

How to access the IB Community Service Project for Year 3/8th grade course in Schoology!

Step 1 – go to your Schoology and find the Community Service course among your other regular courses. Every 8th grade student has been registered for the course. If you cannot find the course, please email Mr. Machado (emachado@dadeschools.net).



Step 2 – explore the course, open the orange folder by tapping on the > symbol next to it.



All Materials ▾

> **IB MYP Resources: Links, Documents, etc.** ⚙️

Links and other resources to help in the Community Project process.

9/16/24 9:00am - 6/06/25 4:00pm

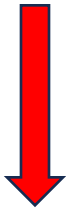
REQUIRED: Community Project Team Proposal Plan - 1 per each team member, DUE October 7, 2024 ⚙️

Complete the REQUIRED: Community Project Team Proposal Plan and upload/submit as a document (NO pictures allowed).
Choose a Team or work on your own.
A Team cannot have more than 3 members.

CTE-HS.68.FCS.02.01

Due Monday, October 7, 2024 at 11:59 pm

There you will all the resources that you will need to successfully complete your IB Community Service Project.



All Materials ▾

IB MYP Resources: Links, Documents, etc. ⚙️

9/16/24 9:00am - 6/06/25 4:00pm

- IB MYP Community Project booklet Year 3 class of 2025.pdf 3 MB ⚙️
- CP IB MYP Contract and Proposal Plan 2024-2025 Fillable.pdf 272 KB ⚙️
- How to add/create an electronic signature for ... ⚙️
- CP IB MYP Planning Your Project Step by Step EXPANDED Short version 2024-2025 Fillable.pdf 371 KB ⚙️
- Developing a S.M.A.R.T. Goal for you CP ⚙️
- CP IB MYP Process Journal for students '24-'25 Sample Fillable.pdf 37 KB ⚙️
- What is the CP Process Journal? ⚙️
- CP IB MYP Checklist and Timeline 2024-2025 at a glance Fillable.pdf 254 KB ⚙️
- IB MYP CP Academic Honesty Form 2024-2025 Fillable.pdf 183 KB ⚙️

Start with opening the Project booklet.
Download all documents before working/filling them out.

Step 3 – look to the right on your course page, there you will find your IB Community Service Project assignments.

REMINDER: You *MUST* download the assigned pdf document, save it by adding your name(s), filling it out, saving it and finally uploading it as you would any other course/class assignment.



Good luck!



Upcoming - 25

Add Event

Monday, October 7, 2024



REQUIRED: Community Project Team Proposal Plan - 1 per each team member, DUE October 7, 2024 11:59 pm

Ponce de Leon Middle School



IB MYP 8th Grade Community Project Student Guide Class of 2025

Student's Name: _____ ID#: _____ HR Teacher: _____

Team Member(s) Name: _____ ID#: _____

Name: _____ ID#: _____

Supervisor/Mentor's Name: _____





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IB MYP Year III Community Service Project or CP

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*Tentative



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Introduction

What is the IB MYP Community Project?

The 8th Grade Community Project is a major activity for students to complete in Year 3 (8th grade) of the IB MYP Programme at Ponce de Leon Middle School as an authorized International Baccalaureate Middle Years Programme World School.

The community project's focus is on service to the community. The students provided an opportunity to develop an awareness of the needs of various communities and meet those needs through service learning. Students work through a process of inquiry leading to service as action. The choice of the topic for the project is chosen by students in consultation with an IB teacher or community leader that will serve as a supervisor, who will oversee the project according to the Community Project Assessment Criteria, as developed by the International Baccalaureate Organization. The community project can be completed by an individual or in a team with a maximum of three members. However, each project participant will have to dedicate a minimum of fifteen **(15) hours** to the project. The community project is student-centered, age-appropriate and has a clear and achievable outcome.

What are the Aims and Objectives of the Community Project?

- Demonstrate the skills, attitudes and knowledge required to complete an individual or team project over an extended period (ATL/IB Learner Profile).
- Reflect on your learning and knowledge.
- Learn about thoughtful, responsible, and positive action within a global context.
- Develop confidence as a lifelong learner.

The community project will require the support of parent/guardian(s), the guidance of teacher-supervisors and the dedication of IB MYP students as they pursue a sustained, self-directed inquiry within a global context.





Ponce De Leon Middle School

4x4 Rotating Block Schedule



AUGUST 2024

M	T	W	T	F
			1	2
5	6	7	8	9
12	13 PD	14	15 1357 Start	16 2468
19 3571	20 4682	21 5713	22 6824	23 7135
26 8246	27 1357	28 2468	29 3571	30 4682

SEPTEMBER 2024

M	T	W	T	F
2 Legal Holiday	3 5713	4 6824	5 7135	6 8246
9 1357	10 2468	11 3571	12 4682	13 5713
16 6824	17 7135	18 8246	19 1357	20 2468
23 3571	24 4682	25 5713	26 6824	27 7135
30 8246				

OCTOBER 2024

M	T	W	T	F
	1 1357	2 2468	3 ^a	4 3571
7 4682	8 5713	9 6824	10 7135	11 8246
14 1357	15 2468	16 3571	17 4682	18 5713 End
21 6824 Start	22 7135	23 8246	24 1357	25 2468
28 3571	29 4682	30 5713	31 6824	

NOVEMBER 2024

M	T	W	T	F
				1 7135
4 8246	5 PG	6 1357	7 2468	8 3571
11 Legal Holiday	12 4682	13 5713	14 6824	15 7135
18 8246	19 1357	20 2468	21 3571	22 4682
25 Recess	26 Recess	27 Recess	28 Legal Holiday	29 Recess

