Kyrene Middle School

Community Project
Process Journal

Student Name: _____

Mentor Teacher: _____

Group Members: _____

Individuals and Societies Teacher _____

Individuals and Societies Period _____

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Project Checklist

Investigating

- Determine what medium your process journal will be
- Decide on a need and in what community
- Define a goal (action) to address need
- Determine global contexts and explorations covered by the project
- Begin initial research and start gathering information
- Meet with mentor teacher to approve project and discuss next steps
- Reflect on ATL skills strengthened so far in your **process journal**

Planning

- Develop a proposal for service in action by synthesizing the information determined in the Investigating phase
- Continue gathering information and researching
- Prepare for action
- Set criterion for self-scoring (use template in Appendix)
- Reflect on Self-Management ATL Skills in process journal.
- Meet with mentor teacher to discuss next steps

Taking Action

- Carry out the service   in action and create the end product
- Record EVERYTHING you do, think, gather, etc. in your **process journal**. At this point the **process journal** will start to get quite full. Photos, screenshots, reflections, annotations, notes, questions, concerns, revisions, etc. will all be added in this phase
- Self-Assess ATL skills during this phase in **process journal**

Reflecting

- Evaluate the completed project against the proposed project plan and
- Reflect on your learning
- Provide feedback to your classmates on their projects (during mini-exhibition)
- Create a bibliography/works cited page
- Prepare and sign academic honesty form
- Submit project and all components to your mentor teacher for assessment (prepared for presentation)
- Present the project to community and classmates (during showcase)

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Project Group Contract

Team Members Contact Information

Name	Phone Number	Email	Best time to contact

Team Agreements

Managing Conflict: What will you do to settle disagreements? How will you compromise with each other? How will you be able to push each other to progress in the work of the project?	
Absence of Members: What will you do when a team member is absent? How will that work get done? How will you prepare for absences on presentation day?	
IB Learner Profile: What are the group strengths and challenges?	

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(i) Investigating Step 1

What is a community?

What type of service to action have you done in the past?

Brainstorm ideas for a community I wish to serve. First of all, what are my passions? What community is underserved? What skills do I have that could do good for others?

What community I wish to serve through this project, and why I feel as though I need to serve.

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(I) Investigating Step 2

5W1H Model for your community in need.

W – What is the need within this community you have chosen?

W – What are things I will need to learn in order for me to reach my goal?

W – What sources might I use in order to learn what I need to know? (people, media, books, magazines, newspapers, websites).

W – What leadership skills do I already possess that will aid in my success? (See ATL skills on pages 6-8).

W – What leadership skills will I need to develop in order to be successful for this particular project (See ATL skills on pages 6-8)?

H – How can you serve this community? Meaning, what is the action you will take? How can your service solve problems?

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Communication

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

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

Social: Collaboration Skills

Working effectively with others
How can students collaborate?
* Use social media networks appropriately to build/develop relationships
* Make fair and equitable decisions
* Delegate and share responsibility for decision-making
* Exercise leadership and take on a variety of roles within groups succeed
* Take responsibility for one's own actions
* Manage and resolve conflict and work collaboratively in teams
* Listen actively to other perspectives and ideas empathy

* Build consensus
* Encourage others to contribute
* Negotiate effectively
* Help others to

* Advocate for one's own rights and needs
* Give and receive meaningful feedback
* Practice

Research

Information Literacy Skills	Media Literacy Skills
Finding, interpreting, judging, and creating information How do students demonstrate information literacy? * Collect, record, and verify data * Access information to be informed and inform others * Make connections between various sources of information * Understand the benefits and limitations of personal sensory learning preferences when accessing, processing, and recalling information * Use memory techniques to develop long*term memory * Present information in a variety of formats and platforms * Collect and analyze data identify solutions and make informed decisions * Process data and report results * Evaluate and select information sources and digital tools based on their appropriateness to specific tasks * Understand and use technology systems * Use critical literacy skills to analyze and interpret media communications * Understand and implement intellectual property rights	**Interacting with media to use and create ideas and information** How can students demonstrate media literacy? * Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (including digital social media and online networks) * Demonstrate awareness of media interpretations of events and ideas (including digital social media) * Make informed choices about personal viewing experiences * Understand the impact of media representations and modes of presentations * Seek a range of perspectives from multiple and varied sources * Communicate information and ideas effectively to multiple audiences using a variety of media and formats * Compare, contract, and draw connections among (multi)media resources

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* Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions * Identify primary and secondary sources	

