

August 31, 2020

Dear Millbrook Students and Parents/Guardians,

M**illbrook High School**

**LaShonda Haddock**, IB MYP

Coordinator

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Welcome to the 2020-2021 school year! In 2013, Millbrook High School was authorized to
establish and execute the Middle Years Programme (MYP) for grades 9 and 10, as part of the International Baccalaureate (IB) Program. The MYP and the Diploma Programme (DP) for grades 11 and 12, work together to offer students a varied learning experience that is different from their peers at traditional public schools. IB students are challenged to think independently and to drive their own learning, to become more culturally aware, to communicate effectively with others in an ever-changing global world, and to become life-long learners.

**All students in 9th and 10th grade at Millbrook are** **IB students** and are required to complete the various obligations of the program, which include the 10th grade Personal Project in their Language and Literature class and engagement in community service. Students who participate in and complete the requirements of the MYP are eligible to receive the IB MYP Certificate.

In the past, students at MHS participated in the Community and Service Program where they were required to complete a set number of hours per year in order to satisfy the requirements of the MYP. This year, in order to better align the MYP to the Diploma Programme’s service experience, and to build authentic connections between what students learn in the classroom and what they encounter in the community, all **9th and 10th** grade students will participate in Service as Action experiences to fulfill the service component of the MYP.

9th and 10th grade students are encouraged to submit service hours as they are completed, but the deadline for all submissions is **May 1st of their sophomore year**. Completion of the community service programme is considered in awarding of MYP Certificates, induction into National Honor Society, and is an expectation for students planning to join Millbrook’s IB Diploma Progamme.

Please note, sophomore’s who completed service hour requirements under the old system (20 hours) and have entered their hours into the system will be grandfathered into the new Service as Action program and **should complete the required number and format for this year's program**. Any service from the 9th grade year under the old requirements that have NOT been submitted or DID NOT meet all requirements (20 hours), can be turned in as credit towards hours, if it meets the old requirements.

The following items are attached to provide additional information and assist students in maintaining an accurate record of their service:

* Goals, Objectives and Requirements for Service as Action
* Examples of activities
* Sample of Online Submission Form
* Student Record Sheet

We understand that you might have questions, including how to navigate the school website. We will be happy to answer any and all questions that you have, so please do not hesitate to ask!

Sincerely,

LaShonda Haddock, MYP Coordinator

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“IB Learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. Through responsible action, tightly connected with sustained inquiry and critical reflection, young people and adults can develop the kind of attributes described by the learner profile that are essential for success in future academic pursuits and for adult life.”

*MYP: From Principles to Practice*

### The Seven Goals and Objectives of the MYP Community Service Programme

Students engaged in service become empowered to make choices about how to take thoughtful and positive action. By committing to service students will show evidence of these [seven](https://docs.google.com/document/d/1MUX6okWsLZoIXUyVrxuXuFc1WbBu5Xowlkaw0FIZEms/edit?usp=sharing) learning outcomes by the end of the MYP Programme:

1. Become more aware of their own strengths and areas for growth
2. Undertake challenges that develop new skills
3. Discuss, evaluate and plan student-initiated activities
4. Persevere in action
5. Work collaboratively with others
6. Develop international-mindedness through global engagement, multilingualism, and intercultural understanding
7. Consider the ethical implications of their actions

 The experiences students participate in should involve/include:

* Real, purposeful activities, with significant outcomes
* Thoughtful consideration, such as planning, reviewing, and reporting
* Personal Challenges- (must extend what the student knows and be achievable)
* Reflection on outcomes and personal learning

 \*Students should select multiple learning outcomes for each activity

### Service in a Global Context

As students complete Service as Action activities, it is important to realize why the activity is important, why people are passionate about it and how the activity connects to the real-world. The MYP global contexts provide the language to identify powerful themes of global significance that focus on real-life issues and concerns that impact adolescent lives.

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| ***MYP Global Contexts*** |
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| **Identities and Relationships***Who am I? Who are we?* | identity; beliefs & values; personal, physical, mental, social & spiritual health; human relationships including families, friends,communities & cultures | **Globalization and Sustainability** *How is everything connected?* | the connectedness of human-made systems and communities; the impact of decision-making on humankind and the environment |
| **Orientation in Time and Space***What is the meaning of where and when?* | personal histories; homes & journeys; turning points in humankind; discoveries; explorations & migrations of humankind; the relationships between individuals & civilizations | **Scientific and Technical Innovation***How do we understand the worlds in which we live?* | The interaction between people & the natural world; the impact on science and technology on communities and the environment; the impact of the environment on human activity; how humans adapt environments to their needs |
| **Personal and Cultural Expression***What is the nature and purpose of creative expression?* | ways in which we discover & express ideas, feelings, nature, culture, beliefs & values; the ways in which we reflect on, extend & enjoy our creativity | **Fairness and Development***What are the consequences of common humanity?* | Explore rights and responsibilities; sharing resources with other people and things; access to equal opportunities; peace and conflict resolution |

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### Guidelines and Requirements of Student Participation

* Because of COVID19, this year students in both 9th and 10th grades are expected to complete **4 experiences (1 per quarter).**
* Experiences should include opportunity for student growth, and align with the 7 learning outcomes for service
* Can include new skills learned in class or service projects tied to a class, but only 1 per year
* All service must start at the beginning of the 9th grade year and ends **by May 1stof the 10th grade year** in order to be counted for MYP credit.
* To receive credit for service as action the student **must submit all service activities online at**[**www.millbrookmyp.weebly.com**](http://www.millbrookmyp.weebly.com)[**.**](http://www.millbrookmyp.weebly.com/)

###  Experiences Should Not…..

* be activities in which you receive payment.
* consist of service to your family i.e. chores, babysitting siblings
* Any experience, that includes proselytizing (political and/or religious)

###  Examples of MYP Service as Action during COVID19

* Advocacy/raising awareness for issues you deem important in your community
* Creating podcasts in collaboration with peers to help students with physical and mental well -being (socio/emotional) during COVID19
* Partner with youth organizations or social media influencers to advocate and reach others about issues important to you
* Start a non-profit organization/business/service to help someone in the community.. i.e. mowing lawns for elderly or infirmed neighbors, creating masks for essential workers, making thank you cards for local essential workers \* more info in Service as Action Examples document
* Create learning blogs on social issues based on lessons learned in class ( Literature- based on a book they read, humanities- social justice or educating people on how/why vote, math- create, post, and educate others using data based information/graphs about the importance of social distancing and other safety measures at school, etc)
* Virtual visits to new places (learned about in a humanities or language acquisition class, for example) to then create informative websites/blogs/etc to educate peers on the history, culture, current events, etc of the location
* More examples can be found [here](https://docs.google.com/document/d/1rAFu3Wbk3mxnoPUc7c_bc4YnGZHQ5l9IFUYQd7SWStc/edit?usp=sharing)

If you are unsure if your experience would qualify as Service as Action, please feel free to complete [here](https://docs.google.com/forms/d/1zimaNgA73tkOzeug09ffbPEFZ6kTVAV6-q0MjKBik_A/copy) form. Note that response to your question could be delayed, use your best judgement in deciding what service you will choose, by validating its usage in your reflections and other writings.

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### Submission of Community Service

All service activities must be submitted online to count for credit. Below are all of the questions you will have to answer when submitting your service. Make sure you are prepared to answer all questions at the time of submission. **Also, once you have submitted the form, you will NOT be able access the information, so please be sure to keep a record for yourself of all of your submitted service.**

### Online Submission Form Questions

* 1. Student Email Address
	2. Student ID Number
	3. Student LAST Name
	4. Student FIRST Name
	5. Year of Graduation
	6. When was the experience completed?
	7. Number of hours it took to complete the activity
	8. Name of the Organization or Group if applicable
	9. What service activity did you perform? Brief description.
	10. Why did you find these activities to be meaningful experiences?
	11. Explain how this activity was connected to a classroom experience from grades 9 or 10.
	12. Which global contexts would you consider to be most closely related to this service activity? (Choose from list)
	13. Reflection- Consider the following:
		+ How you Felt
		+ What you perceived
		+ What you thought about the experience
		+ What the activity meant to you
		+ What the value of the experience was
		+ What you learned from the activity and how you can apply what was learned more widely
		+ Indicate your understanding and completion of the 7 learning outcomes

# Accessing the Online Submission Form

* Access here [form](https://docs.google.com/document/d/1hwmFHIWHFhIso1-0DlkBOJ89JdMh9SOqe5rJW1a-9lE/copy)
* OR
* Navigate directly to the website: <http://millbrookmyp.weebly.com/>
* OR
* Use the Millbrook High School homepage, select Magnet, select Magnet Information, select Middle Years Programme (all 9th and 10th graders)

**MYP Service as Action Programme**

## MHS Community Service Record

 **Student Name:­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_ School Year: 2020-21**

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| **Date** | **Activity/Organization/Experience** | **Hours Spent on Experience** |
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**\* REMEMBER**: All hours must be submitted online to receive credit. This document is for your records only!

# [www.MillbrookMYP.weebly.com](http://www.millbrookmyp.weebly.com/)

Updated 8/2020