George Washington Carver Middle an IB World School

STEM infused & AVID

Community Project

Empowering lifelong learners to create a better world.

*How will **you** make a difference?*

Name _____

U.S. History Teacher_____ Supervisor _____

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WHAT IS THE MYP COMMUNITY PROJECT?

The Grade 8 Community Project is a major activity for students to complete in year three (8th grade) of the MYP program at George Washington Carver Middle School.

The community project focuses on community and service and gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project is completed in groups of a maximum of three students. The choice of the topic for the project is made in consultation with an IB teacher who has the responsibility for supervising the development of the project according to the Assessment Criteria (included in attached guide) which is based on International Baccalaureate Organization guidelines.

- While this project may seem like quite a bit of work, we are confident the rewards will be even greater, both for you as a student and the community whose need you chose to address.

<u>Community Project Overview/Frequently Asked Questions</u>

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 the High School level may find themselves at a competitive disadvantage. The community service and action requirements are the same at an IB High School. 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 4 test grades.

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

The aims of MYP projects are to encourage and enable students 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

<p align="center">Commitment & Pledge</p>

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 April with the final date to be communicated.

Carver Middle an IB World School
Community Project Acknowledgement

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 hours will be spent researching, planning, developing and completing the project at home and in school. During the project, I will reflect and report on my progress using a journal.

Student Name _____ Parent Name _____

Student Signature _____ Parent Signature _____

Date Signed _____ Date Signed _____

Community Project Timeline

Action	Date
Introduction	October 31 - Nov 4
Brainstorming and generating ideas	October 31 - Nov 4
Supervisory Meeting 1	November 7-11
Submit Proposal and signed agreements	November 14-17
Supervisory Meeting 2	December 12-16
Supervisory Meeting 3	February 6-10
Completion of Project • Hand into Individual and Society Teacher ○ Process journal extracts	April 24-28

○ Academic Honesty form ○ Any supporting visual aids used during presentation ○ Works cited	
In-Class Presentation	May 1-9
Community Showcase	May 11

Investigating October 31 - December 3	**Planning** December 6 - January 7	**Taking Action** January 10 -- March 4	**Reflecting** March 7 - April 23	**Presentation** May 1-9
● Decide on the need within the local or global community ● Define a goal to address the need with the local or global community ● Decide on a Global Context ● Initial research period – select relevant resources and gather information ● Record information and developments in a process journal (Google Slide or notebook) ● Complete Community Project Proposal for Investigation ● Meet with teacher at least once to discuss plan ● *Students will be paired with a supervisor based on their SDG interest.*	● Develop an action plan ● Continue research and record information on slide or notebook ● Contact organization/ or experts needed ● Record information and developments in process journals. ● Complete Community Project Proposal for Action ● Organize the "action" how will you present your presentation ● Reflect on your understanding of the Topic within the Global Context, ATLS and Learner Profiles ● Attend a work in progress session with the teacher.	● Carry out the action, (create flyers or video to post on Carver's Instagram or Facebook page.) ● **Optional** Use https://www.canva.com/ https://www.postermywall.com/ to create free posters or flyers. ● Record information and developments in process journals (How have you grown?) Reflect on the Global Context, ATLS and Learner Profiles	● Brief explanation of what your problem/idea was. ● Evaluate the project against your proposal (Did it turn out as you'd planned?) ● Reflect on your learning (Global Context, ATLs, and Learner Profile) ● Prepare oral presentation for class ● Select the extracts from the process journal to submit ● Complete the bibliography "Works Cited) ● Complete the academic honesty form ● Celebration	Community Showcase May 11

PRESENTATION GUIDING QUESTIONS

Use these questions to help guide your presentation.

A: INVESTIGATING

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

B: PLANNING

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

C: TAKING ACTION

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

D: REFLECTING

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

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

INVESTIGATING

       During this phase, you will need to identify the need within the community. First, you will need to know what the term "community" means. The best way to do this is to brainstorm each "community."