Self-Management

Organization Skills	Reflection skills	Affective skills
Managing time and tasks effectively How can students demonstrate organization skills? * Plan short* and long*term assignments; meet deadlines * Create plans to prepare for summative assessments (examinations and performances) * Keep and use a weekly planner for assignments * Set goals that are challenging and realistic * Plan strategies and take action to achieve personal and academic goals * Bring necessary equipment and supplies to class * Keep an organized and logical system of information files/notebooks * Use appropriate strategies for organizing complex information * Understand and use sensory learning preferences (learning styles) * Select and use technology effectively and productively	**Considering the process of learning; choosing and using ATL skills** How can students be reflective? * Develop new skills, techniques and strategies for effective learning * Identify strengths and weaknesses of personal learning strategies (self-assessment) * Demonstrate flexibility in the selection and use of learning strategies * Try new ATL skills and evaluate their effectiveness Consider content *What did I learn about today? *What don't I yet understand? *What questions do I have now? Consider ATL skills development *What can I already do? *How can I share my skills to help peers who need more practice? *What will I work on next? Consider personal learning strategies *What can I do to become a more efficient and effective leader? *How can I become more flexible in my choice of learning strategies? *What factors are important for helping me learn well? * Focus on the process of creating by imitating the work of others * Consider ethical, cultural, and environmental implications	**Managing state of mind** How can students manage their own state of mind? Mindfulness *Practice focus and concentration *Practice strategies to develop mental focus and to overcome distractions *Practice being aware of body*mind connections Perseverance *Demonstrate persistence and perseverance Emotional management *Practice strategies to overcome impulsiveness and anger *Practice strategies to reduce stress anxiety Self-motivation *Practice analyzing and attributing causes for failure *Practice managing self-talk and positive thinking Resilience *Practice "bouncing back" after adversity, mistakes, and failures *Practice "failing well" *Practice dealing with disappointment and unmet expectations *Practice dealing with change

Thinking

Critical Thinking Skills	Creative Thinking Skills	Transfer Skills
Analyzing and evaluating issues and ideas How can students think critically? * Practice observing carefully in order to recognize problems * Gather and organize relevant information to formulate an argument * Recognize unstated assumptions and bias * Interpret data (cont'd) * Evaluate evidence and arguments * Recognize and evaluate propositions	**Utilizing skills and knowledge in multiple contexts** How can students be creative? * Utilize effective learning strategies in subject groups and disciplines * Apply skills and knowledge in unfamiliar situations * Inquire in different contexts and gain a different perspective	**Generating novel ideas and considering new perspectives** How can students transfer skills and knowledge among disciplines and subject groups? * Use brainstorming and visual diagrams to generate new ideas and inquiries * Consider multiple alternatives, including those that might be unlikely or impossible * Create novel solutions to authentic problems

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* Draw reasonable conclusions and generalizations * Test generalizations and conclusions * Revise understanding based on new information and evidence * Evaluate and manage risk * Formulate factual, topical, conceptual and debatable questions * Consider ideas from multiple perspectives * Develop contrary or opposing arguments * Analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding * Propose and evaluate a variety of solutions * Identify obstacles and challenges * Use models and simulations to explore complex systems and issues * Identify trends and forecast possibilities * Troubleshoot systems and applications	* Compare conceptual understanding across multiple subject groups and disciplines * Make connections between subject groups and disciplines * Combine knowledge, understanding and skills to create products or solutions * Transfer current knowledge to learning of new technologies * Change the context of an inquiry to gain different perspectives	* Make unexpected or unusual connections between objects and/or ideas * Design improvements to existing machines, media, and technologies * Design new machines, media, and technologies * Make guesses, ask "what if" questions and generate testable hypotheses * Apply existing knowledge to generate new ideas, products, or processes * Create original works and ideas; use existing works and ideas in new ways * Practice flexible thinking*develop multiple opposing, contradictory, and complementary arguments * Practice visible thinking strategies and techniques * Generate metaphors and analogies

Space to attach items...pictures, sketches, brainstorming...

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(i)Investigating 2a

Contact Summary -

Who:

What:

Where:

When:

Questions Asked:

Summary of the discussion:

Reflect. How might you use this information? How reliable is this source? Justify your responses.

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(i)Investigating 3:

Write a measurable goal statement. Remember to be S.M.A.R.T (specific, measurable, attainable, realistic, timely).

Essential Questions –

What other questions need to be answered in order to reach your goals. How will these questions be answered?

What is going to be the biggest challenge in helping the chosen community?

What are things that I will need to learn in order for me to reach my goal?

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Global Contexts

After thinking about the service (action) you want to provide and reading through the Global contexts and their explorations...

What is the Global Context for this project?

How does this project fit in the chosen global context?

- How does this global context give my Community Project a greater sense of purpose?

- How does it help others understand how important this community issue is?

- How does it cause others to care about the community you chose to serve?

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(i)Investigating 4:

Explain how you Community Project and the community you chose is of personal interest to you.

(i)Investigating 5:

Which type of service will you and your group members be engaged in? How can you tell?

Also, explain in detail the following.

The background knowledge I have that will help complete the Community Project is…

The skills I possess that will help me complete the Community Project are…

The background knowledge and skills that I detailed will help me with the project because…

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Continue explaining in detail the following.

