

UDS IB- MYP COMMUNITY PROJECT DESCRIPTION 2022-2023

What is the MYP Community Project?

The Community Project is a major activity for students to complete in Year Three (8th grade) of the MYP program. The community project focuses on community and service. This gives students an opportunity to develop awareness of needs in various communities and address those needs through service learning.



As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The community project is completed individually or in small groups, a maximum of 3. The choice of the topic for the project is made in consultation with a faculty advisor who has the responsibility for supervising the development of the project according to the Assessment Criteria which is based on International Baccalaureate Organization guidelines.

Coordination of the project:

Head of school: Michael Lindsay MYP Head of Middle and High School: Lillian Valez MYP Coordinator: Patricia Davalos MYP Community Project Coordinator: Bonnie Bowman

Community Project Guide:

- The community project coordinator will hold a parent-teacher conference to inform students and parents of all aspects related to the required project. Each student will receive a handbook to guide them through the phases of the community project. **Tentative Date:**
- The community project coordinator will organize a meeting with all the MYP teachers to inform them about the project requirements. Teacher mentoring will be required for new MYP staff. **Tentative Date:**

2022-2023 Mentors LIST: Mentor and Parents Approval Required

Mentor	Community Project Topic	Studen/s



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Important Information:

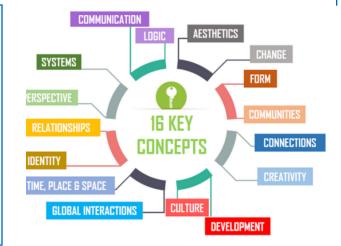
Purpose of the IB MYP Community Project:

- Students will apply and evaluate the skills and knowledge they have acquired throughout their years at UDS by engaging with their community to make it a better place.
- They will generate new insights and develop deeper understandings of the world in which they live through an in-depth investigation.
- Students will communicate their findings to their peers.

MYP COMMUNITY PROJECTObjectives & Assessment CriteriaCriterion AInvestigatingCriterion BPlanningCriterion CTaking ActionCriterion DReflecting



ATL are deliberate strategies, skills and attitudes that permeate the teaching and learning environment. ATL support the IB belief that a large influence on a student's education is not only what you learn but also how you learn. ATL are intrinsically linked with the IB learner profile attributes to enhance student learning and assist student preparation for life after high school.



Approaches to Learning [5 Elements]

Thinking Skills	Critical thinking	
1. Thinking Skills	Creative thinking	
	Transfer	
2. Communication Skills		
3. Social Skills		
	Organization	
4. Self-Management Skills	Affective	
	Reflection	
5. Research Skills	Information Literacy	
5. Research Skills	Media Literacy	

Approaches to Teaching				
[6 Elements]				
Teaching through Inquiry	Teaching through concepts			
Teaching developed in	Teaching focused on effective			
local and global contexts	teamwork and collaboration			
Teaching differentiated to	Teaching informed by			
meet the needs of all	assessment			
Learners				

Three main components:	Non Negotiable	
 Focus on Service as Action Process Journal Oral presentation 	 Academic Honesty Form Proposal for Action 	



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	Global Contexts - From Principles into Practice	Community Project AIMS
Identities and Relationships	Who am I? Who are we? 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.	Participate in a sustained, self-directed inquiry within a global context
Orientation in Space and Time	What is the meaning of 'where' and 'when'? 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.	Generate creative new insights and develop deeper understandings through in-depth investigation Demonstrate responsible action through, or as a result of learning Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time Communicate effectively in a variety of situations. Appreciate the process of learning and take pride in your accomplishments Reflect on your learning and knowledge (on your own and with others) Move towards thoughtful and positive action Develop confidence as lifelong learner.
Personal and Cultural Expression	What is the nature and purpose of creative 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.	
Scientific and Technical Innovation	How do we understand the worlds in which we live? 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.	
Globalization and Sustainability	How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.	
Fairness and Development	What are the consequences of our common humanity? 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.	

TIMELINE (deadlines will be provided by the teacher)

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	
	INTRODUCTION	INVESTIGATING	PLANNING	TAKING ACTION	REFLECTING	
~ ~ ~ ~	Introduce to parents and staff Introduce to MYP year 3 or MYP year 4 students Explain the use of the process journal Brainstorm and generate possible ideas Select the groups for the project (either student selected or teacher selected)	 Assign supervisors Have students complete the following. Decide on the need within the local or global community Identify prior learning Define a goal to address the need within the local or global community Initial research period— select relevant resources and gather information Record information and developments in process journals 	 Have students complete the following. ✓ Develop a proposal for action—this must be completed near the start of this phase ✓ Continue research— select, evaluate and acknowledge information ✓ Work on the preparation for the service as action ✓ Record information and developments in process journals Hold a "work in progress" session for students to show progress by end of phase 3. 	Have students complete the following. ✓ Carry out the service as action ✓ Record information and developments in process journals	 Have students complete the following. ✓ Evaluate the quality of service as action against the proposal ✓ Reflect on learning ✓ Prepare and complete oral presentation Supervisors need to: ✓ give feedback on a rehearsal oral presentation ✓ ensure the students hand in their academic honesty form, process journal extracts and bibliography ✓ assess the project ✓ standardize the assessment of the presentations ✓ feed back to students. 	
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	REVIEW PROCESS JOURNAL					
	COMMUNICATE AND COLLABORATE WITH STUDENTS					
	FINAL: Community Project Showcase event organized to provide students with the opportunity to present their projects to peers, teachers and parents.					



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For more information visit:

- ibo.org: <u>https://www.ibo.org/programmes/middle-years-programme/curriculum/myp-projects/</u>
- Projects Guide
- UDS <u>Community project Calendar</u>