❏ Use this chart to help. Each column represents a different "community." Use the space provided to brainstorm the needs in each of those areas. Some needs may fit in several categories.
❏ Once you have completed the chart, narrow your choices down to two or three ideas.
❏ Ask yourself: Which one do I feel most passionate about? How can I help address the need?
❏ Complete the Community Project Investigation Proposal sheet.

School	Local Neighborhood County	State	National	Global
Ex: Bullying	Ex: Hunger, crime, domestic violence	Ex: Environment	Ex: Homelessness, child abuse	Ex: Access to clean drinking water

1. **What is the goal to address the need you decided on?**

Some examples of goals are:
- to raise awareness
- to participate actively
- to research
- to inform others
- to create/innovate
- to change behaviors
- to advocate

(See page 20 for sample goals)

2. **Identify the Global Context your project is related to.**

Global contexts direct learning towards independent and shared 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.

Consider the following questions as you choose a global context through which to focus your project.
- What do I want to achieve through my community project?
- What do I want others to understand through my work?
- What impact do I want my project to have?

- How can a specific context give greater purpose to my project?

When organizing fundraising campaigns or events for an organization, you will explore the challenges that the organization addresses, such as pollution, climate change, endangered species, health, education, housing, food, human rights, minority rights, immigration, culture, arts, communication. Therefore, the global context for the project will often be determined by the organization's cause.

<u>The choice of the global context will significantly shift the perspective of the MYP project.</u>

(see page: #22)

3. Approaches to Learning Skills (ATL)

ATL skills are the skills students use to "learn how to learn." You are already using many of the skills, but didn't know what they were called. Think about how you are using these as you go through your project. Include them in your process journal.

(see page: # 23-26)

PLANNING

1. Develop a proposal for action for the project

When you are clear on what you want to achieve and the service as an action of your project, you will need to propose an action plan. What are some specific tasks or activities you can do to develop your project? You can use checklists, rubrics, timelines, flow-charts or other strategies to prepare their proposal. Your proposal should include designing, problem-solving, decision-making or investigative activities. Proposals should be achievable based on the time and resources available. Do not come up with a proposal that takes too much time, is difficult to follow through, or costs too much money to implement. On the other hand, do not choose projects that are too simplistic.

2. Research

Now it's time to begin your research. Remember to look for reliable online sources. Don't forget interviews with individuals involved in whatever your project is related to can offer valuable information and insight.

As you complete your research, make sure to keep track of all of your sources. Add

these to your process journal.

TAKING ACTION

Once you have determined the need, your goal, and have planned what you are going to do, it is
  time to put it into action.

- Is it a one day event? Will it take a few weeks?
- Where will the event take place? Where will the drop-off location be?
- How will you get the word out? Do you need posters made?
- What supplies do you need? Continue

writing in your process journal.

REFLECTING

Congratulations! You made it. This is the final stage of your project. This is where you will
  actually present your project to an audience and wrap up everything you have done.

This step includes the following:
- Completion of a written reflection that evaluates the quality of the service as
  action against the proposal and learning
- Prepare, then complete oral presentation
- Select the extracts from the process journal to submit
- Complete the bibliography
- Complete the academic honesty form

PRESENTATION

At the end of the community project, you will present your project in front of an audience.

- 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. At the time of the presentation, students must submit to the community project supervisor:

- a completed academic honesty form for each student
- the proposal for investigation
- the proposal for action
- written reflection
- process journal extracts
- any supporting visual aids used during the presentation
- bibliography/sources.

In addition to the oral presentation, you will also be required to create a project display to showcase the project at Open House. This is your chance to be creative. You will need to include the following:

- Project name
- Description of project
- Visuals (photographs, graphs, etc.)
- Research
- Bibliography
- Reflection

Process Journal

The process journal is a generic term used to refer to the record of progress maintained by the student throughout the project. However, it is your choice as to how you will maintain that record. It can be written, visual, audio or a combination of these, and it may include both paper and electronic formats. In the use of electronic/digital media, you are strongly advised to make digital copies of your journals or to transmit copies of your journals to your Google drive. You are not restricted to any single model of recording your process journals but are responsible for producing evidence of addressing the four objectives to demonstrate achievement at the highest levels of the criteria.

The process journal is:	The process journal is not:
• used throughout the project to document its development • an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, possible lines of inquiry and further questions raised • a place for recording interactions with sources, for example teachers, supervisors, external contributors • a place to record selected, annotated and/or edited research and to maintain a bibliography • a place for storing useful information, for example quotations, pictures, ideas, photographs • a means of exploring ideas and solutions • a place for evaluating work completed • a place for reflecting on learning • devised by the student in a format that suits his or her needs • a record of reflections and formative feedback received.	• used on a daily basis (unless this is useful for the student) • written up after the process has been completed • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done • a static document with only one format.

You should carefully select evidence from your process journals to demonstrate development in all criteria. You will need to submit these as part of your report at the conclusion of the project. You will need a maximum of 10 individual extracts to represent the key developments of the project. These will show how you have addressed each of the objectives.

An extract may include:

> visual thinking diagrams
> bulleted lists
> charts
> short paragraphs
> notes
> timelines, action plans
> annotated illustrations
> annotated research
> artifacts from inspirational visits to museums, performances, galleries
> pictures, photographs, sketches
> up to 30 seconds of visual or audio material
> screenshots of a blog or website
> self and peer assessment feedback.

If you have any materials directly relevant to the achievement of the project like questionnaires or surveys, you should include them as well.

Assessment Rubric

Criteria	7-8	5-6	3-4	1-2
Criterion A: Investigating	The student is able to: 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	The student is able to: 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	The student is able to: 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	The student is able to: 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
Criterion B: Planning	The student is able to: 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	The student is able to: 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	The student is able to: 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	The student is able to: 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

Criterion C: Taking Action	The student is able to: i. demonstrate excellent service as action as a result of the project ii. demonstrates excellent thinking skills iii. demonstrates excellent communication and social skills	The student is able to: i. demonstrate substantial service as action as a result of the project ii. demonstrates substantial thinking skills iii. demonstrates substantial communication and social skills	The student is able to: i. demonstrate adequate service as action as a result of the project ii. demonstrates adequate thinking skills iii. demonstrates adequate communication and social skills	The student is able to: i. demonstrate limited service as action as a result of the project ii. demonstrates limited thinking skills iii. demonstrates limited communication and social skills
Criterion D: Reflecting	The student is able to: i. present an excellent evaluation of the quality of the service as action against the proposal ii. present excellent reflections 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.	The student is able to: i. present a substantial evaluation of the quality of the service as action against the proposal ii. present substantial reflections on how completing the project has extended their knowledge and understanding of service learning iii. present substantial reflections on their development of ATL skills.	The student is able to: i. present an adequate evaluation of the quality of the service as action against the proposal ii. present adequate reflections on how completing the project has extended their knowledge and understanding of service learning iii. present adequate reflections on their development of ATL skills.	The student is able to: i. present a limited evaluation of the quality of the service as action against the proposal ii. present limited reflections on how completing the project has extended their knowledge and understanding of service learning iii. present limited reflections on their development of ATL skills.

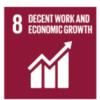# APPENDIX

Sample Goals *(source: IBO)*

Table 10 Sustainable Goal

Table 11 illustrates some examples of challenging and highly challenging community project goals.

Challenging goal	Highly challenging goal
Students recognize an issue of cyber-bullying among the school community and raise awareness through an information campaign.	Students instigate a change in the disciplinary procedures taken against cyber-bullying among school peers, through negotiations with various school stakeholders.
A student hears the local children's hospital is understaffed and volunteers his or her services for a set period of time.	A student creates a puppet show to entertain children and to tour several schools and hospitals.
Students think their school needs to support a local autism society next door to the campus, so they design and create a children's story to educate students on what autism is.	Students work with the autism society members to write and publish a children's story together, which is then showcased at the school's open day, hosted by students and society members.
Students raise awareness of the need for blood donation at a local hospital or clinic.	Students organize a blood drive to be held at their school during student-led conferences.