The subject (Math, Social studies, Language and Literature, Science, Art, etc) specific knowledge I possess that will help me complete the Community Project is…

The subject specific skills I possess that will help me complete the project are…

The subject specific knowledge and skills I possess will help me with me project because…

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Mentor Teacher Meeting Reflection.

During our first meeting, we discussed...

My mentor teacher's feedback is going to help me...

What action steps were suggested by the mentor teacher?

How is this meeting helping you with your Community Project?

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(iii) Investigating Step 1

Research Notes

Use the model in your Community Project Guide (page 12-13) for assistance

On the next few pages, cite and evaluate your research

Things to include:

Citation (Use citationmachine.net for help) MLA Style

Type of research (interview, article, webpage, newspaper,...)

Summary of what you found out

Evaluation of the source (APSTAR – the expectation is to see each letter addressed for each resource – page 15 in Community Project Guide)

Research Notes

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Research Notes

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Research Notes

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Research Notes

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ATL Skills Reflection

Using the guiding questions on page 16 of the Community Project guide, reflect on how you are developing the Approaches to Learning skills. Be sure to restate the question in your answer.

Communication skills:

Social/Collaborative skills:

Self-Management skills:

Research skills:

Thinking skills:

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(i) Planning Step 1:

Specification Rubric (for proposal)

Choose **five (5)** specifications and fill in the criteria boxes. Use the example on page 18 of the Community Project guide for assistance.

		Aesthetics: Appearance, style, color, shape, pattern, form, texture, finish, layout	Cost Is there a cost to create? Is there a budget you must stay within?	User/Audience Who is the end product/ service for? What is the demographic information (target user's age, gender, financial status...)?	Function What is its purpose? What will it do? How easily can it be used/ maintained?	Size/ Content Are there any specific sizes that need to be considered? Is there a particular amount of content required?	Materials What resources are available and are there limitations as to how your product can be created?	Resources What resources are available and are there limitations as to how your product can be created?	Environmental Factors Where will this product be used? How will it directly or indirectly affect the environment?
Your Goal									
Your Global Context									
1-2 Limited									
3-4 Adequate									
5-6 Substantial									
6-7 Rigorous									

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(i) Planning Step 2:

Mission Statement

Using sentence starters from page 20 of the guide, create a mission statement.

Project Proposal for Action

Once your Proposal for Action & Contract is signed-off on by your mentor teacher, attach it here.

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Gantt Chart for our Community Project

Week of...	6-Feb												
Taking Action													

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Attachments

Attach anything you feel is important to completing the project. Any doodles, notes, photos, etc.

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Mentor Teacher Meeting Reflection.

During our first meeting, we discussed...

My mentor teacher's feedback is going to help me...

What action steps were suggested by the mentor teacher?

How is this meeting helping you with your Community Project?

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(iii) Planning Step 1:

Self-management reflection (Refer to page 22 of the Community Project Guide)

Organizational skills:

Affective skills:

Reflection skills:

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Using the guiding questions on pages 23 – 24 of the Community Project guide, reflect on how you are developing the Approaches to Learning skills. Be sure to restate the question in your answer.

Communication skills:

Social/Collaborative skills:

Self-Management skills:

Research skills:

Thinking skills:

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Attachments:

Attach anything you feel is important to completing the project. Any doodles, notes, photos, etc. Once you have completed the project, add evidence of that, too.

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Attachments Continued

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(ii) Taking Action Step 1: **Demonstrate excellent thinking skills**

After you have completed creating your end product, answer 4 of the 7 questions from page 25 of your Community Project guide. Restate the questions in your answers.

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(ii) Taking Action Step 2:

Mentor Teacher Meeting Reflection. **Make sure you have specific questions for your mentor teacher as well as pieces of your process journal you want to get feedback on.

During this meeting, we discussed...

My mentor teacher's feedback is going to help me...

What action steps were suggested by the mentor teacher?

How is this meeting helping you with your Community Project?

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(iii) Taking Action Step 1: Demonstrate Excellent Communication and Social Skills

After you have completed creating your end product, answer 4 of the 7 questions from page 26 of your Community Project guide. Restate the questions in your answers. **Each answer must be at least 2 sentences in length.

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(ii) Reflection Step 2:

How have you extended your knowledge and understanding of what service learning is?

Explain what type of service learning you and your team engaged in and why (Remember to take a look back at page 11 of the Community Project guide for the types of service)?

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(ii) Reflection Step 2 continued

How has completing this project changed your understanding of your place in the world?

(iii) Reflection Step 1:

Using the guiding questions on pages 28 - 29 of the Community Project guide, reflect on how you developed the Approaches to Learning skills. Be sure to restate the question in your answer and use evidence from the process journal.

Communication:

Social:

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Self-management:

Research:

Thinking:

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Presenting the Community Project Notes: