evaluating sources template in the appendix as you work on your project.

Inquiring into a topic through a **global context** enables you to develop a deeper understanding of both the topic and how it relates to the real world. The selected global context will inform the questions that you will ask as you develop your community project. The global context will help you explain why your project matters. See the appendix for a list of global contexts and examples of related community projects.

The number and type of resources will vary depending upon the nature of your project; however, to reach the highest levels of achievement through investigating, you must select a range of sources and a variety of source types. Your ability to evaluate the reliability of sources should be developed through ATL skills, particularly information and media literacy skills.

Available sources may include: subject-area content, significant people, survey data, published media, internet resources, video or audio recordings and images.

Once you have done sufficient research into the topic of your interest, you should then prepare the **project proposal** (*what I want to do*) and the **action plan** (*how I will do it*) for your supervisor's input and advice. Both document templates are located in the appendix section.

Step 4: Carry out service as action

SERVICE LEARNING

In the Community project, action involves a participation in Service Learning (service as 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 an 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 on replacing bullying with respect, or creating a video on sustainable water solutions.

Research: Students collect 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 animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

Step 5: Prepare Oral Presentation

Reflect! Reflect! Reflect!

Congratulations, you made it! This is the final phase of your project. This is where you will present your project to an audience and wrap up everything you have done. This phase includes:

- Evaluate the quality of service as action against the proposal
- Reflect on learning
- Prepare the project board
- Select the extracts from the process journal to submit
- Complete the bibliography
- Complete the academic honesty form

Presentation

The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community. The format of your presentation can be digital or visual (Poster board, Prezi, PowerPoint, Video journal, Google docs, etc.) See the table below for questions to aid in your oral presentation.

Project Board

In addition to the oral presentation, you will also be required to create a tri-fold project board to showcase the project. This is your chance to be creative. You will need the following:

- Project name
- Description of project
- Visuals (photographs, graphs, etc.)
- Research
- Bibliography
- Reflection (What ATL skills were your strengths prior to beginning the project? What skills did you develop as you completed your project?)

PRESENTATION GUIDING QUESTIONS

Use these questions to help guide your presentation.

A: INVESTIGATING

1. What was the goal and why did you choose it?
2. Define your community.
3. What did you already know and what did you learn? How did that help you?
4. Did you use what you learned in any of your subjects/classes?

B: PLANNING

1. Describe the process you went through.
2. How did you keep yourself on track?
3. How was your mentor/supervisor helpful to you?

C: TAKING ACTION

1. What did you do?
2. How did it go?
3. What were your results? Did you have to make any changes along the way?
4. Did you interact with anyone in your community? Describe any interactions.
5. What would you do differently and why?

D: REFLECTING

1. What advice would you give others about doing a service project?
2. What ATL skills did you develop?
3. What worked well with your project?
4. What does service mean to you after completing the project?
5. Would you do another service project and what would it be?
6. How was your project received by others?

Note: The objectives and questions may be used to guide discussion at supervisor/mentor meetings

APPENDIX

Community Project Proposal

Project Title	
Student Name(s):	

NEED: *Describe the need you intend to address. What is lacking/needing improvement?*

Need:

Targeted Community:

Action Goal: *What is the purpose of your Community Project? What do you hope to achieve? Awareness? Actively participate? Research? Inform others? Advocate? Change behaviors?*

Global Context:

How is this Global Context relevant? Why?

Research: *What do you need to research? What questions do you need to answer? Where will you look for the answers? Remember to look for reliable sources of information. Don't forget to keep track of ALL resources used in your process journal as you must submit a Works Cited page with your presentation.*

Questions? (who, what, why, etc.)

Possible resources: (books, magazines, newspaper articles, websites, surveys, interviews, etc.)

