



Vista Heights Middle School
IB-MYP Community Project Journal
(attach additional pages as needed)

Student Name(s): _____

Mentor Teacher: _____

Objective:

Student(s) will identify a community need/problem in order to plan and organize an action plan to address a community need/problem. Student(s) will also present their action to the community in a community-event held at Vista Heights Middle School.

Expectations:

- ✓ Complete Community Advocacy Project Journal
- ✓ Organize and Complete Community Action
- ✓ Organize a Presentation
- ✓ Present at Community Advocacy Event





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(attach additional pages as needed)

Journal Entry #1: Define Community

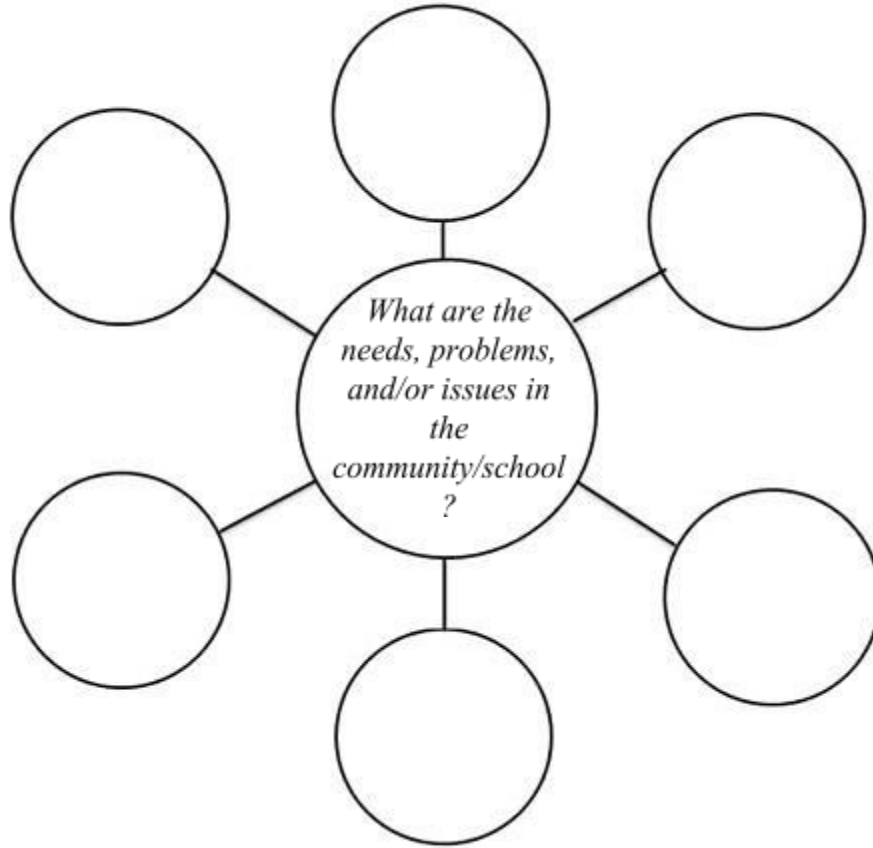
What does "community" mean to you? List all the different communities that you are a part of.

Journal Entry #2: Brainstorm Topics

Brainstorm: Reflect and identify at least three potential topics for your project. Think about any community needs, or problems within your community. Also, include at least one of your interests/hobbies.



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Journal Entry #3: Pick a Topic

Identify the one topic that interests you most. Why does this topic interest you? Why is this need/problem important for our community to address?

Journal Entry #4: Global Context Part 1

Let's consider how your identified community need/problem/topic fits one of the IB Global Contexts. Read the following questions and think which Global Context best fits your topic and ONLY answer that question.



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Global Context	Guiding Question- How does this GC:	Your Answer
<i>Identities and Relationships</i>	... help you become aware of your roles and responsibilities as a member of the community?	
<i>Orientation in time and space</i>	...help you to connect people from different backgrounds, eras, and personal histories?	
<i>Fairness and Development</i>	...help you create an idea or system that might explore our right and responsibilities as global citizens?	
<i>Globalization and Sustainability</i>	...help you explore your relationship with the environment, how it affects you, and how you affect it?	
<i>Scientific and Technical Innovation</i>	...help you become an inventor or to explore the effects of human invention on the world?	
<i>Personal and Cultural Expression</i>	...help you better express your ideas or help others to better share their creativity, culture, feelings, and/or beliefs?	

Mentor Teacher Feedback #1: *Your mentor fills this out.*

The community need/problem/issue you identified:

- o ...is an acceptable topic and can be realistically addressed.
- o ...needs better community awareness and time to refine.
- o ...will be difficult to realistically address, and you should consider a new topic.

A few suggestions for possible Action Taken (If possible):

Mentor's Signature: _____ Date: _____

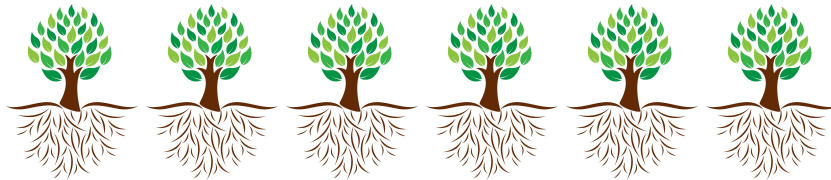


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Journal Entry #5: Root Cause Tree Analysis

Think and reflect on the root causes and the symptoms of the community issue/problem your group decided to focus on.

1. Create a list of the effects, or the symptoms, of the problem/issue on the community/ students/ people? (What happens because of this problem/issue?)



2. Create a list of the causes to the community issue/problem? (What are the root causes of the problem/issue?)

Journal #6: Conduct Research

Use primary and secondary sources (the internet, books, interviews and/or surveys) to gather necessary information on your topic. You should also search for organizations that already have done work to address need/issue to gather ideas to address need/problem. Use at least three sources. Please include the complete website.

Source (website, book)	Information gathered	How can/will I include this in my presentation?



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Journal #7: Research Reflection

Reflect on your research.

1. What are some of the interesting facts that you learned from your research? List at least five.

2. What else do you need to know about your topic? How/where can you gather more information?



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3. Was there any information that surprised you? Why?

Journal Entry #8: Goal

Set a realistic goal for your community project.

Our goal is to [inform / raise awareness / organize / create / participate / other: _____]

Journal Entry # 9: Action Plan *List steps needed to achieve your goal. Use as many steps as needed. Add a separate sheet of paper if you need more than ten steps.*

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____



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Step 10: _____

Journal Entry #10: Revisit Global Context

Reflect on your Community Project Action, and read the following descriptions based on the Global Context theme. Which Global Context best fits your project the best? Explain.

Global Context	Explanation
<i>Identities and Relationships</i>	Project that helps you explore identity, beliefs, values, relationships including families, friends, communities and cultures.
<i>Orientation in time and space</i>	Project that helps you explore personal history, turning points, relationships between individuals and civilizations from personal, local, and global perspective.
<i>Fairness and Development</i>	Project that helps you explore the relationships between communities; sharing resources with other people and living things; access equal opportunities; peace and conflict resolution
<i>Globalization and Sustainability</i>	Project that helps you explore how local experiences mediate the global; the impact of decision-making on humankind and the environment.
<i>Scientific and Technical Innovation</i>	Project that helps you explore how humans use their understanding of scientific and technological advances on communities and environments; how humans adapt environments to their needs.
<i>Personal and Cultural Expression</i>	Project that helps you explore the way we discover and express ideas, feelings, culture and values; the ways in which we extend and enjoy our creativity



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Mentor Teacher Feedback #2 (*Your mentor fills this out*)

The Action you wish to organize:

- Is clearly stated, and realistic
- Will require special equipment
- Will require extensive support to complete well
- Has a realistic timeline.

Your project:

- Aligns closely with the chosen Global Context
- Links indirectly with the chosen Global Context
- May be better focused with a different Global Context: _____

Does the group have enough information on their topic?

- Yes
- No

If not, what additional information should he/she collect?

What other feedback can you offer?

Mentor Teacher Signature: _____

Date: _____

Journal Entry #11: Planning the Presentation

Think about how you want to share your Community Project to the Vista Heights community.

Possible ideas include:



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(attach additional pages as needed)

- o Powerpoint*
- o Tri-Fold*
- o Video*
- o Documentary*
- o Website*
- o Essay*
- o Skit or Play*

Presentation Guidelines

- ✓ Introduction
- ✓ Community Need/Problem/Issue Explained
- ✓ Justification/Reasoning
- ✓ Global Context
- ✓ Research
- ✓ Action Taken
- ✓ Explain Action
- ✓ Impact of Action
- ✓ Student Reflections: How would the problem be resolved? What do we need to do as a community to change the problem?