DECEMBER 2024

M	T	W	T	F
2 5713	3 6824	4 7135	5 8246	6 1357
9 2468	10 3571	11 4682	12 5713	13 6824
16 7135	17 8246	18 1357	19 2468	20 ^a
23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break
30 Winter Break	31 Winter Break			

JANUARY 2025

M	T	W	T	F
		1 Winter Break	2 Winter Break	3 Winter Break
6 3571	7 4682	8 5713	9 6824	10 7135
13 8246	14 1357	15 2468	16 3571 End	17 ^a
20 Legal Holiday	21 4682 Start	22 5713	23 6824	24 7135
27 8246	28 1357	29 2468	30 3571	31 4682

FEBRUARY 2025

M	T	W	T	F
3 5713	4 6824	5 7135	6 8246	7 1357
10 2468	11 3571	12 4682	13 5713	14 6824
17 Legal Holiday	18 7135	19 8246	20 1357	21 2468
24 3571	25 4682	26 5713	27 6824	28 7135

MARCH 2025

M	T	W	T	F
3 8246	4 1357	5 2468	6 3571	7 4682
10 5713	11 6824	12 7135	13 8246	14 1357
17 2468	18 3571	19 4682	20 5713	21 6824 End
24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28 Spring Break
31 ^a				

APRIL 2025

M	T	W	T	F
	1 7135 Start	2 8246	3 1357	4 2468
7 3571	8 4682	9 5713	10 6824	11 7135
14 8246	15 1357	16 2468	17 3571	18 ^a
21 4682	22 5713	23 6824	24 7135	25 8246
28 1357	29 2468	30 3571		

MAY 2025

M	T	W	T	F
			1 4682	2 5713
5 6824	6 7135	7 8246	8 1357	9 2468
12 3571	13 4682	14 5713	15 6824	16 7135
19 8246	20 1357	21 2468	22 3571	23 4682
26 Legal Holiday	27 5713	28 6824	29 7135	30 8246

JUNE 2025

M	T	W	T	F
2 1357	3 2468	4 3571	5 4682 Last Day	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

New Teachers Report	(0#)= available to opt
Start/End of Grading Period	
8 Teacher Planning Days- (# ^a) = available to opt	
2 Professional Development Days	
3 Recess Days (10 month)	16 Recess Days
6 Legal Holidays	

IB MYP Community Service Project Checklist and Timeline 2024-2025

**Action Required	*Deadline/Date(s)
Complete the Community Project Team Proposal Plan and upload/submit. <ul style="list-style-type: none"> <input type="checkbox"/> Choose a Team for the Project. You can do the project yourself or as part of a team. A team <u>cannot</u> have more than 3 student members. <input type="checkbox"/> Find a need that you can fulfill by doing community project, select a goal. The goal may evolve during your investigation and SMART goal creation. <input type="checkbox"/> Choose a supervisor/mentor that can help stay on task during the project. (Teacher, pastor, scout leader, organization contact person, etc.) ➤ NO parent or guardian is permitted to function as the supervisor. ➤ NO CP will be accepted without the submission of a Team Proposal Plan. ➤ The Team Proposal Plan MUST include all team member(s)/student(s) MDCPS email addresses. ➤ All assignments that are due will have to be uploaded/submitted to the Schoology Course - IBMYP Year 3/8th Grade Community Service Project '24 -25 by the deadline dates as Word doc or pdf format ONLY. NO other format. 	<p style="text-align: center;">October 7, 2024</p> <p>Supervisor: _____ (Print name)</p> <p>Supervisor's Initials: _____</p>
Supervisor Check-In #1 "INVESTIGATING" <ul style="list-style-type: none"> ○ Determine a need within local/global community by researching. ○ Define a SMART goal to address the community's need. ○ Research and select relevant sources, gather information through those sources and share with supervisor. ○ Record information and the development of CP in electronic journals. ○ Process Journal (1 per team in electronic format) ○ Reflective Journals (1 from each participant in electronic format) 	<p style="text-align: center;">October 8 – 25, 2024 (Meet with Supervisor in person or Zoom)</p> <p>Supervisor's Initials: _____</p>
Supervisor Check-In #2 "PLANNING" <ul style="list-style-type: none"> ○ Develop a proposal for action by doing more research. ○ Prepare for the service as action. Make plans to do the service activity! ○ Record information and development of the project in the required journals. ○ Meet with supervisor and discuss/report on your progress. 	<p style="text-align: center;">October 28– November 15, 2024 (Meet with Supervisor in person or Zoom)</p> <p>Supervisor's Initials: _____</p>
Supervisor Check-In #3 "TAKING ACTION" <ul style="list-style-type: none"> ○ Conduct the service as action with supervisors' support and guidance. ○ Take pictures and collect verification documentation (emails, certificates, etc.). ○ Record information and development in your electronic journals. 	<p style="text-align: center;">Nov. 19, 2024 – February 18, 2025 (Meet with Supervisor in person or Zoom)</p> <p>Supervisor's Initials: _____</p>
Completed Project/Documentation - Supervisor Check-In #4 "REFLECTING" <ul style="list-style-type: none"> <input type="checkbox"/> Final Product- Meet with Supervisor to review and make any corrections to all required documents before uploading to Schoology Course. <ul style="list-style-type: none"> ➤ Academic Honesty Form - completed. ➤ Write background information – how the idea for project took place. ➤ Process Journal – including documents for the project (1 per team) ➤ Reflection Journal(s) (1 from each participant) ➤ PowerPoint Presentation – prepare to upload to Schoology course 	<p style="text-align: center;">Feb. 24 – March 14, 2025 (Meet with Supervisor to review all documents before upload)</p> <p>Supervisor's Initials: _____</p>
FINAL DUE DATE - NO CPs will be accepted after April 11, 2025 <ul style="list-style-type: none"> <input type="checkbox"/> Final Product – all Documentation uploaded to a Schoology course for review by Project Coordinator (Mr. Machado). <input type="checkbox"/> PowerPoint – submission/upload to Schoology course with information of the service project's entire process including pictures of the process 	<p style="text-align: center;">April 11, 2025 Turn in Project through the Schoology course to the IB CP Coordinator</p>
Gallery Walk (Students and Parents are Welcomed!) <ul style="list-style-type: none"> <input type="checkbox"/> Presentation of PowerPoint and Board, April 24, 2025, in Media Center* <input type="checkbox"/> IB MYP Year 3 Ceremony/Awards Assembly in Auditorium TBD 	<p style="text-align: center;">*April 24, 2025 @ 6pm *Media Center</p>

