

International Baccalaureate ^(IB) Middle Years Program ^(MYP)

St. Louis Park Middle School ^(SLPMS)

Community Project Action Book 2018-2019



Criterion A: Investigating

Criterion B: Planning

Criterion C: Taking Action

Criterion D: Reflecting

Supervisor: _____

Supervisor Room Number: _____

Topic: _____

Group Members:

Direct Service

Indirect Service

Advocacy

Research

Life Long Learner



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Timeline for 2019 Community Project

2/21-3/21 Investigate, plan, and take action

Due Date	Task	✓ done
2/7	Pick a topic	
2/7	Form a group	
2/7	Decide on Process Journal Format	
2/14	Write a goal and get it signed off by Supervisor (page 4)	
2/14	Process Journal Entry	
2/21	Group Norms (page 5)	
2/21	Investigate your project	
2/28	Process Journal Entry	
3/7	Proposal for Action signed off by Supervisor (page 6)	
3/7	Have a plan (may use pages 7-8)	
3/14	Process Journal Entry	
3/27	Complete Action for your project	
4/4	Process Journal Entry	
4/10	Complete Reflection	
4/24	Presentation is planned and prepared	
5/2	Practice, practice, practice presenting	
5/3	Present!!	

Include your investigation, planning, and action notes in your process journal.

Tasks can be completed before due dates.

Goal Writing

February 14

Define a goal to address a need within a community, based on your personal interest.

What community are you planning to serve?

What need will you address?

What do you want to accomplish during this project?

How do you plan to accomplish it?

What is your personal interest with the community and/or need?

What type of action do you plan to take with your goal? (direct, indirect, advocacy, research)

Write your goal:

Goal Reflection

February 14

How will you know if you reach your goal?

Will you be able to complete your goal in the time that is given, by March 27th?

Will others be able to understand your goal? Why or why not?

Is your goal highly challenging? Why or why not?

Upon reflection on your goal, rewrite your goal to be clear about the need within a community, based on personal interest that you plan on carrying out.

Goal:

Supervisor sign-off: _____

Group Norms

Due February 21

Team members and contact information:

1. _____
2. _____
3. _____



Strengths of the Group Members:

Member 1: _____

Member 2: _____

Member 3: _____

Norms for the Group

As a group, develop three to five norms (rules) that will guide your group interactions.

1. _____

2. _____

3. _____

4. _____

5. _____

Proposal for Action

Due 3/7/19

Project Title:	
-----------------------	--

Group Members- First and Last Names (including yourself)	

Identify a goal to address a need within a community , based on your personal interests	
Goal: Why is this goal challenging for you? What action will you take: Circle the <u>type</u> of action you are taking: Direct Service Indirect Service Advocacy Research	
What is your process journal format?	Supervisor Signature:

Planning Page

Due Date of Project: March 27

What needs to be accomplished?	Who will do this?	By when?	Materials needed	Done

**Create a Plan
Here**

Research References

1. Which resources have I used for topic information?(Websites, databases, interviews, phone calls, films/videos, etc.)
2. Which resources do I need to help me plan/organize my project?
3. How and where am I keeping track of my resources? (NoodleTools, Google Drive, Process Journal)

Presentation Checklist

Items to include in your presentation

Criterion A	Define a goal to address a need within a community, based on personal interests	
	Identify prior learning	
	Give examples of your research skills	

Criterion B	Share how you planned your project	
	Share your process/journey	
	Give examples of your self-management skills	

Criterion C	Provide evidence of action	
	Demonstrate your thinking skills	
	Give examples of your communication skills	
	Give examples of your social skills	

Criterion D	Evaluate your action compared to your plan (include challenges you faced and how you tried to overcome them)	
	Reflect on how completing the project has extended your knowledge and understanding of service learning.	
	Reflect on your development of Learning Skills	

Items to turn in:

Community Project Proposal		Bibliography/Sources	
Academic Honesty Form		Process Journal excerpts	

If Electronic, share with your teacher

Appendix A: Types of Actions

Community Project = Action

Types of action: direct, indirect, advocacy, research

Direct service: Students have interactions that involve people, the environment or the world around us.

Examples: Raising bees, Serving food at a food shelf, Building a gazebo

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: Making blankets for animal shelter, making bracelets to raise money for a cause

Advocacy: Students speak on behalf of a cause of concern to promote action on an issue of public interest.

Examples: Presentation to school board, writing a letter to a senator

Research: Students collect information through varied sources, analyze data and report on a topic of importance to **influence policy or practice**.

Examples: Creating a public service announcement based on research, conversations with stakeholders about topic

Appendix B: Criteria

Objective/strands embedded in this assessment criterion (rubrics) are listed here:

Criterion A: Investigating

Maximum: 8

In the community project, students should:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement Levels	Descriptors
0	<ul style="list-style-type: none"> The student does not reach a standard described by any of the descriptors below.
1-2	<p>Students are able to:</p> <ol 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. Identify prior learning and subject specific knowledge, but this may be limited in occurrence or relevance iii. Demonstrate limited research skills.
3-4	<p>Students are able to:</p> <ol style="list-style-type: none"> i. Outline an adequate goal to address a need within a community, based on personal interests ii. Identify basic prior learning and subject specific knowledge relevant to some areas of the project iii. Demonstrate adequate research skills.
5-6	<p>Students are able to:</p> <ol style="list-style-type: none"> i. Define a clear and challenging goal to address a need within a community, based on personal interests ii. Identify prior learning and subject specific knowledge generally relevant to the project iii. Demonstrate substantial research skills.
7-8	<p>Students are able to:</p> <ol 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. Identify prior learning and subject specific knowledge consistently highly relevant to the project iii. Demonstrate excellent research skills.

See next page for further explanation.

COMMAND TERMS: important terms used to show the difference in quality between each of the levels. Notice the following definitions of the command terms used in Criterion A.

Examples of each level for students to consider using the same context - put this with the level 1 for each level

LEVEL 1-2 STATE: give a simple explanation.

“Give a specific name, value or other brief answer without explanation or calculation”. (Project Guide)

Here is an example: The need to protect the bee population is critical to food production.

LEVEL 3-4 OUTLINE: give a short statement of main points.

“Give a brief account”. (Project Guide)

Here is an example: Investigate how the change in bee population challenges food production and its impact on the economy.

LEVEL 5-6, 7-8 DEFINE: give details and clear ideas

“Give the precise meaning of a word, phrase, concept or physical quantity”. (Project Guide)

Here is an example: Knowing that bee pollination is crucial to growth and production of the food supply, I will investigate how important the need is for our community to regain the health of the bee population.

Objective/strands embedded in this assessment criterion (rubrics) are listed here:

Criterion B: Planning

Maximum: 8

In the community project, students should:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement Levels	Descriptors
0	<ul style="list-style-type: none">• The student does not reach a standard described by any of the descriptors below.
1-2	Students are able to: <ol style="list-style-type: none">i. Develop a limited proposal for action to serve the need in the communityii. Present a limited or partial plan and record of the development process of the projectiii. Demonstrate limited self-management skills.
3-4	Students are able to: <ol style="list-style-type: none">i. Develop an adequate proposal for action to serve the need in the communityii. Present an adequate plan and record of the development process of the projectiii. Demonstrate adequate self-management skills.
5-6	Students are able to: <ol style="list-style-type: none">i. Develop a suitable proposal for action to serve the need in the communityii. Present a substantial plan and record of the development process of the projectiii. Demonstrate substantial self-management skills.
7-8	Students are able to: <ol style="list-style-type: none">i. Develop a detailed, appropriate and thoughtful proposal for action to serve the need in the communityii. Present a detailed and accurate plan and record of the development process of the projectiii. Demonstrate excellent self-management skills.

Objective/strands embedded in this assessment criterion (rubrics) are listed here:

Criterion C: Taking action

Maximum: 8

In the community project, students should:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement Levels	Descriptors
0	<ul style="list-style-type: none">• The student does not reach a standard described by any of the descriptors below.
1-2	Students are able to: <ul style="list-style-type: none">i. Demonstrate limited service as action as a result of the projectii. Demonstrate limited thinking skillsiii. Demonstrate limited communication and social skills.
3-4	Students are able to: <ul style="list-style-type: none">i. Demonstrate adequate service as action as a result of the projectii. Demonstrate adequate thinking skillsiii. Demonstrate adequate communication and social skills.
5-6	Students are able to: <ul style="list-style-type: none">i. Demonstrate substantial service as action as a result of the projectii. Demonstrate substantial thinking skillsiii. Demonstrate substantial communication and social skills.
7-8	Students are able to: <ul style="list-style-type: none">i. Demonstrate excellent service as action as a result of the projectii. Demonstrate excellent thinking skillsiii. Demonstrate excellent communication and social skills.

Criterion D: Reflecting

Maximum: 8

In the community project, students should:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of Learning Skills (communication, social, self-management, research, and thinking)

Achievement Levels	Descriptors
0	<ul style="list-style-type: none"> The student does not reach a standard described by any of the descriptors below.
1-2	<p>Students are able to:</p> <ol style="list-style-type: none"> i. Present a limited evaluation of the quality of the service as action against the proposal ii. Present limited reflections on how completing the project has extended their knowledge and understanding of service learning iii. Present limited reflections on their development of Learning Skills.
3-4	<p>Students are able to:</p> <ol style="list-style-type: none"> 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 Learning Skills.
5-6	<p>Students are able to:</p> <ol style="list-style-type: none"> 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 <p>Present substantial reflections on their development of Learning Skills.</p>
7-8	<p>Students are able to:</p> <ol style="list-style-type: none"> 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 Learning Skills.

Learning Skills

Communication:

I. **Communication skills** (communication)

How can students communicate through interaction? Exchanging thoughts, messages and information effectively through interaction

- Give and receive meaningful feedback
- Use intercultural understanding to interpret communication
- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences
- Use a variety of media to communicate with a range of audiences
- Interpret and use effectively modes of non-verbal communication
- Negotiate ideas and knowledge with peers and teachers
- Participate in, and contribute to, digital social media networks
- Collaborate with peers and experts using a variety of digital environments and media
- Share ideas with multiple audiences using a variety of digital environments and media

How can students demonstrate communication through language? Reading, writing and using language to gather and communicate information

- Read critically and for comprehension
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Use and interpret a range of discipline-specific terms and symbols
- Write for different purposes
- Understand and use mathematical notation
- Paraphrase accurately and concisely
- Preview and skim texts to build understanding
- Take effective notes in class
- Make effective summary notes for studying
- Use a variety of organizers for academic writing tasks
- Find information for disciplinary and interdisciplinary inquiries, using a variety of media
- Organize and depict information logically
- Structure information in summaries, essays and reports

Social

II. Collaboration Skills (social)

How can students collaborate? Working effectively with others

- Use social media networks appropriately to build and develop relationships
- Practice empathy
- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict and work collaboratively in teams
- Build consensus
- Make fair and equitable decisions
- Listen actively to other perspectives and ideas
- Negotiate effectively
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups
- Give and receive meaningful feedback
- Advocate for one's own rights and needs

Self-management

III. Organization skills (self-management)

How can students demonstrate organization skills? Managing time and tasks effectively

- Plan short- and long-term assignments; meet deadlines
- Create plans to prepare for summative assessments (examinations and performances)
- Keep and use a weekly planner for assignments
- Set goals that are challenging and realistic
- Plan strategies and take action to achieve personal and academic goals
- Bring necessary equipment and supplies to class
- Keep an organized and logical system of information files/notebooks
- Use appropriate strategies for organizing complex information
- Understand and use sensory learning preferences (learning styles)
- Select and use technology effectively and productively

IV. Affective skills (self-management)

How can students manage their own state of mind? Managing state of mind

- **Mindfulness**
 - Practice focus and concentration
 - Practice strategies to develop mental focus
 - Practice strategies to overcome distractions
 - Practice being aware of body-mind connections
- **Perseverance**
 - Demonstrate persistence and perseverance
 - Practice delaying gratification
- **Emotional management**
 - Practice strategies to overcome impulsiveness and anger
 - Practice strategies to prevent and eliminate bullying
 - Practice strategies to reduce stress and anxiety
- **Self-motivation**
 - Practice analyzing and attributing causes for failure
 - Practice managing self-talk
 - Practice positive thinking
- **Resilience**
 - Practice “bouncing back” after adversity, mistakes and failures
 - Practice “failing well”
 - Practice dealing with disappointment and unmet expectations
 - Practice dealing with change

V. Reflection skills (self-management)

How can students be reflective? (Re-) considering the process of learning; choosing and using ATL skills

- Develop new skills, techniques and strategies for effective learning
- Identify strengths and weaknesses of personal learning strategies (self-assessment)
- Demonstrate flexibility in the selection and use of learning strategies
- Try new ATL skills and evaluate their effectiveness

- Consider content
 - What did I learn about today?
 - What don't I yet understand?
 - What questions do I have now?

- Consider ATL skills development
 - What can I already do?
 - How can I share my skills to help peers who need more practice?
 - What will I work on next?

- Consider personal learning strategies
 - What can I do to become a more efficient and effective learner?
 - How can I become more flexible in my choice of learning strategies?
 - What factors are important for helping me learn well?

- Focus on the process of creating by imitating the work of others
- Consider ethical, cultural and environmental implications
- Keep a journal to record reflections

Research

VI. Information Literacy skills (research)

How can students demonstrate information literacy? Finding, Interpreting, judging and creating information

- Collect, record and verify data
- Access information to be informed and inform others
- Make connections between various sources of information
- Understand the benefits and limitations of personal sensory learning preferences when accessing, processing and recalling information
- Use memory techniques to develop long-term memory
- Present information in a variety of formats and platforms
- Collect and analyze data to identify solutions and make informed decisions
- Process data and report results
- Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Understand and use technology systems
- Use critical literacy skills to analyze and interpret media communications
- Understand and implement intellectual property rights
- Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions
- Identify primary and secondary sources

VII. Media Literacy skills (research)

How can students demonstrate media literacy? Interacting with media to use and create ideas and information

- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks)
- Demonstrate awareness of media interpretations of events and ideas (including digital social media)
- Make informed choices about personal viewing experiences
- Understand the impact of media representations and modes of presentation
- Seek a range of perspectives from multiple and varied sources
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- Compare, contrast and draw connections among (multi) media resources

Thinking

VIII. Critical thinking skills (thinking)

How can students think critically? Analyzing and evaluating issues and ideas

- Practice observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias
- Interpret data
- Evaluate evidence and arguments
- Recognize and evaluate propositions
- Draw reasonable conclusions and generalizations
- Test generalizations and conclusions
- Revise understanding based on new information and evidence
- Evaluate and manage risk
- Formulate factual, topical, conceptual and debatable questions
- Consider ideas from multiple perspectives
- Develop contrary or opposing arguments
- Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges
- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities
- Troubleshoot systems and applications

IX. Creative thinking skills (thinking)

How can students be creative? Generating novel ideas and considering new perspectives

- Use brainstorming and visual diagrams to generate new ideas and inquiries
- Consider multiple alternatives, including those that might be unlikely or impossible
- Create novel solutions to authentic problems
- Make unexpected or unusual connections between objects and/or ideas
- Design improvements to existing machines, media and technologies
- Design new machines, media and technologies
- Make guesses, ask “what if” questions and generate testable hypotheses
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways
- Practice flexible thinking – develop multiple opposing, contradictory and complementary arguments
- Practice visible thinking strategies and techniques
- Generate metaphors and analogies

See next page for more thinking skills.

X. Transfer skills (thinking)

How can students transfer skills and knowledge among disciplines and subject groups? Utilizing skills and knowledge in multiple contexts

- Utilize effective learning strategies in subject groups and disciplines
- Apply skills and knowledge in unfamiliar situations
- Inquire in different contexts to gain a different perspective
- Compare conceptual understanding across multiple subject groups and disciplines
- Make connections between subject groups and disciplines
- Combine knowledge, understanding and skills to create products or solutions
- Transfer current knowledge to learning of new technologies
- Change the context of an inquiry to gain different perspectives

School Wide Guidelines

Announcements:

You want to make a school-wide announcements?

- Ask in the office (front office or student services) for a gold colored announcement form
- Fill out the gold colored form
- Have your supervisor review and sign the form and bring it to the front office
- Space is limited and your announcement may be edited
- Announcements can be included in the daily written announcements that are read in 4th and 5th hour classes for up to 2 times. Be strategic about your timing!

Posters:

You want to hang posters around school?

- You can post up to 10 posters
- Supervisors must approve all posters by signing on the lower right corner of the front of posters.
- Your name should also appear on the front of posters.
- Posters for CP do not need to be hung in Student News areas. (make an appropriate choice of where to hang them, use masking tape and check with your supervisor if you need support)
- Additional posters may be displayed inside classrooms with teacher's permission
- Students are responsible to take down posters at the conclusion of their CP

Surveys/Interviews:

Want to give a survey or do an interview?

- Students are only permitted to give surveys or conduct interviews with students at school if the survey/interview is not about personal issues.
- It is OK to give surveys or interview school staff if they give permission.
- Interviewing other people (outside of the building) is encouraged.
- Supervisors must approve survey and interview questions.

School Wide Guidelines

Sales:

You want to sell something to raise money? Or have donations or collections?

- You may not sell home-made food/beverage items.
- If you are having a collection/donations on campus please plan where you will store what you are selling or collecting...arrange storage with your supervisor
- Times and locations for selling/collecting must be approved by supervisor in consultation with dean. Examples: Selling in the cafeteria and front foyer or collecting socks for a sock drive
- Students are limited to 5 days of sales during the school day
- Students must not miss any class to sell
- No food or beverages items may be sold in the cafeteria.
- Pre-plan this so there are materials where you need them. Please fill out ivory-colored REQUEST form in the office (student services or front office) to reserve spaces, tables, chairs, etc.

Off Site Action During the School Day:

You want to go somewhere during the school day to do your action?

- Students must arrange their own transportation and complete the **school's written permission form** with a parent/guardian signature in order to leave school.
- Any student being transported by someone other than a parent will need to complete **school's written permission form** with parent/guardian signature to leave school with that driver.
- **School Permission forms** are available in front office and must be completed prior to leaving school.

References

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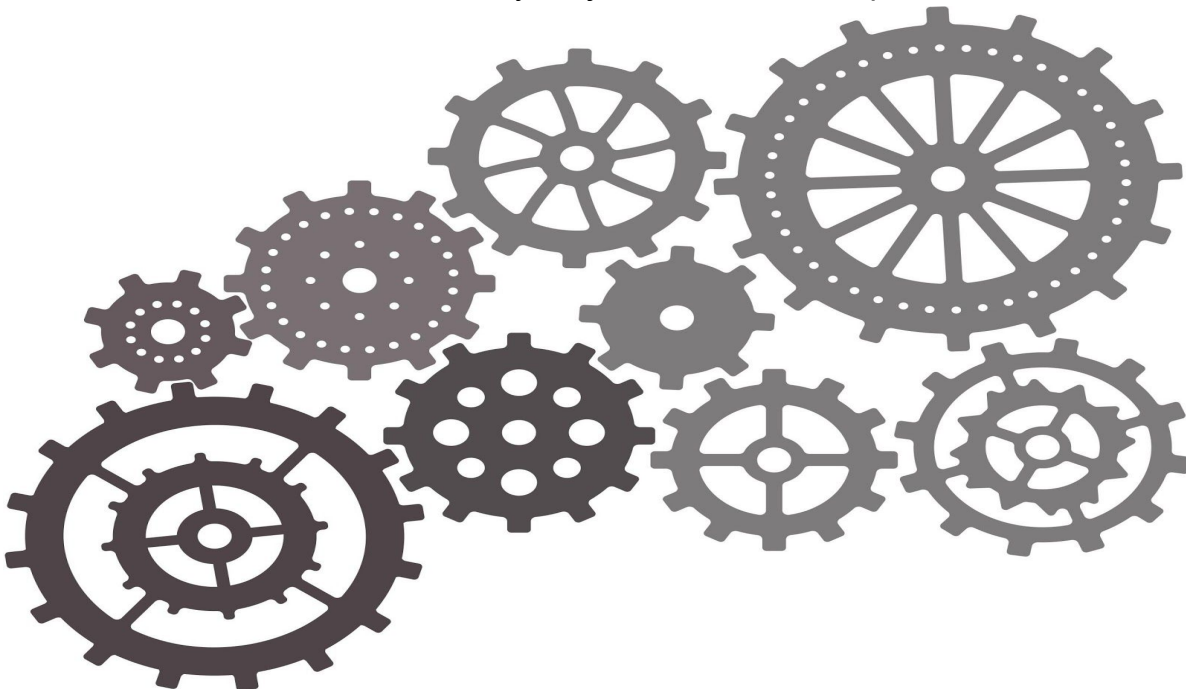
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NOTES

NOTES