What steps your group need to take in order to be ready for the presentation?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



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Journal #12: Community Project Summary

Complete each sentence frame.

The **NEED** that my community service project addresses is _____

The **GOAL** of my Community Project is to _____

We/I chose this goal because _____

The **COMMUNITY** that my service project will focus on is

The **GLOBAL CONTEXT** that my project will focus on is

because _____

The **ACTION** that we will take to address the community need is

We took the following steps to achieve our goal _____



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Journal #13 - Reflection

Now that you've completed the project, answer the following questions.

1. Did you/your group succeed in achieving your goal? What challenges prevented you from meeting your goal? What aspects of your goal were you able to achieve?

2. What did you learn about the ability of the people to create change? Is it possible? Why or why not?

3. What did you personally gain as a result of participating in the Community Project? (think about knowledge, skills, attitudes, confidence levels, etc.)

4. What were some mistakes or errors that you made? Explain.

5. What could have you done differently? How could you have made your action more impactful?

6. How did you feel while working on this project?

7. If you were given an opportunity to add an extension to the project, what would it be?



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Mentor Teacher Confirms Project Completion: *Your mentor fills this out*

I certify that this Community Project and work associated with this Project is complete.

Mentor Teacher Signature _____

Date _____



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APPENDIX A: ACADEMIC HONESTY FORM

Student Name:
Student ID #
School Name: Vista Heights Middle School an International Baccalaureate World School
Supervisor/Mentor Name:
<p>Student: This document records your progress and the nature of your discussions with your supervisor. You should aim to see your supervisor at least three times at the start of the process to discuss your initial ideas, then once you have completed a significant amount of your project, and finally once your completed report/presentation has been submitted.</p> <p>Supervisor: You are asked to have at least three supervision sessions with students, one at the start of the process, and interim meeting and the the final meeting. Other sessions are permitted but do not need to be recorded on this sheet. After each session, students should make a summary of what was discussed and you should sign and date these comments.</p>

<p>Student Declaration I confirm that this is the final version of my work. Ideas, work, assistance, inspiration, guidance, supervision, resources (both digital and print) that I have used in my project have been acknowledged.</p> <p>Supervision Declaration I confirm that, to the best of my knowledge, the material submitted is the authentic work of the student.</p>

Student's Signature	Date
Supervisor's Signature	Date



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APPENDIX B: COMMUNITY PROJECT LOG

Meeting	Date	Main Points Discussed	Mentor Signature
1			
2			
3			
4			
5			



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APPENDIX C: COMMUNITY PROJECT PRESENTATION RUBRICS

Criterion A: Investigating

Maximum: 8

In the community project, students should be able to:

- 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 level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below
1-2	<ol style="list-style-type: none">i. state a goal to address a need within the community, based on personal interests, but this may be limited in depth or accessibilityii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevanceiii. demonstrate limited research skills
3-4	<ol style="list-style-type: none">i. outline an adequate goal to address a need within the community, based on personal interestsii. identify basic prior learning and subject-specific knowledge relevant to some areas of the projectiii. demonstrate adequate research skills
5-6	<ol style="list-style-type: none">i. define a clear and challenging goal to address a need within the community, based on personal interestsii. identify prior learning and subject-specific knowledge generally relevant to the projectiii. demonstrate substantial research skills
7-8	<ol style="list-style-type: none">i. define a clear and highly challenging goal to address a need within the community, based on personal interestsii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the projectiii. demonstrate excellent research skills



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Criterion B: Planning

Maximum: 8

In the community project, students should be able to:

- 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 level	Level descriptor
0	Students do not achieve a standard described by any of the descriptors below
1-2	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	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	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	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



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Criterion C: Taking action

Maximum: 8

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



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Criterion D: Reflecting

Maximum: 8

In the community project, students should be able to:

- iv. evaluate the quality of the service as action against the proposal
- v. reflect on how completing the project has extended their knowledge and understanding of service learning
- vi. 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	<ul style="list-style-type: none"> i. present a limited evaluation of the quality of the service 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 the development of ATL skills
3-4	<ul style="list-style-type: none"> i. present an adequate evaluation of the quality of the service 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 the development of ATL skills
5-6	<ul style="list-style-type: none"> i. present a substantial evaluation of the quality of the service 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 the development of ATL skills
7-8	<ul style="list-style-type: none"> i. present an excellent evaluation of the quality of the service 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 the development of ATL skills



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