Responsibilities

1. Contract and Proposal
2. Process journal
3. Academic Honesty Form
4. Works Cited
5. Final Presentation

Individual	Group
Presentation 6-10 minutes	10-14 minutes (each member contributes)
Process Journal Extracts 6-10	10-15 (each member contributes an equal amount of extracts)

Group member signatures (if applicable):

Print Name _____ Signature _____

Print Name _____ Signature _____

Print Name _____ Signature _____

Supervisor Name _____ Signature _____

Community Project Action Plan

Project Title:	
Student Name(s):	Supervisor Name:

Need:
Community:
Global Context:

Action Goal:
Time Frame: <i>Will you hold a one day event? Will your action take a few weeks?</i>
Location: <i>Where will the event take place?</i>

Specific tasks/activities to complete:

How will you get the word out?

What materials and resources are needed to achieve your outcome?

Cost: *Is there a materials cost?*

PROCESS JOURNAL

Name(s):

Date:

For the Time Period:

Goals:

Accomplishments:

Next steps:

My most important concerns/problems/questions are:

Description of Global Contexts

The table below contains the focus question(s) and description for each of the Global Context. For the community project, students must choose one Global Context as the focus of the project.

Global Context	Examples of Community Projects
<p>Identities and relationships Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and other cultures; what it means to be human.</p>	<ul style="list-style-type: none"> • Laughter therapy campaign in children’s hospital of elder care home. • Tutoring classes providing additional or special instruction to primary school students. • Researching the effects of cola drinks on digestion and developing a campaign to promote healthy choices available from school vending machines.
<p>Orientation in time and space Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationship between, and the interconnectedness of, individuals and civilizations, from personal, local, and global perspectives.</p>	<ul style="list-style-type: none"> • Joining a museum or historical society in the community to contribute to maintaining, restoring, and recovering local history. • Making a plan for wheelchair accessibility. • Inspired by the lack of facilities in the community, seeking to improve the facilities for young people by producing an article for the school magazine summarizing the problem and possible solutions.
<p>Personal and cultural expression 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"> • Improving the environment in the local hospital by designing and creating a series of pictures to hang in the corridors. • Performing a theatre play to raise awareness on bullying. • Promoting intercultural understanding through a graffiti contest.
<p>Scientific and Technical innovation 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</p>	<ul style="list-style-type: none"> • Helping a local community make an efficient, low-cost use of energy-powered devices. • Developing a program to promote the use of wind energy for domestic devices. • Campaigning to reduce paper use and to promote recycling. • Campaigning to reduce water, electricity or fuel waste.

<p>adapt environments to their needs.</p>	
<p>Globalization and sustainability 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 tension provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<ul style="list-style-type: none"> • Campaigning to raise awareness and reduce plastic straw waste use. • Passing a plan to local authorities for tree planting in an area in need of re-greening. • Creating a school or community garden.
<p>Fairness and development 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"> • Campaigning for fair-trade awareness. • Contributing to educational opportunities, for example, supporting a local non-governmental organization that works on literacy in your town. • Addressing the concerns of immigrants and migrant populations.

APPROACHES TO LEARNING

MYP projects are culminating activities through which students present, in a truly personal way, their development of approaches to learning (ATL) skills. ATL skills that students have developed in subject groups will prepare them for working more independently and developing an MYP project over an extended period of time.

Students will demonstrate how they have met the objectives through their presentation at the end of the project. They will be expected to communicate clearly, accurately and appropriately, using communication, organization and reflection as ATL skills. The first table below is a model of alignment between ATL skills and project objectives. There is also a column for students to communicate evidence of the ATL skills demonstrated throughout the project. It is important to realize that ATL skills work across all stages of MYP projects, often overlapping throughout the projects.

Community Project Objectives	MYP ATL Skill Clusters	Evidence that I demonstrated this:
A: Investigating	<ul style="list-style-type: none"> ✓ Collaboration ✓ Critical thinking ✓ Creative thinking ✓ Affective Skills 	
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	<ul style="list-style-type: none"> ✓ Information literacy ✓ Media literacy ✓ Transfer skills ✓ Affective skills 	
iii. demonstrate research skills		
B: Planning	<ul style="list-style-type: none"> ✓ Collaboration ✓ Organization ✓ Critical thinking ✓ Creative thinking ✓ Affective skills 	
i. develop a proposal for action to serve a need in the community		
ii. plan and record the development process of the project	<ul style="list-style-type: none"> ✓ Collaboration ✓ Organization ✓ Reflection ✓ Affective skills 	
iii. demonstrate self-management skills		
C: Taking action	<ul style="list-style-type: none"> ✓ Organization ✓ Critical thinking ✓ Creative thinking ✓ Affective skills 	
i. demonstrate service as action as a result of the project		

ii. demonstrate thinking skills iii. demonstrate communication and social skills	✓ Communication ✓ Collaboration ✓ Critical thinking ✓ Creative thinking ✓ Transfer ✓ Affective skills	
D: Reflecting i. evaluate the quality of the service as action against the proposal ii. reflect how completing the project has extended their knowledge and understanding of service learning iii. reflect on their development of ATL (Approaches to Learning) skills	✓ Communication ✓ Reflective ✓ Affective skills	

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

ATL Skills	Expectations
Communication	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 & concentration); perseverance; emotional management; self-motivation resilience (ability to bounce back)
Reflection Skills	Considering the process of learning; choosing and using ATL skills. Consider content: <ul style="list-style-type: none"> ✓ What did I learn today? ✓ What don't I yet understand? Consider ATL skills development: <ul style="list-style-type: none"> ✓ What can I already do? ✓ What will I work on next? ✓ How can I share my skills to help peers who need

	<p>more practice?</p> <p>Consider personal learning strategies:</p> <ul style="list-style-type: none"> ✓ What can I do to become a more efficient and effective learner? ✓ 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 in a bibliography</p>
Research: Media Literacy Skills	<p>Interacting with media to use and create ideas and information</p>
Thinking: Critical Thinking Skills	<p>Problem solving & thinking skills: planning; inquiring; applying knowledge & concepts; identifying & solving problems.</p>
Creative: Thinking Skills	<p>Creating novel solutions/ideas; considering new perspectives</p>
Transfer Skills	<p>Using knowledge & skills across subject areas to make connections and create solutions.</p>

COMMUNITY PROJECT ASSESSMENT RUBRICS

Criterion	7-8	5-6	3-4	1-2
Criterion A: Investigating	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and highly challenging goal to address a need within a community, based on personal interests ii. identifies learning and subject-specific knowledge that is consistently highly relevant to the project. iii. demonstrates excellent research skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. define a clear and challenging goal to address a need within a community, based on personal interests ii. identifies prior learning and subject-specific knowledge generally relevant to the project iii. demonstrates substantial research skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. outline an adequate goal to address a need within a community, based on personal interests ii. identifies basic prior learning and subject-specific knowledge relevant to some areas of the project iii. demonstrates adequate research skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> 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. identifies prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance iii. demonstrates limited research skills
B: Planning	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop a detailed, appropriate and thoughtful proposal for action to serve the need in the community ii. presents a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop a suitable proposal for action to serve the need in the community ii. presents a substantial plan and record of the development process of the project iii. demonstrates substantial self-management skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop an adequate proposal for action to serve the need in the community ii. presents an adequate plan and record of the development process of the project iii. demonstrates adequate self-management skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. develop a limited proposal for action to serve the need in the community ii. presents a limited or partial plan and record of the development process for the project iii. demonstrates limited self-management skills
C: Taking Action	<p>The student is able to:</p> <ul style="list-style-type: none"> i. demonstrate excellent service as action as a result of the project ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. demonstrate substantial service as action as a result of the project ii. demonstrates substantial thinking skills iii. demonstrates substantial communication and social skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. demonstrate adequate service as action as a result of the project ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. demonstrate limited service as action as a result of the project ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills
D: Reflecting	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the service as action against the proposal 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the service as action against the proposal 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present an adequate evaluation of the quality of the 	<p>The student is able to:</p> <ul style="list-style-type: none"> i. present a limited evaluation of the quality of the

	<p>ii. present excellent reflections on how completing the project has extended their knowledge and understanding of service learning</p> <p>iii. present detailed and accurate reflections on their development of ATL skills.</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>	<p>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>	<p>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>
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Annotated Bibliography

Please use this format to record/evaluate every source you use as you work on your project.

