

## What is the 8<sup>th</sup> Grade Citizenship Project?

An important aspect of middle school is not only learning how the subjects you learn can be applied in the real world, but also how you can use your knowledge and skills to help the community outside your school, either locally – in your school or town – or more globally – in another town, state, or even the other side of the globe!

In order to learn more about how to apply what you've learned in school in the world outside, you will be working in small groups to learn more about a need that exists in your local or global community and then explore a way that this need can be addressed. Your research will end in a brief presentation for the class, in which you share what you have learned about this community need and how you think it can be addressed. Who knows, your research may inspire your group, or your classmates or teachers, to want to go out and make a positive change in the world!

As you work with your classmates on this project, you will progress through four steps: *Investigating*, *Designing*, *Presenting*, and *Reflecting*. Each step will include a number of tasks:

### Investigating

- Research issues that exist in the community and select a need to be addressed
- Explore how this need relates to your interests, talents, and what you have learned in school

### Designing

- Conduct research on ways this issue has been approached in the past
- Develop a plan through which this need could be addressed

### Presenting

- Decide upon the best way to explain your plan to an audience
- Develop a 5-10 minute presentation in which you discuss your process and plan

### Reflecting

- Evaluate how successful your plan would be in addressing the community need
- Reflect upon what you have learned through this project

As part of your project, you will share the following artifacts with your teacher:

- Project proposal form
- Process journal (might include diagrams, lists, notes, plans, annotated research, etc.)
- Presentation materials (can include handouts, electronic slide show, notes, posters)
- Bibliography
- Academic Honesty form
- Reflection form

This packet will serve as a workbook as you make your way through the various steps of the project.

## Investigating

After forming a group of three or four students (with help from your teacher) you should begin by thinking of a problem that exists in your local or global community that you feel passionately about and are interested in researching further. Your goal may be to raise awareness of an issue, to complete research, to change people's behaviors, to create an innovation, or to advocate for a cause.

Some possible issues:

- Bullying
- Hunger
- Domestic Violence
- Pollution
- Climate Change
- Endangered Species
- Obesity
- Human Rights
- Immigration
- Safety
- Illiteracy
- Homelessness
- Disease
- Social Justice
- Malnutrition
- Deforestation
- Homelessness
- Disabilities
- Child Abuse
- The Elderly
- Drug Addiction
- Lack of Clean Water
- Poverty
- Waste of Resources

Research your topic. Think of the ways this issue impacts people in your school, your neighborhood, and on a state, national, or global level.

Think about how this issue relates to your talents and abilities. How can you use your talents to address this issue?

Think about how this issue related to your studies in your classes. How can you use the knowledge and skills you have learned in school to address this issue?

Complete the "Project Proposal Form" (on the following page) and submit it to your teacher. Each member of your group should complete his or her own form.

## Project Proposal Form

Project Title			
Your Name			
Team Members' Names			
Identify a goal to address a need in the community, based on your personal interests.			
Target: Which segment of the community will you focus your inquiry and research on?			
Research: What will you have to research? Be specific, and explain how you will collect the information you need.			
Process Journal: How will you record your findings to show the development of your project from beginning to end?			
What action can you take to make a contribution towards addressing the problem in the community that you stated as your goal?			

## Designing

Following the steps you laid out in your proposal, conduct research on ways this issue has been approached in the past and develop your plan through which this need could be addressed. Be sure to use both text-based and online resources. Record your findings in your process journal according to the method you indicated on your proposal form. Your journal might include diagrams, lists, charts, notes, illustrations, research, screenshots, etc. As you complete your research, be sure to keep track of all of your sources for your bibliography.

## Presenting

Decide upon the best way to explain your plan to an audience and develop a 5-10 minute presentation in which you discuss your process and plan. You should prepare some sort of materials (handouts, electronic slide show, notes, visuals) for your presentation, and these should be submitted to your teacher after you have presented to your class. Be engaging! Each group member should speak during the course of the presentation. You will also need to submit your process journal and a completed Academic Honesty form (included below).

## Reflecting

After presenting your plan to the class, evaluate how successful you think your plan would be in addressing the community need and reflect upon what you have learned by completing this project. Each student should complete a Reflection Form (included on the following page).

## Assessment

Your work will be assessed using four rubrics (in Assessment, Designing, Presenting, and Reflecting). These are included on the pages that follow. You can receive up to 8 points in each of the four areas (for a possible total score of up to 32). Your score will then be converted into a grade out of 100% and entered into the grade book. The grade conversion chart is also included.

### Academic Honesty Form

Student Name		
Project Title		
Student Declaration: <i>I confirm that this work is my own. 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.</i>		
Student's Signature	Date	

## Reflection Form

Student Name	
Project Title	
Group Members	
How successful would my plan be in addressing the need I identified?	
What challenges might prevent my plan's success?	
What have I learned through this project?	
How does the issue I researched relate to my other classes in school?	
How can I remain involved in addressing this issue in the future?	

### Assessment Rubrics

#### Criterion A: Investigating

Maximum: 8

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

**Criterion B: Designing**

Maximum: 8

In this 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 <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. develop a <b>limited</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>limited or partial</b> plan and record of the development process of the project demonstrate <b>limited</b> self-management skills.</li> <li>iii. demonstrate <b>limited</b> self-management skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. develop an <b>adequate</b> proposal for action to serve the need in the community</li> <li>ii. present an <b>adequate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>adequate</b> self-management skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. develop a <b>suitable</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>substantial</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>substantial</b> self-management skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>excellent</b> self-management skills.</li> </ol>

**Criterion C: Presenting**

Maximum: 8

In this project, students should be able to:

- i. demonstrate thinking skills
- ii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>limited</b> thinking skills</li> <li>ii. demonstrate <b>limited</b> communication and social skills.</li> </ol>
3-4	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>adequate</b> thinking skills</li> <li>ii. demonstrate <b>adequate</b> communication and social skills.</li> </ol>
5-6	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>substantial</b> thinking skills</li> <li>ii. demonstrate <b>substantial</b> communication and social skills.</li> </ol>
7-8	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>excellent</b> thinking skills</li> <li>ii. demonstrate <b>excellent</b> communication and social skills.</li> </ol>



**Criterion D: Reflecting**

Maximum: 8

In this project, students should be able to:

- i. evaluate the potential effectiveness of their plan
- ii. reflect on how completing the project has extended their knowledge and understanding

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. present a <b>limited</b> evaluation of the potential effectiveness of their plan</li> <li>ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. present an <b>adequate</b> evaluation of the potential effectiveness of their plan</li> <li>ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. present a <b>substantial</b> evaluation of the quality of the potential effectiveness of their plan</li> <li>ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. present an <b>excellent</b> evaluation of the quality of the potential effectiveness of their plan</li> <li>ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>

**Conversion Chart***MYP Achievement Level Conversion to 100% Grade – 4 Assessed Criteria*

32/31=100%	28=94%	25=88%	22=82%	19=76%	16=70%	13=64%	10=58%	7=52%	4=46%	1=40%
30=98%	27=92%	24=86%	21=80%	18=74%	15=68%	12=62%	9=56%	6=50%	3=44%	0=38%
29=96%	26=90%	23=84%	20=78%	17=72%	14=66%	11=60%	8=54%	5=48%	2=42%	No evidence=0%