*Tentative date(s) and/or location

**Projects may be completed before the deadline date.



Community Project Assessment Criteria



Criterion A: Investigating

In the community project, students should be able to:

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

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: 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	Students: 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	Students: 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	Students: 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 that is consistently highly relevant to the project iii. demonstrate excellent research skills.

Criterion B: Planning

In the community project, students should be able to:

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

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: i. develop a limited proposal for action to serve the need in the community ii. present a limited or partial plan and record of the development process of the project iii. demonstrate limited self-management skills.
3–4	Students: i. develop an adequate proposal for action to serve the need in the community ii. present an adequate plan and record of the development process of the project iii. demonstrate adequate self-management skills.
5–6	Students: i. develop a suitable proposal for action to serve the need in the community ii. present a substantial plan and record of the development process of the project iii. demonstrate substantial self-management skills.
7–8	Students: i. develop a detailed, appropriate, and thoughtful proposal for action to serve the need in the community ii. present a detailed and accurate plan and record of the development process of the project iii. demonstrate excellent self-management skills.

Community Project Assessment Criteria

Criterion C: Taking Action

In the community project, students should be able to:

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

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: i. demonstrate limited service as action as a result of the project ii. demonstrate limited thinking skills iii. demonstrate limited communication and social skills.
3–4	Students: i. demonstrate adequate service as action as a result of the project ii. demonstrate adequate thinking skills iii. demonstrate adequate communication and social skills.
5–6	Students: i. demonstrate substantial service as action as a result of the project ii. demonstrate substantial thinking skills iii. demonstrate substantial communication and social skills.
7–8	Students: i. demonstrate excellent service as action as a result of the project ii. demonstrate excellent thinking skills iii. demonstrate excellent communication and social skills.

Criterion D: Reflecting

In the community project, students should be able to:

- 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 ATL skills.

Achievement level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below.
1–2	Students: 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.
3–4	Students: 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.
5–6	Students: 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.
7–8	Students: 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.

Community Project Supervisors or Mentors

A supervisor may be a teacher, pastor, scout leader, organization contact person, etc.

NO parent or guardian is permitted to function as the direct supervisor.

- ❖ Each student, or each group of students who have decided to work together, has a supervisor.
- ❖ **The purpose of the supervisor is to support the student or group of students during the project.**
- ❖ **The supervisors' responsibilities are to:**
 - ensure the chosen MYP project topic satisfies appropriate legal and ethical standards with regard to health and safety, confidentiality, human rights, animal welfare and environmental issues
 - **provide guidance** to students in the process and completion of the project
 - **confirm the authenticity** of the work submitted (***IB MYP Honesty Policy***)
 - **assess** the MYP project using the specified criteria
 - **participate in the standardization of assessment** process established
- ❖ **Students should receive information and guidance that includes:**
 - guidelines about the MYP project
 - a timetable with deadlines
 - the assessment criteria for the project
 - advice on how to keep and use a process journal (***required***)
 - the importance of personal analysis and reflection
 - formative feedback
 - requirements for academic honesty.



What your Community Project needs to be/contain within it to be a Complete CP!



Whatever Type of Community Project you decide to do, it **MUST**:

- ☐ Have a clear and achievable outcome or goal.
- ☐ The goal must be **SMART** (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based).
- ☐ Be collaborative (*involve others*). The CP can be completed individually or by teams of a maximum of 3 students.
- ☐ Be focused on **service as action**.
- ☐ Allow you to explore collaborative interests (**teamwork**).
- ☐ Be the result of **research, creativity, and ability to organize** and **plan** to reach a goal.
- ☐ Be about a topic or area to which **you are committed**.
- ☐ Adhere to Academic Honesty (**no plagiarism**) on written components.
- ☐ **Show your process** through documentation (*background information, research, journal entries, printed emails, correspondence, completion certificate or letter, pictures, etc.*) from start to finish; personally, in a reflective journal and collaboratively within a process journal.
- ☐ **Connected** to the IB MYP Global Context.

Developing a SMART Goal

Have a clear and achievable outcome or goal.

The goal must be **SMART** (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based).

- ☐ **Specific:** Do research to define a goal to address a need within a community, based on personal interests. Do not be broad, focus on items or clearly defined needs. Make sure to do research or contact organizations to make sure to find what they need and how to best help them. Then focus on those needs.
- ☐ **Measurable:** Can it be quantified, can the results be counted in some way such as number of cans collected, how many people benefited, how much was fundraised, did the law pass, signatures collected, etc.?
- ☐ **Attainable:** Can you/team do the project with the time, support, and resources that you have? If you are doing a project to help a cause can you deliver on your promise. Can your project really help now?
- ☐ **Relevant:** Can the project make a difference that can be seen and measured? Does the project have a clear purpose? Is it really helping those you want or need the help?
- ☐ **Time-based:** Can the project be completed in the time provided? Remember parent support and transportation concerns may be a factor. There are deadlines for the project.