<p>Cite the source using MLA format.</p>	
<p>Summary</p> <p>(What information does the source provide?)</p>	
<p>Coverage</p> <p>(Is the work a primary or secondary source?)</p>	
<p>Relevance</p> <p>(What have you learned from this source? How will it help you achieve your product/outcome?)</p>	

Citing Sources/Creating a Bibliography

Citing your sources is critical to ensure your project's credibility. It also gives credit to the people whose ideas you are using/borrowing and is central to your development as a principled and ethical writer. Proper citation is necessary to avoid plagiarism/violations of the academic honesty policy and the potential academic consequences resulting from plagiarism.

You must cite your research at the end of your project in the bibliography using MLA formatting. Below are resources that will guide you in properly citing your sources.

<https://owl.english.purdue.edu/owl/resource/747/01/>

The Purdue University Online Writing Lab (OWL) is your one-stop site for all things writing related. This site will take you to the MLA citation page but look around and you will find other valuable writing tips and tools. Be sure to use the appropriate citation format for your type of source (magazine, book, website, etc.)

www.easybib.com

www.bibme.org/

These sites automatically generate citations based on the information you enter.

www.citationmachine.net

ABCDs of Website Evaluation

ABCDs	Consider using this site if:	Question this site if:
URL of site:	<ul style="list-style-type: none"> • .gov (government) • .edu (college or university) • .org (non-profit organization) 	<ul style="list-style-type: none"> • .com (business) • .k12 (school) • Geocities, yahoo, etc. (personal)
<p style="text-align: center;">A</p> <p style="text-align: center;">Authorship</p> <p style="text-align: center;"><i>Who created this site?</i></p>	<ul style="list-style-type: none"> • Author seems to be an expert in the field or subject. • Organization is governmental or non-profit and is a respected organization in this field. 	<ul style="list-style-type: none"> • Author does not seem to have relevant qualifications. • Organization has commercial interest in this subject.
<p style="text-align: center;">B</p> <p style="text-align: center;">Bias</p> <p style="text-align: center;">What is the purpose of this site?</p>	<ul style="list-style-type: none"> • Informative • News • Educational/Scholarship 	<ul style="list-style-type: none"> • Advocacy (promotes a point of view) • Personal interest • Advertising • Entertainment
<p style="text-align: center;">C</p> <p style="text-align: center;">Content</p> <p style="text-align: center;"><i>How accurate or trustworthy is this page? Is it at my reading level?</i></p>	<ul style="list-style-type: none"> • Previously published in a newspaper magazine or academic journal and has been subject to peer editing. • This page or site has a works cited list or bibliography. • Information is consistent with other sources. • I can read this site with understanding. 	<ul style="list-style-type: none"> • Mistakes in spelling or grammar throughout this site. • This page or sit has no works cited list or bibliography. • Information is not consistent with other sources. • This site is too difficult for me to read.
<p style="text-align: center;">D</p> <p style="text-align: center;">Date</p> <p style="text-align: center;">When was this page created or updated?</p>	<ul style="list-style-type: none"> • This is a continuously updated page or site. • Links to information work. 	<ul style="list-style-type: none"> • This site was last updated more than a year ago. • Links to other information are broken.
<p style="text-align: center;">Evaluation complete</p>	<p>___ Total number of checkmarks in this column.</p> <ul style="list-style-type: none"> • I am comfortable that the information on this site is reliable 	<p>___ Total number of checkmarks in this column.</p> <ul style="list-style-type: none"> • I probably should not use this site for academic work.