Table 11
Challenging and highly challenging community projects

Sample Global Contexts *(source: IBO)*

Global context	Examples of personal projects
Identities and relationships Students will explore 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.	• Two sides of social networking; an awareness campaign about digital citizenship and cyber bullying • How online identities impact offline relationships; a research essay • Keeping culinary traditions; a video series following family recipes with historical relevance • The effect of mass media on teenage identity; a short film
Orientation in space and time Students will explore 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.	• The Euclidean space perspective of the universe; a 3D model • Explorers in search of a new world; immigration over the ages through visual texts • The Mayflower and the dream of religious freedom; a personal family history • Charting a family history through archives and a representational statue
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.	• Video games as a form of cultural expression; a short film using five video games that shows how they are an expression of our culture • The art of Manga in Japanese culture; a Japanese anime and a survey of the understanding of my peers • Culture and self-expression through dance at the local community arts centre; a performance
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 adapt environments to their needs.	• Nano fibres build stronger bikes; a prototype bike with nano fibres • What's the matter with the anti-matter?; an informational talk • Why are genetics and genomics important to my health?; a media presentation • Can stem cells replace organ transplants?; an investigative report

Approaches to Learning *(source: IBO)*

Thinking		
Critical Thinking Skills	***Creative Thinking Skills***	***Transfer Skills***
- Identify problems and develop aims, goals, and objectives - Make inferences and draw conclusions. - Identify gaps in knowledge and formulate key questions - Consider ideas from other perspectives and point of view - Develop contrary arguments - Break down large concepts and projects into components and projects into combine parts logically as appropriate - Formulate proactive and relevant questions and goals, including identifying targets and outlining steps - Consider the consequences of events - Identify obstacles and challenges - Make logical, reasonable judgments and create arguments to support them - Design improvement to existing machines, media, and technologies - Identify and define authentic problems and significant questions for investigation - Use multiple processes and diverse perspectives to explore alternative solutions - Identify trends and forecast possibilities - Troubleshoot systems and applications	- Generate impossible ideas - Brainstorm and map thought to create ideas and questions - Consider all alternatives - Consider the seemingly impossible - Create novel solutions to a problem - Evaluate solutions to problems - Make connections between random things - Consider opposites to renew perspective - Apply strategies of guesswork - Generate "what if?" questions - Transfer and supply existing knowledge to generate new ideas, products or processes - Utilize old ideas in new ways and combine parts in new ways - Make intuitive judgments - Creates original works and ideas and visualize alternatives - Practice imitation of work with a focus on the creative process - Practice flexible thing-- arguing both sides of an idea or issue - Practice metaphorical thinking, generating questions and challenging conventions - Challenge one's own and others' assumptions - Seeing possibilities, problems and challenges positively - Playing with ideas and experimenting - Recognizing when an original idea has value and pursuing it	- Use your knowledge, understanding, and skills across subjects to create products or solutions - Make connections between learning gained in different subject areas - Apply skills and knowledge in unfamiliar situations - Inquire in different context to gain a diverse perspective - Create projects and products using knowledge and skills gained across different subject areas - Use familiar learning skills with unfamiliar context - Transfer current knowledge to learning of new technologies - Demonstrate personal responsibility for lifelong learning - Change the context of your project to gain different perspectives - Make decisions

Self-Management		
Organization Skills	*Affective Skills*	*Reflection Skills*
- Keep to class schedules and project deadlines - Set appropriate management goals and plan strengths to achieve them - Structure information approximately in written, oral and visual work - Arrive to class with the appropriate equipment - Keep an organized and logical system of information files/notebooks - Find and select information via different media - Use different information organizers for different purposes - Plan strategies to guide your personal project inquiry - Plan and manage activities to develop a solution or complete a project - Select and use applications effectively and productively - Make informed choices to achieve a balance in nutrient, rest, relaxation, and exercise	- Demonstrate persistence and perseverance - Practice focus and concentration to overcome distractions - Make informed choices on behaviors and course of action - Seek out criticism and feedback from others and make informed choices about including it in one's work - Practice being aware of mind-body connection - Practice positive thinking - Practice decisions with disappointment and unmet expectations - Practice dealing with change - Practice strategies to prevent and eliminate bullying - Practice strategies to reduce stress and anxiety	- Consider ethical, cultural and environmental implications of issues - Consider personal relationships to people, ideas and concepts - Build an understanding of personal learning strengths and weaknesses - Be aware of areas of perceived limitation - Develop awareness of the process of effective learning - Analyze one's own and others' thought processes to think about how one thinks and how one learns - Pause to reflect at different stages in the learning process - Implement and measure the effectiveness of different learning strategies - Demonstrate a preparedness to make changes to ineffective learning strategies - Seek out constructive criticism - Keep a reflective journal/portfolio of personal learning experiences focused on both process and content - Create a record of personal learning change and improvement

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

Social	Communication
Collaboration Skills	*Communication Skills*
- Respect and accept social cultural difference - Consider, respect and analyse different opinions, points of view, ideas and preferences - Be empathic - Respect different opinions and the points of view of others - Delegate and take responsibility as appropriate - Help others: facilitate the success of others - Take responsibility for own actions - Resolve conflicts and work collaboratively with appropriate roles in a team - Understand when and how to build consequences - Make decisions based on fairness and equality - Negotiate goals and limitations with peers and teachers - Help others when appropriate and encourage contribution from others - Drive change through an understanding of others and especially of group dynamics	- Use active listening techniques to understand others - Give and receive appropriate feedback - Interpret meaning through cultural understanding - Use a variety of speaking techniques to make meaning clear for different audiences and purposes - Use appropriate form of writing for different purposes and audiences - Use a variety of media to present to an audience - Interpret non-verabl communication techniques and use them purposefully - Negotiate ideas and knowledge with peers and teachers - Interact, collaborate and publish media with peers, experts or others employing a variety of digital environments and media - Develop cultural understanding and global awareness by engaging with learners of other cultures - Write for different purposes - Make effective notes, in class and for the studying - Summarize and transform information - Use structural writing planners for different academic tasks - Organize information logically - Structure information correctly in summaries, essays, reports and presentations

Carver Middle an IB World School
Academic Honesty Form

Name	
School Name	
Supervisor Name	

Student: 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 note of what was discussed and next steps in completing their project.

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

Date	Main Points Discussed	Signature or Initials
Meeting 1:		**Student:** **Supervisor:**
Meeting 2:		**Student:**

		Supervisor:
Meeting 3:		**Student:**
		Supervisor:
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:**

Carver Middle an IB World School
Community Project Proposal

Student Name:

Group Members:

U.S. History Teacher: Mentor:

Project title:

Project goal:

Included upon submission
- A signed completed academic honesty statement
- Extracts from process journal
- Completed product/outcome
- Evidence of product/outcome
- Works Cited/Bibliography
- Process Journals

IB-MYP Coordinator Approval: _____Date_____

Checklist

Investigating

- ❏ Group members' names to Individual and Societies (Social Studies) teacher by November 17, 2022
- ❏ Determine a need within the community
- ❏ Define a goal to address the need
- ❏ Conduct initial research and gather information
- ❏ Record information in a process journal (Google Slide)
- ❏ Complete Community Project Proposal for Investigation
- ❏ Meet with a supervisor

Planning

- ❏ Develop a plan for the action you will be doing
- ❏ Continue research
- ❏ Work on the preparation for the service
- ❏ Record information in a process journal
- ❏ Complete Community Project Proposal for Action
- ❏ Meet with a supervisor

Taking Action

- ❏ Carry out the service project
- ❏ Record information in a process journal

Reflecting

- ❏ Evaluate your project against your proposal
- ❏ Reflect on your learning
- ❏ Present your project
- ❏ Complete project board for display
- ❏ Select extracts from the process journal
- ❏ Complete the bibliography
- ❏ Complete the academic honesty form
- ❏ Meet with a supervisor
- ❏ Turn in all materials to your teacher mentor