Helpful video: <https://www.youtube.com/watch?v=1-SvuFIQjK8> *verified 9/17/24*

Types of Community Project Actions

Reminder - In the CP, action involves participation in service learning (service as action).

Students may participate in one or more types of action during the process.

- ▶ **Direct service:** Students have interaction that involves people, the environment, or animals.
 - *Examples include starting a tutoring program, developing a garden alongside senior citizens, or teaching dogs behaviors to prepare them for adoption at a shelter.*
- ▶ **Indirect service:** Although students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.
 - *Examples include redesigning a church or an organization's website, writing original picture books to teach a language, fundraising to assist the purchase of wheelchairs for needy children of low economic means, or raising fish to restore a stream.*
- ▶ **Advocacy:** Students speak on behalf of a cause or a 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, bringing to attention the need for a crossing guard at a busy corner at the school, 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, a study to show a need for speed bumps at residential area, or planning the most effective means to reduce trash in public spaces.*

Real World Inspirational Idea links with real kids and local causes: (verified 9/17/24)

1. [Cookies for a Cause](https://cookiesforkidscancer.org/) (Cookies for Kid's Cancer) - <https://cookiesforkidscancer.org/>
2. [A Powerful Prize](https://www.nobelprize.org/prizes/peace/2014/yousafzai/facts/) (Malala Yousafzai wins Nobel Peace Prize) - <https://www.nobelprize.org/prizes/peace/2014/yousafzai/facts/>
3. [A World of Good](https://www.youtube.com/watch?v=rWTK6t_N4fc) (Zack's Shack – Funds for Wheelchairs) - https://www.youtube.com/watch?v=rWTK6t_N4fc
4. [Jump Rope for Heart](https://www.publicnewsservice.org/2014-06-30/health-issues/hayward-schools-raise-100-000-for-heart-research/a40156-1) (Tara Eckes – Raise funds Heart Disease) - <https://www.publicnewsservice.org/2014-06-30/health-issues/hayward-schools-raise-100-000-for-heart-research/a40156-1>
5. [Hometown Hero](https://dfwchild.com/fort-worths-will-lourcey-is-ending-hunger-frogs/) (Will Lourcey – FROGs food back) - <https://dfwchild.com/fort-worths-will-lourcey-is-ending-hunger-frogs/>
6. <http://www.volunteercleanup.org/> - organize a cleanup or join a shore/beach cleanup in S. FL.
7. <https://www.volunteermatch.org/> - volunteer match helps with aligning volunteers with volunteering opportunities
8. Food banks in S. FL.: (research food banks in your community)
 - a. <http://www.foodforlifefoodnetwork.org/> - dedicated to providing food and nutritional assistance for those living with chronic illness in Miami-Dade since 1987.
 - b. <http://www.miamirescuemission.com/> - serving people experiencing homelessness in Miami-Dade and Broward countries since 1922
 - c. <http://www.christjourney.org/feed-miami/> - collects non-perishable food items and through partnerships with faith-based and nonprofit organizations to distribute to families in Miami-Dade
 - d. <https://www.caringplace.org/hope.php> - feeding and serving people experiencing homelessness in Miami-Dade and Broward countries since 1922

Service and action alternatives in the MYP in response to COVID-19

Through their participation in service, students can become more confident, self-regulated learners.

Although physical distancing measures limit some of the service-learning opportunities that are possible, there are many opportunities that are well-suited to blended, online, mobile, and remote modes.

Examples:

Types of Action	Examples of Action
Direct Service: Students have interaction that involves people, the environment, or animals. Physical distancing guidelines are observed during face-to-face interactions that do not involve immediate family members.	<ul style="list-style-type: none"> • Creating a pictorial illustration to help a younger sibling understand why people must wear masks. • Organizing a physically distanced birthday party for an older member of the family. • Creating safe spaces (<i>virtual or face to face</i>) for engaging in civil discourse related to gender, race, well-being. • Students' own action in observing the physical distancing measures is a form of direct service.
Indirect service: Though students do not see the recipients during indirect service, they have verified that their actions will benefit the community or environment.	<ul style="list-style-type: none"> • (Re)designing a community website • Writing original picture books to teach a lesson • Participating in an online forum where students can share their experiences and concerns. The teacher together with the guidance and counselling teacher can act as moderators and guide student discussions and respond to their questions. <i>This kind of activity requires parental permission.</i>
Advocacy: Students speak on behalf of a cause or concern to promote action on an issue of public interest. <i>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.</i>	<ul style="list-style-type: none"> • Creating posters for the virtual or physical classroom wall to raise awareness in the school community on matters pertaining to equality and anti-racism • Designing communications with appropriate messaging targeting different groups in order to affect social and behavioral change. • This could be done in partnership with youth organizations and local school community influencers.
Research: Students collect information through varied sources, analyze data and report on a topic of importance to influence policy or practice.	<ul style="list-style-type: none"> • Conducting research to raise awareness and understanding of negative behavior that has resulted as a result of the COVID-19 health crisis e.g., stigma, xenophobia and discrimination. • Students need support to locate relevant and vital information regarding the COVID-19 health crisis. <ul style="list-style-type: none"> ➤ Research that aims at distinguishing between myths and rumors or facts and truth. ➤ Conduct research to discover new places where COVID-19 is being transmitted and write articles to inform and educate peers. • Contribute data about a specific location to inform about environmental topics like waste, climate, migration etc.

Source: Service as Action in the MYP in different modes...



Aims of the Community Service Project

The aims state what a student may expect to experience and learn. These aims suggest how the student may be changed by the learning experience. The aims of the 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.

Community Project and Connection to an IB Global Context

GLOBAL CONTEXT	EXAMPLES OF COMMUNITY 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.	<ul style="list-style-type: none"> • Laughter therapy campaign in children's hospital or elder care home. • Tutoring classes providing additional or special instruction to primary school students. • Researching the effects of energy drinks on digestion and developing a campaign to promote healthy choices available from vending machines.
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.	<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 to a structure or event. Inspired by lack of facilities in the local community, seeking to improve the facilities for young people by writing an article for the school magazine summarizing the problem and possible solutions.
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.	<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.
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.	<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.
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 tensions provided by world- interconnectedness; the impact of decision-making on humankind and the environment.	<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.
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.	<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 our town. • Addressing the concerns of immigrants and migrant populations.

The 4 Components of the Community Project

Component A: Individual/Team Community Project Proposal Plan

The purpose of the proposal plan is to get approval from your supervisor prior to starting the project.

Make sure that you have a **SMART** goal.

- Fill out the **Community Project Team Proposal Plan** and upload/submit it to the project coordinator.
- Keep track of your deadlines.

Component B: Process Journal document(s)

- Your process journal is where you will document your learning throughout your project.
- The purpose of the journal is to write the process of learning, while working to complete a task.
- Each individual/team must keep electronic documentation and a binder/notebook with project information, emails, meeting times, meeting notes, pictures, etc.
- You must show your supervisor evidence of your process documented in your journals when you meet with him/her.
 1. Your planning template is the start of your process journal
 2. Date every entry
 3. Aim for a minimum of one entry per week. Entries include:
 - **Brainstorming** and Thinking Maps.
 - **Notes**, charts, short paragraphs, pictures, photographs, or sketches.
 - **Background** information or research; bibliography of resources and notes on what has been learned.
 - **Self and peer assessment**; explanations of how the research was used in the project to reach your goal, any challenges/difficulties that came up and any questions asked of the supervisor and the answers given by him/her.

Process Journal is:	Process Journal is NOT :
<ul style="list-style-type: none"> • used throughout the project to document its development an evolving record of intents, processes, accomplishments • a place to record initial thoughts and developments, brainstorming, 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. 	<ul style="list-style-type: none"> • used daily, like a dairy (unless this is useful for the student) • written up after the process has been completed, it would be difficult to recall information • additional work on top of the project; it is part of and supports the project • a diary with detailed writing about what was done in the project • a static, non-changing, document with only one format

Component C: Statement of Reflection (the Reflection Journal) *Each team member must do an individual Reflection Journal.*

C1. Reflection Journal (formative or done during the project)

The purpose of the reflection journal is to keep track of your thoughts, experiences, learning, etc., as you go through the process of working on the community project.

C2. Statement of Reflection (summative or done at end of project)

The purpose of this statement of reflection is to clearly explain your **individual** learning experiences when you finish your community project. It will be a piece of writing reflecting on what and how you have learned throughout your journey doing the community project.

Component D: The Final Project/Presentation

D1. PowerPoint Presentation

Each individual/team will have to create a PowerPoint presentation. The PPT will be included in a final binder/notebook to be submitted online on the Schoology course site. The PPT will include pictures and any relevant documentation from the project within 10-15 slides.

D2. Presentation Board

Each individual/team will have to create a presentation board (like a science project board) on which information about the project must be provided that includes everything from the start of the project to the end. It should have process and reflection journal samples, pictures of the project from start to finish, communication samples, certificates or thank you letters, etc.

D3. Electronic Binder

Each individual/team will have to create an electronic binder (like a science project report) on which ALL information about the project **must** be provided that includes everything from the start of the project to the end. It should have process and reflection journal samples, pictures of the project from start to finish, academic honesty, communication samples, a PPT, etc. and it will be uploaded/submitted to the Schoology course site.

D4. Gallery Walk – Current plans are for a face-to face event following MDCPS guidelines.

The purpose of the gallery walk/showcase is to present your/the team's talents to other students, parents, teachers, and the community. The presentation should include the presentation board, an electronic binder, and a multi-media presentation (PowerPoint, Prezi, or a Movie) uploaded to the Schoology course site. You/the team must be ready to answer questions from the audience. The presentation will take place at an evening during the fourth 9 weeks in which the students will present a summary of their community projects.



Project Process Journal

Title: _____

Team Member Name(s):	Date:
----------------------	-------

Goals:

Accomplishments:

Next steps:

Our most important concerns/problems/questions are:





This is a guide for student organizational purposes it is NOT required to be uploaded/submitted.

Member Name(s): _____

Project Title: _____

Supervisor Name: _____

*The required 15 hour minimum for the Year 3 (8th grade) Community Project is derived from the **sum of all** the work done for the Project, from the investigation process to decide on a need and a goal to the project's final submission/upload of all required documents in an electronic binder/report and a separate PowerPoint as a project presentation, a project board and presentation.*

Step 1: Investigating - Demonstrate research skills to pick your Community Project (CP) and its' Goal and record this information in an **electronic** Process Journal. Selecting a CP and a goal are the most difficult parts of the CP, and it takes some time to think about and research before deciding on goal that is something you can do or would like to do.

➤ **Community** - a community can be your classroom, school, apt. bldg. you live in, block, neighborhood, etc.

- ☐ It is best to keep the CP small and focused, so that you can manage it and make a measurable difference. A little change can make a big difference, 'think big, act small'.
- ☐ It is best if the CP is based on your personal interests. For example, you like animals, research the needs of a local animal shelter. If you are interested in environmental issues, contact an organization to help with one of their environmental projects. This makes the CP more personal, interesting and there is a greater chance to complete.

➤ **Goal** – the goal of the CP is to help and solve a need the community has. It must be something that can be measured, where you made a difference.

- ☐ Write in one or more sentences specifically about what you want to do in your project in your **Process Journal**. Example: *I plan to organize other students in a mass planting of orchids in various public locations in the city.*
- ☐ Make it clear why it is important to the community. Example: *The flowers will beautify the streets changing the thoughts people have about the community, which can reduce crime.)*
 - During your research you must find a goal. Without a goal you will lack focus and direction.
 - You should look for a SMART (Specific, Measurable, Attainable, Relevant, and Time-based) goal.
 - ☐ **Specific:** Do research to define a goal to address a need within a community, based on personal interests. Do not be broad, focus on items or clearly defined needs. Make sure to do research or contact organizations to make sure to find what they need and how to best help them. Then focus on those needs.
 - ☐ **Measurable:** Can it be quantified, can the results be counted in some way such as number of cans collected, how many people benefited, how much was fundraised, did the law pass, signatures collected, etc.? Can you show that you made a difference?
 - ☐ **Attainable:** Can you do the project with the time, support, and resources that you have? If you are doing a project to help a cause can you deliver on your promise. Can your project really help now? Do you have the support of parent(s)/guardian(s) to do the project?
 - ☐ **Relevant:** Can the project make a difference that can be seen and measured? Does the project have a clear purpose? Is it really helping those you want or need the help?
 - ☐ **Time-based:** Can the project be completed in the time provided? Remember parent support and transportation concerns may be a factor. There are deadlines for the project.

- Helpful video: <https://www.youtube.com/watch?v=1-SvuFIQjK8> *verified 9/13/24*



Ponce de leon Middle School


Community Service Project Step by Step Guide with Details

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- **Process Journal** (*electronic in a Word format*) - The process journal is the most important part of your entire CP. If your process journal is thorough and well-organized, it will make it easier for you to complete your final products, an electronic binder/report, and a separate PowerPoint project presentation.
- There is **NO** template for the Process Journal, but it should be separated into 4 parts: *Investigating, Planning, Taking Action and Reflecting*.
 - Type in your **Process Journal** the results of your research: what did you find out, any critical needs in the community you chose has, names of organizations to work with, people you spoke to, etc.
 - Research is not only your online searches for information, but anything you find out in your search as you decide on a project and especially when you decide on one.
 - You **will have to** include a **bibliography** of any online research, interviews, etc. in your **Process Journal** and samples of the **Process Journal** will have to be included in a **final electronic binder** (the documents that you did a CP) **and a PowerPoint to be uploaded**.
 - If it is relevant to the CP type it in the **Process Journal**. This includes any prior experience or something you learned in school which can be applied to your project. For example, you learned about sea turtles and that they lay eggs on a beach near you and that the nests should not be disturbed.
 - Treat the **Process Journal** the way a scientist would, to write and include ideas, successes, pictures, meeting notes, and online research, etc.

Here are sites that may help you get started:

- ❖ <https://www.volunteermatch.org/>
- ❖ <https://www.volunteercleanup.org/>
- ❖ <https://www.handsonmiami.org/>
- ❖ <https://www.mindfulkidsmiami.org/>
- ❖ <https://www.caringplace.org/>

Process Journal is: see video for more info https://poncedeleonmiddle.net/wp-content/uploads/2021/09/m_process-journal-sceencast_1_e.mp4		Process Journal is NOT:
<ul style="list-style-type: none"> • 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, emails, virtual meetings 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. 		<ul style="list-style-type: none"> • used daily, like a dairy (unless this is useful for the student) • written up after the process has been completed, it would be difficult to recall information • 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, non-changing, document with only one format.

Completion of Step 1 - Did you:

- ☐ demonstrate research skills; make sure to have a list of resources, a bibliography, etc. saved for an electronic project binder and PowerPoint
- ☐ identify prior learning or knowledge and subject-specific knowledge relevant to the project
- ☐ define your goal to address a need within a community based on your personal interests

Ponce de leon Middle School
Community Service Project Step by Step Guide with Details

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Step 2: Planning – The Community Project (CP) needs an Action Plan. Develop a plan, schedule meeting times, schedule the steps of the CP, set deadlines, list procedures, and record all progress in the required documents (the Contract Plan, Process Journal, etc.)

Action Plan			
List the tasks, who is responsible to complete them if you are working with others, what is needed and when the tasks need to be completed. Make copies if you have team members so they remember what they have agreed to do! Share the information with the Supervisor and the team members so that they can monitor their own progress.			
What are the tasks to be completed?	Who will do them?	What resources are needed?	When do they need to get done?
<i>Add to cells as needed here or in a separate sheet.</i>			

Completion of Step 2 – Did you:

- ☐ develop a plan for action to serve a need in the community
- ☐ record the development process of the project in the Process Journal
- ☐ are you writing everything that you are doing, including meeting notes, schedules and even any barriers you came across in the required documentation
- ☐ demonstrate self-management skills, are you keeping track of the time dedicated to the project and writing it down

Ponce de leon Middle School
Community Service Project Step by Step Guide with Details

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Step 3: Take Action - Do the service, complete the project (Ex. *The planting of orchids in various public locations in the city*), take photographs for your Process Journal, final binder, and PowerPoint.

➤ **Document the action:**

- ☐ **Write down what took place and take lots of pictures/video and include them in your electronic Process Journal** (save for an online report binder, and the PowerPoint presentation to be displayed at a TBD virtual Gallery Walk).
- ☐ When the action is completed answer Reflection questions.

