**Silver Spring International Middle School Community Project**

**November 2018-April 2019**

**Through planning, executing, and reflecting on a Community Project, students create a more equitable society in which they are members, and gain perspective on what it means to be human.**



 **CRITERION A: INVESTIGATING** *Nov 12- Jan 11*

Students reflect on their **interest** and **passions**. They identify a **need** within a **community** and **research** how to best support that need. Students will need to create **bibliographies** using NoodleTools and start writing their thoughts and progress in their **Process Journals**.

**CRITERION B: PLANNING** *Jan 14- Feb 15*

Students develop a **Proposal for Action** that directly states how they are going to address a **need** within their chosen **community**. Students will create **calendars** and begin **reaching out** to organizations and members of their community for support. Students will continue to write their thoughts and progress in their **Process Journals**.

**CRITERION C: TAKING ACTION** *Feb 18- Mar 22*

Students will use all the planning they did and **take action**. They will either take action through **Advocacy, Direct Service, Indirect Service, or Research**. Their goal is to help address the need they identified. Students will continue to write their thoughts and progress in their **Process Journals**.

**CRITERION D: REFLECTION** *Mar 25-Apr 23*

Students will **evaluate** the **action** they took **against** their **proposed action**. Students will reflect on their development not only as learners, but also as community members and human beings.Students will continue to write their thoughts and progress in their **Process Journals**.

**Process Journal**

All Community Projects must have a process journal. The process journal is a place in which students **plan their ideas, keep track of research, create calendars, delegate tasks, draft communications to organizations, take notes on what steps they have completed, and reflect**. Students will turn in **evidence** of each **criteria** to their coaches using their process journals. There is no one format for a **process journal; they can be google docs, composition notebooks, video blogs, etc.**

**Coaches**

Every Community Project (group or individual) will be assigned a coach. Students will meet with their coaches during Jagtime at SSIMS. Coach meetings will make up about 2.5 hours of the Community Project. **Students need to work on their Community Projects outside of their coach meetings!** Expect to hear from your student’s coach by mid November.

**ATL Skills**

Approaches to Learning Skills are simply **ways to learn**. Students will reflect on demonstrating and developing these skills throughout their Community Projects. *For example, one of the ATL Skills is “negotiating ideas with peers.” Students working in groups will constantly make compromises and share ideas.* ***Coaches will help students acknowledge when they are using these skills and reflect on their development in their process journals***.

**Presentation**

All 8th grade students will present their investigation, planning, action taken, and reflection through presentation (most often Google Slides) to 6th and 7th grade homerooms on April 30, 2019. **In the evening on April 30, 2019 we will host the Community Project Showcase, at which all 8th graders present their projects to the SSIMS community.**

**Notes on Parent/ Guardian Community Project Presentation October 29, 2018**

**Please feel free to use this space to write down any questions you have and to take notes on the presentation!**

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| **Questions?** |
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| **Dates to Remember** |
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| **Notes** |
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