



**SOUTH SIDE**  
MIDDLE SCHOOL



Rockville Centre Public Schools

# Community Project (CP) Student Guide

2018-2019



Middle Years  
Programme

**Student's Name:** \_\_\_\_\_

**Mentor's Name:** \_\_\_\_\_

**CP Title:** \_\_\_\_\_

*"A Tradition of Caring."*

## **South Side Middle School and the International Baccalaureate (IB) Middle Years Programme (MYP)**

The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - qualities that are essential for life in the 21st century.

South Side Middle School is an authorized\* IB world school as of April 28, 2016. IB world schools share a common philosophy: a commitment to high quality, challenging, international education that South Side Middle School believes is important for our students.

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the IB Career Programme (CP). Further information about the IB and its programmes, visit <http://www.ibo.org>.*

### **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with school, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

### **South Side Middle School Mission Statement**

South Side Middle School is a learning environment that provides students with opportunities to move toward the goal of being independent learners and thinkers. Our goal is to provide experiences to help students understand their unique aptitudes and interests and be able to adjust to their rapidly changing environment, while meeting their unique physical, intellectual, social, and emotional needs.

We strive to create a climate that enables students to develop a sense of self-worth, and have compassion and respect for others by valuing individual differences. We facilitate a caring learning environment where students feel safe, important and engaged. Our students demonstrate responsible global citizenship, and are cognizant of their place within the school community.

In this success-oriented environment, we provide opportunities for exploration and risk-taking. The structure of the school day is designed to permit students to reach the standards established by the New York State Board of Regents, while adhering to the New York State Standards and embracing the framework of the IB Middle Years Programme. Our vision is to create life-long learners who seek to attain balance in all that they do.

## Aims and Objectives of the MYP Community Project (CP)

These aims state what you may expect to experience and learn during your service as action project. These aims suggest that you may be changed by this learning experience as well as inspire change in others. The 4 CP Objectives are learning targets that will guide you through your CP journey: A) Investigating, B) Planning, C) Taking action and D) Reflecting.

The Aims and Objectives of the CP 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 understanding through in-depth **investigation**.
- Demonstrate the skills, attitudes and knowledge required to **plan** and 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 and **reflect** upon the process of learning and take pride in your accomplishments.

## Introduction to the CP

### General Guidelines

You will be working with a mentor who will guide you throughout the Community Project journey. As such, you will meet with your mentor for a minimum of three (3) meetings (please refer to page 5) and you can expect to spend a minimum of 10 hours on your project.

These 10 hours will include: your meetings with your mentor, the investigation, planning and implementation, as well as the reflection stages of the Community Project.

### Listen, Reflect, Choose

Also, you will attend a Lunch Study Assembly where several dedicated staff members will describe a potential Community Project that might be of interest to you. Based on your personal interests/experience, you can either sign up to work on one of the presented projects **OR** choose one of your own.

In either case, each team will be compromised of no more than three (3) members.

- a. I want to investigate a special interest of mine. Check one.
  - 1. I will be working alone.
  - 2. I will be working with two other classmates.

Names: \_\_\_\_\_  
\_\_\_\_\_

### OR

- b. I am interested in working with one of the projects presented and will meet with my mentor for the coordination of my role in this project. (There will be more than one team per project)

First Choice –

Second Choice -

## **Your Responsibilities:**

### **You will need to...**

- 1) Hand in a CP Plan (green sheet) with information about the project you will be working on and if applicable, who you will be working with.
- 2) Define a goal for your project after completing the questions on the Research and Planning page.
- 3) Complete the Academic Honesty Form detailing the three meetings you have had with your mentor.
- 4) Complete your service as action project.
- 5) Keep a Process Journal describing the different activities that made up the 10 hours of work you put into your project. Create a presentation\* about your CP to be displayed at the Community Project Fair which is scheduled for May 2, 2019.

*Details should be discussed with your mentor.* Complete the CP Reflection Form and hand in to your mentor.

## **Mark your calendar**

**5/2/18 – PROJECT AND TRIFOLD PRESENTATION DUE TO BE DISPLAYED AT THE  
COMMUNITY PROJECT FAIR**

## Research and Planning Page

### Questions to think about:

What are my strengths as a human being?  
Where do I observe a specific need in the community?  
How can I make a difference?

**Directions:** Create a plan for a Community Project by responding to the following questions with your partner(s).

1. What specific **need** will you address within the community?
2. What **research** needs to be done for this project to be planned/carried out?
3. What **actions** would your group need to take to carry out this project?
4. What **type of action** will this project involve?

Below are descriptions of types of actions to take for you CP:

- **Direct service:** You will 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:** Although you do not see the recipients during indirect service, you have verified that your actions will benefit the community or environment. Examples include redesigning an organization's website, writing original picture books to teach a language, or raising fish to restore a stream.
- **Advocacy:** You 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:** You 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 your school, contributing to a study of animal migration patterns, or compiling the most effective means to reduce litter in public spaces.

**It is important to include research for all CP Projects. Your research should justify the reason your Community Project is needed. Record all resources used in your Process Journal with a brief summary of the information. Time spent completing research counts towards the 10 hours**

After researching your topic, you should be able to define the goal of your CP. Below are some examples of goals that may address a need in the community. You are not limited to this list and may discuss alternative goals with your mentor. Record your goal in your Process Journal.

- |                           |                                                  |
|---------------------------|--------------------------------------------------|
| • To raise awareness      | • To research in order to convince               |
| • To participate actively | • To create or innovate a solution               |
| • To inform others        | • To advocate or contribute to an existing cause |
| • To change behaviors     | • Another goal approved by your mentor           |

## CP Academic Honesty Form

<b>Student Name</b>	
<b>School Name</b>	South Side Middle School
<b>School IB Number</b>	50639
<b>Mentor Name</b>	

**Student:** This document records your progress and the nature of your discussion with your mentor. You should aim to meet with your mentor at least 3 times: at the start of the project to discuss your goal and ideas, then once in the middle of your project, and finally once you're ready to complete and present your project for preview.

**Mentor:** You are asked to have at least 3 mentor sessions with students, one at the beginning of the project, an interim meeting and then a final meeting to preview the project presentation. Other sessions are permitted but do not need to be recorded on this sheet. After each meeting, students should write a summary of what was discussed and you should sign and date the summary comments on the form below and on the following page.

	Date	Summary of Discussion	Signature/Initials
<b>Meeting #1</b>			<b>Student:</b>  <b>Mentor:</b>
<b>Meeting #2</b>			<b>Student:</b>  <b>Mentor:</b>
<b>Meeting #3</b>			<b>Student:</b>  <b>Mentor:</b>

**Mentor 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, words or ideas of another person, whether written, oral or visual (hard copy and/or electronic materials).

**Mentor Declaration:**

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

<b>Student's Signature:</b>	<b>Date:</b>
<b>Mentor's Signature:</b>	<b>Date:</b>



## Explanation of the Process Journal

You are also being asked to keep a **Process Journal** as your personal and main documentation source throughout your CP journey. Each student, whether working alone or in a group, must keep their own process journal as evidence of their work on the project. You are encouraged to maintain your Process Journal throughout the duration of your CP by recording evidence of all 4 CP Objectives: A) Investigating, B) Planning, C) Taking action and D) Reflecting. Your Process Journal entries should **demonstrate development over the course of your CP**. Your Process Journal may take any of the following forms:

- ✓ Traditional journal book
- ✓ Sketchbook
- ✓ Electronic, digital notebook, iPad
- ✓ Notebook

Your Process Journal is not a daily diary, but **a place to develop, record your progress and plans, support and reflect upon your project from start to finish**, as your CP evolves. Students should bring their process journal to every meeting with their mentor.

### CP Process Journal Entry Sample Outline #1

The below outlines are samples of CP Process Journal entries.

*Record entries in your CP Process Journal...*

My Name:	Date:
Today I...	
My thoughts and ideas...	
My problems or concerns...	
What's next?	

### CP Process Journal Entry Sample Outline #2

Group Member Names:	Date:
We had the following goal or goals:	
We accomplished:	
Our next steps are:	
Our most important concerns, problems or questions are:	
We learned:	

(Adapted from Abbotsford Middle School B.C., Canada, *Community Project Guide 2014*, p. 13-14)

## Self-Assessment/Reflection Form

Please record your reflective answers on this form and place in your **CP Process Journal**.

Was it difficult to select Community Project (CP) goal? Why or why not?

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*Students who worked independently* – was it difficult to work on your CP alone? What obstacles did you face?

*Students who worked collaboratively* – did your CP member work successfully together? What obstacles did you face?

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What did you learn about yourself?

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What did you learn about others?

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What was successful about your CP?

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Would you change anything or do something differently?

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What was the most rewarding part about engaging in your CP?

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If you could make a suggestion to next year's 8<sup>th</sup> graders who are planning a CP, what would it be?

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**Mentor Feedback**

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<b>Student Name</b>	
<b>School Name</b>	South Side Middle School
<b>School IB #</b>	50639
<b>Mentor Name</b>	
<b>CP Score (32)</b>	

### CP Rubric

MYP Achievement Level	Criterion A) Investigating <i>The student:</i>	Student Achievement Level
0	does not reach the objectives below.	
1-2	i. <b>states</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth and accessibility. ii. identifies prior learning and subject-specific knowledge but this may be <b>limited in</b> occurrence or relevance. iii. demonstrates <b>limited</b> research skills.	
3-4	i. <b>outlines</b> an <b>adequate</b> goal to address a need within a community, based on personal interests. ii. identifies <b>basic</b> prior learning and subject-specific knowledge that is <b>relevant to some areas</b> of the project. iii. demonstrates <b>adequate</b> research skills.	
5-6	i. <b>defines</b> a clear <b>and highly challenging</b> goal to address a need within a community, based on personal interests. ii. identifies prior learning and subject-specific knowledge that is <b>generally relevant</b> to the project. iii. demonstrates <b>substantial</b> research skills.	
7-8	i. <b>defines</b> a clear <b>and highly challenging</b> goal to address a need within a community, based on personal interests. ii. identifies prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project. iii. demonstrates <b>excellent</b> research skills.	
MYP Achievement Level	Criterion B) Planning <i>The student:</i>	Student Achievement Level
0	does not reach the objectives below.	
1-2	i. develops a <b>limited</b> proposal for action to serve the need in the community. ii. presents a <b>limited or partial</b> plan and record of the process of the project. iii. demonstrates <b>limited</b> self-management skills and <b>did not meet deadlines</b> .	
3-4	i. develops an <b>adequate</b> proposal for action to serve the need in the community. ii. presents an <b>adequate</b> plan and record of the process of the project. iii. demonstrates <b>adequate</b> self-management skills but <b>did not meet all deadlines</b> .	
5-6	i. develops a <b>suitable</b> proposal for action to serve the need in the community. ii. presents a <b>substantial</b> plan and record of the process of the project. iii. demonstrates <b>substantial</b> self-management skills and <b>met most deadlines</b> .	
7-8	i. develops a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community.	

	ii. presents a <b>detailed and accurate</b> plan and record of the process of the project. iii. demonstrates <b>excellent</b> self-management skills and <b>met all deadlines</b> .	
MYP Achievement Level	<b>Criterion C) Taking action</b> <i>The student:</i>	Student Achievement Level
0	does not reach the objectives below.	
1-2	i. demonstrates <b>limited</b> service as action as a result of the project. ii. demonstrates <b>limited</b> thinking skills. iii. demonstrates <b>limited</b> communication and social skills.	
3-4	i. demonstrates <b>adequate</b> service as action as a result of the project. ii. demonstrates <b>adequate</b> thinking skills. iii. demonstrates <b>adequate</b> communication and social skills.	
5-6	i. demonstrates <b>substantial</b> service as action as a result of the project. ii. demonstrates <b>substantial</b> thinking skills. iii. demonstrates <b>substantial</b> communication and social skills.	
7-8	i. demonstrates <b>excellent</b> service as action as a result of the project. ii. demonstrates <b>excellent</b> thinking skills. iii. demonstrates <b>excellent</b> communication and social skills.	
MYP Achievement Level	<b>Criterion D) Reflecting</b> <i>The student:</i>	Student Achievement Level
0	does not reach the objectives below.	
1-2	i. presents a <b>limited</b> evaluation of the quality of the service as action against the proposal with <b>very few entries in the Process Journal</b> . ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding of service learning. iii. present <b>limited</b> reflections on the development of their project	
3-4	i. presents an <b>adequate</b> evaluation of the quality of the service as action against the proposal with <b>some Process Journal entries</b> . ii. presents <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding of service learning. iii. presents <b>adequate</b> reflections on the development of their project.	
5-6	i. presents a <b>substantial</b> evaluation of the quality of the service as action against the proposal with <b>the required amount of Process Journal entries</b> . ii. presents <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding of service learning. iii. presents <b>substantial</b> reflections on the development of their project.	
7-8	i. presents an <b>excellent</b> evaluation of the quality of the service as action against the proposal with <b>the required amount of (or additional) Process Journal entries</b> . ii. presents <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding of service learning. iii. presents <b>detailed and accurate</b> reflections on the development of their project.	