Completion of Step 3 – Did you:

- ☐ demonstrate service as action because of the project (what were your results?)
- ☐ demonstrate thinking skills (did your plan work out and did you have to overcome any barriers?)
- ☐ demonstrate communication and social skills (how did you work with others and how did you gather support to complete your project?)
- ☐ **record in detail your action**

Ponce de leon Middle School

Community Service Project Step by Step Guide with Details

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Step 4: Reflect – How did my Community Project turn out?

Look back over your experience and complete the following suggested statements and complete your **Reflection Journal** with a **Statement of Reflection**. (1 per team member)

- ☐ The purpose of the **reflection journal** is to keep track of your thoughts, experiences, learning, etc., as you go through the process of working on the community project.
- ☐ The purpose of this **statement of reflection** is to clearly explain your **individual** learning experiences when you finish your community project. It will be a piece of writing reflecting on what and how you have learned throughout your journey doing the community project.

Suggested statements to use towards a **Reflection Journal** and **Statement of Reflection**:

- *This is what I did:*
- *This is what I learned:*
- *I helped:*
- *I think that the project made a difference because:*
- *My thoughts and feelings as I did the project were:*
- *Next time I would:*
- *As I look back at the objectives that I chose in Step 1, those that I accomplished were:*
- *I would apply the skills that I learned from the project in this way:*
- *Overall, I feel that the project:*

Reflective prompts can help students to consider the ways that they have demonstrated some of the learning outcomes for service as action:

- *What actions did I initiate to meet the needs of my community during the pandemic?*
- *What action was particularly difficult to stick with and how did I overcome that challenge?*
- *Who helped me in this action?*
- *How did I help others?*
- *How did my actions affect myself? My family? My community? The environment?*

Completion of Step 4 – Did you:

- ☐ evaluate the quality of the service as action against your goal (did you meet your expectations?)
- ☐ reflect on how completing the project has extended your knowledge and understanding of your community and its needs
- ☐ complete all required documentation (contract plan, honesty form, journal(s), etc.) of the project
- ☐ prepare an online binder or report that includes the contract plan, honesty form, Process Journal, Reflection Journal(s), project board and PowerPoint presentation to show at the Gallery Walk to your parent(s)/guardian(s) and peers
- ☐ prepare a PowerPoint presentation with 10-15 slides: with bullet statements, journal samples, and any other information showing the process, including pictures, to be uploaded to Schoology group site.
- ☐ reflect on your development of ATL skills

Step 5: Final Project Presentation & Celebration – Show off your Project to others.

Take the time to celebrate your accomplishments. Prepare and upload an online binder/report, project board and a PowerPoint with bullet statements, journal samples, pictures/videos for your Gallery Walk.

*This form is **NOT** required to be turned in as documentation. This information should be reflected on your journal(s).*



APPROACHES TO LEARNING (ATL)



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 IB MYP Community Project (CP) over an extended period.

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 project.

Community Project Objectives	MYP ATL Skill Clusters	Evidence that I demonstrated this:
Objective A: Investigating		
i. Define a goal to address a need within a community, based on personal interests	<ul style="list-style-type: none"> • Collaboration • Critical thinking • Creative thinking • Affective Skills 	
ii. Identify prior learning and subject-specific knowledge relevant to the project	<ul style="list-style-type: none"> • Information literacy • Media Literacy • Transfer • Affective Skills 	
iii. Demonstrate research skills		
Objective B: Planning		
i. Develop a proposal for action to serve a need in the community	<ul style="list-style-type: none"> • Collaboration • Organization • Critical thinking • Creative thinking • Affective Skills 	
i. Plan and record the development process of the project	<ul style="list-style-type: none"> • Collaboration • Organization 	
ii. Demonstrate Self-Management Skills	<ul style="list-style-type: none"> • Reflection • Affective Skills 	
Objective C: Taking Action		
i. Demonstrate service as action as a result of the project	<ul style="list-style-type: none"> • Organization • Critical thinking • Creative thinking • Affective Skills 	
ii. Demonstrate thinking skills	<ul style="list-style-type: none"> • Communication 	
iii. Demonstrate communication and social skills	<ul style="list-style-type: none"> • Collaboration • Critical thinking • Creative thinking • Transfer • Affective Skills 	
Objective D: Reflecting		
i. Evaluate the quality of the service as action against the proposal	<ul style="list-style-type: none"> • Communication • Reflective • Affective Skills 	
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		

APPROACHES TO LEARNING (ATL)

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

ATL Skills	Expectations
Communication	Informing Others 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? • What questions do I have now? Consider ATL skills development <ul style="list-style-type: none"> • 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: <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	Selecting and organizing information: Use a variety of information and media and resources to gather information for the project Referencing: Demonstrate effective research skills including identifying primary and secondary sources; Acknowledge sources in a bibliography;
Research-Media Literacy Skills	Interacting with media to use and create ideas and information
Thinking-Critical Thinking Skills	Problem solving & thinking skills: planning; inquiring; applying knowledge & concepts; identifying & solving problems
Creative-Thinking Skills	Creating novel solutions/ideas; considering new perspectives
Transfer Skills	Using knowledge & skills across subject areas to make connections and create solutions



Ponce de Leon Middle School

Community Service Project Scoring Rubric



Criterion	4 Advanced	3 Proficient	2 Developing	1 Needs Improvement
Criterion A: Investigation Content and Ideas	Includes relevant, required facts and information. Cites at least 2 reliable sources to help explain the need for the community service(s).	Includes mostly relevant facts and information. Cites 1-2 reliable sources.	Some relevant facts included. Cites at least 1 source.	No facts included or facts are not relevant to the topic. Citations may be missing.
Criterion B: Planning Organization	Ideas are presented in a clear and logical way. The CP Proposal(s) are included and help to demonstrate planning organization.	Ideas are clear. CP Proposal(s) is included but could use more detail and/or it was not updated.	Proposals included but missing information. Ideas are fairly clear but may not be presented in a logical order.	Ideas are unclear. No proposal(s) attached.
Criterion C: Taking Action Proof of Participation and Service	CP Log is included, and all necessary components (required hours, artifacts, signatures, certificates) are present. CP action is evident.	CP Log is included but some evidence or components are missing.	CP Log does not meet requirements. Very little proof of action.	No CP Log or not enough to prove that CP was completed.
Criterion D: Reflection Details and Grammar	High Quality of Reflection is evident. Reflects using 2 or more accurate IB vocabulary terms. Includes complete sentences with appropriate punctuation.	Reflections are not detailed. Uses at least 1 IB vocabulary term accurately. Good sentence structure and use of appropriate punctuation.	Reflections need work. Attempts to use IB vocabulary terms but may not do so accurately. Some sentence fragments or run-ons. Punctuation may be missing.	Insufficient information on reflections/poor quality. Incorrect IB terms. Several grammatical errors.
Visual Appeal Project Presentation/ Display	Presentation/Display board is visually appealing and is fully labeled. Includes 4 or more visuals that support the information shared. Display Template was used.	Includes at least 3 visuals that are relevant and eye-catching. All necessary components are present.	Includes at least 2 visuals that are relevant. Display missing some of the required details.	Visuals are missing, distracting, irrelevant, or too small to see from a distance. Did not use the template and/or is missing too many key components.

A: 17-20	B: 13-16	C: 10-12	D: 7-9	F: 0-6
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Comments: _____

Presentation/Display Board Planner Template

Left Side

Middle

Right Side

<p>Student Biography <i>Getting to Know You</i> <i>Tell us a little bit about yourself! Include a Picture.</i></p> <p>Learner Profile Connection <i>What learner profile attributes did you “work” on as you completed your service project(s)?</i></p> <p>Link to the Global Contexts (GC) <i>Select the relevant Global Context and explain your project’s connection to selected GC.</i></p> <p>Inspirational Corner <i>Choose YOUR favorite quote about volunteering. Share it here.</i></p>	<p>Title <i>Create your Own</i></p> <p>Identifying My Community Service <i>List/Log of your C/S Projects with explanation/background research.</i> <i>-Who did you help?</i> <i>-What did you do?</i> <i>-When did you do it?</i> <i>-Why was it important?</i></p> <p>Proof of Participation <i>Use this space to add Pictures and/or any other Artifacts. This will help prove all the great things you did for Community Service.</i> <i>Suggestion: Add/print/gather brochures or other print information from community organization websites. This helps raise awareness of different causes/organizations of which you volunteered for.</i></p>	<p>What does Community Service mean to Me? <i>Tell us about what C/S means to you and how you possibly changed as a person.</i></p> <p>Time to Reflect <i>Reflect on Your Overall Experience. Include answers to the following questions:</i></p> <ul style="list-style-type: none"> • <i>From your experience, what did you learn about giving without expecting anything in return?</i> • <i>What do you now understand about the area in which you volunteered?</i> • <i>What did you learn about yourself in the process?</i> • <i>What interesting careers have you learned about through this project?</i>
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Academic Honesty Form



Student Name(s) & ID#(s)		
<i>This form is due to upload/submit with the Final Product.</i>		
*Supervisor's Name		
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 uploaded/submitted.		
*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 (<i>digital signatures are acceptable</i>) and date these comments.		
	Date	Main points discussed & Steps to take after meeting
Meeting 1		
		Student(s):
Meeting 2		
		Student:
Meeting 3		
		Student:
Meeting 4		
		Student:
Supervisor's 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 the authentic work of the student.		
Student signature		Date
Supervisor signature		Date

*Parent(s)/Guardian(s) are not permitted as a Supervisor(s) but are encouraged to assist the student(s) in the project.



Community Project Team Proposal Plan



The IB MYP Year III or 8th Grade Community Project is a required component to receive Ponce de Leon Middle School's IB MYP Certificate of Completion. All IB MYP students are required to submit all parts of this project **on or before** the due dates during their 8th grade school year. This project can be completed by one (1) student or a group of no more than three (3) students. **Student's missing any or all part of this project will NOT qualify to receive the prestigious IB MYP Certificate of Completion. This form is to be uploaded/submitted by October 7, 2024, to the Schoology course - IBMYP Year 3/8th Grade Community Service Project '24 –'25.** If you have any questions regarding any part of this project, please contact Mr. Eugenio Machado, project coordinator at emachado@dadeschools.net.

Project Title:

(This may be edited as needed during the project.)

Student 1 Print Name & MDCPS email	Signature	ID#
Parent/Guardian 1 Print Name	Signature	
Student 2 Print Name & MDCPS email	Signature	ID#
Parent/Guardian 2 Print Name	Signature	
Student 3 Print Name & MDCPS email	Signature	ID#
Parent/Guardian 3 Print Name	Signature	
Supervisor's Name & email	Signature	
<i>Please note a student's parent/guardian cannot act in the role of project supervisor for their child or his/her group.</i>	<i>However, parents are encouraged to help their child in the successful completion of the community service project.</i>	
Identify and write a goal to address a need in the community , based on your personal interest. <i>This goal may have to be revised during the project.</i> <i>Make sure to note any changes or revisions in your journal(s).</i>		

What action(s) will you take? Be as specific as possible and keep in mind your ***SMART** goal.

**SMART - Specific, Measurable, Attainable, Relevant, and Time-based*

This form is to be uploaded/submitted by October 7, 2024, to the Schoology course - IBMYP Year 3/8th Grade Community Service Project '24 –'25.