

**Charles County Public Schools**

**Student Service Learning  
Individual Activity Packet**

**Home and Hospital Program**



**Student Name** \_\_\_\_\_

**Teacher Name** \_\_\_\_\_

**Date Started** \_\_\_\_\_ **Date Completed** \_\_\_\_\_

**Charles County Public Schools**  
Revised June 2016

# STUDENT SERVICE LEARNING

Charles County Public Schools infuses all elements of service learning throughout several disciplines and over several grades at the middle and high school levels. In an effort to enhance the quality of student's service learning experience in Charles County Public Schools, the program offers students the opportunity to recover service-learning credit necessary for graduation through a Service-Learning Individual Activity Packet.

This document of secondary interdisciplinary service learning tasks (including Preparation, Action, and Reflection), is offered as a guide to independent projects for those students who need to complete their service-learning requirement in order to receive a Maryland state diploma and graduate from Charles County Public Schools.

## INSTRUCTIONS

Home and Hospital students needing to complete their service learning in order to graduate must complete this packet including all preparation, action, and reflection tasks. All service-learning completed for this Individual Activity Packet is to be done on ONE (1) topic or issue, NOT on multiple issues.

This packet provides Home and Hospital students with the instructions and resources to complete an Advocacy project for their service learning. Advocacy projects involve activities and opportunities for students to lend their voices and talents to address a particular community issue.

A well-planned reflection and Student Service Learning Project should include the following:

### **7 Best Practices for Student Service Learning:**

1. Meet a recognized need in the community
2. Achieve curricular objectives
3. Reflect throughout service-learning experience
4. Develop student responsibility
5. Establish community partnerships
6. Plan ahead for service-learning
7. Equip students with knowledge and skills needed for service

**All original independent projects must be approved prior to beginning. Please consult your service learning coordinator for any questions or comments.**

**For Home and Hospital Instructors with questions about the Service-Learning process, the contact information for the county SSL Coordinator is provided below:**

Jack W. Tuttle (Social Studies Content Specialist and Service-Learning Coordinator)  
Jesse L. Starkey Administration Building  
Department of Instruction  
(301) 934-7405  
[jtuttle@ccboe.com](mailto:jtuttle@ccboe.com)



**DIRECTIONS:** *This part of the project requires a student to conduct interviews of persons in their community. The purpose is to inform students about what issues are of concern to residents of southern Maryland. Information gathered from these interviews may be used by students to decide on the topic of their service-learning project. The interviews can be completed in person, by phone, or by email correspondence.*

## **Community Interview #1**

**Name of Person** \_\_\_\_\_

**Occupation:** \_\_\_\_\_ **Age:** \_\_\_\_\_ (minimum of 21)

**1. How long have you been a resident of Maryland?** \_\_\_\_\_

**2. What services in southern Maryland do you use the most?**

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**3. Which goods and services would you like to see in southern Maryland that are not currently available?**

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**4. What leisure and recreational activities do you enjoy in southern Maryland?**

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**5. List two or three advantages to living in southern Maryland.**

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**6. What challenges do you believe southern Maryland faces?**

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**7. If you could change anything in southern Maryland, what would it be?  
Why?**

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**8. Additional Comments:**

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**9. This interview helps me identify a topic for service-learning? Why or Why not?**

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## **Community Interview #2**

**Name of Person** \_\_\_\_\_

**Occupation:** \_\_\_\_\_ **Age:** \_\_\_\_\_ (minimum of 21)

**1. How long have you been a resident of Maryland?** \_\_\_\_\_

**2. What services in southern Maryland do you use the most?**

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**3. Which goods and services would you like to see in southern Maryland that are not currently available?**

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**4. What leisure and recreational activities do you enjoy in southern Maryland?**

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**5. List two or three advantages to living in southern Maryland.**

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**7. If you could change anything in southern Maryland, what would it be? Why?**

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**8. Additional Comments:**

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**9. This interview helps me identify a topic for service-learning? Why or Why not?**

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## Community Issue Research

**DIRECTIONS:** *In this part of the project, students identify how community issues are addressed in the region. The purpose is to inform students about what issues exist, who is addressing them, and how they are currently being addressed. Information gathered from this research is used by students to decide on the topic of their service-learning advocacy project.*

List of Approved Issues (Check 2 of these issues):

- \_\_\_\_\_ Environmental Issues
- \_\_\_\_\_ Hunger, Homelessness, and Poverty
- \_\_\_\_\_ Literacy (Educational Needs)
- \_\_\_\_\_ Public Safety
- \_\_\_\_\_ Substance Abuse

**DIRECTIONS:** *Research the information below on the two topics you selected above.*

Issue #1: \_\_\_\_\_

Identify one agency addressing Issue #1: \_\_\_\_\_

Describe what this agency does to address Issue #1:

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Issue #2: \_\_\_\_\_

Identify one agency addressing Issue #2: \_\_\_\_\_

Describe what this agency does to address Issue #1:

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## Service- Learning Issue

*DIRECTIONS: This part of the project requires a student to identify the topic for their service-learning project. The purpose is for students to have a specific issue for their project that meets the requirements for service-learning.*

**SSL Project Issue:** \_\_\_\_\_

**Agency Contact (Supervisor):** \_\_\_\_\_

**Write a brief explanation of the issue you will address in your Student Service Learning Project.**

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**Write a brief statement explaining why the Student Service Learning Project you have selected is an important community issue.**

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**YOU MUST HAVE BOTH SIGNATURES BEFORE YOU CAN BEGIN WORK ON THIS SERVICE LEARNING PROJECT.**

\_\_\_\_\_  
**Parent or Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Home & Hospital Teacher Signature**

\_\_\_\_\_  
**Date**

## Community Issue in the News #1

**DIRECTIONS:** *This part of the project requires a student to research their issue in the news. The purpose is to inform students about their chosen issue. Information gathered from this research should be used by students to finalize the preparation portion of their service-learning project.*

*Use a newspaper, magazine, or news website article on your issue. Read the source and answer the questions below. One of the best sources for this information is the [ProQuest SIRS® Issues Researcher](#) located on the [Charles County Public Schools Library Media website](#). When accessing the from home, the Username is charlescounty and the password is welcome.*

News Source \_\_\_\_\_ Date of News Source \_\_\_\_\_

Title of Article \_\_\_\_\_

Author \_\_\_\_\_

**Summarize the article. In your summary, include the following information:**

**What issue is being addressed?** \_\_\_\_\_

**Why is this issue important?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**How does this issue impact the community?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**What is being done to address this issue?** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Community Issue in the News #2

**DIRECTIONS:** *This part of the project requires a student to research their issue in the news. The purpose is to inform students about their chosen issue. Information gathered from this research should be used by students to finalize the preparation portion of their service-learning project.*

*Use a newspaper, magazine, or news website article on your issue. Read the source and answer the questions below.*

**News Source** \_\_\_\_\_ **Date of News Source** \_\_\_\_\_

**Title of Article** \_\_\_\_\_

**Author** \_\_\_\_\_

**Summarize the article. In your summary, include the following information:**

**What issue is being addressed?** \_\_\_\_\_

**Why is this issue important?** \_\_\_\_\_

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**How does this issue impact the community?** \_\_\_\_\_

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**What is being done to address this issue?** \_\_\_\_\_

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## Service Agency Form

**DIRECTIONS:** *This part of the project requires a student to identify and answer questions about an agency or organization that works on the issue you have chosen for your project. Complete the information below on this agency or organization. Please see page 13 of this packet for a list of agencies.*

**Date:** \_\_\_\_\_

**1. Identify the agency:** \_\_\_\_\_

**2. Agency Contact Information:** \_\_\_\_\_

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**3. What is the purpose of this agency?**

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**4. What impact does this agency's actions have on the community (related to your issue)?**

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## Service Learning Action

**DIRECTIONS:** *Students now complete the Action component of their service learning project. Students must check below the issue they have already chosen, and then identify 2 ways they will use to advocate for addressing this issue. Please see page 13 of this packet for a description of these choices.*

*\*Writing 2 letters is a mandatory component. Students must also complete one of the other two options.*

(√)	ISSUE	(√)	ACTION CHOICES (Choose 2)
	<b>Environmental Issues</b>		Create a poster collage with pictures showing the environmental issues in your local area.
			Create a brochure supporting environmental protection based on local issues.
			*Write and mail letters to 2 local officials in favor of current environmental legislation.
	<b>Hunger, Homelessness, and Poverty</b>		Create a poster collage depicting contrasts between poverty and wealth.
			Create a brochure showing agencies and methods to address local hunger issues.
			*Write and mail letters to 2 local officials supporting assistance for the homeless.
	<b>Literacy (Educational Needs)</b>		Create a poster collage demonstrating the importance of reading and writing skills.
			Create a brochure advocating for more technology resources for students in need.
			*Write and mail letters to 2 local officials advocating for increased school funding.
	<b>Public Safety</b>		Create a poster collage showing the ways in which children can promote safety at home.
			Create a brochure demonstrating the signs of bullying and how to prevent it.
			*Write and mail letters to 2 local officials on maintaining youth recreation programs.
	<b>Substance Abuse</b>		Create a poster collage on the dangers and effects of drug abuse.
			Create a brochure for parents on how to teach their children about drug abuse prevention.
			*Write and mail letters to 2 local officials in support of more funding for drug prevention.

## Service Learning Action – Component Guidelines

**DIRECTIONS:** *Students must now complete the Action component of the project. The guidelines for these components are listed on the next two pages.*

### 1. Letter to 2 Public Officials (required)

This part of the project must:

- be typed on an 8 ½ x 11 sheet of paper using the format on the next page
- address the topic identified for the chosen issue
- be signed by the student and mailed to the chosen public official addresses (see below)
- include an extra copy of each letter to submit with this packet

Addresses for local public officials can be found on the following websites:

Government Organization	Address Option #1	Address Option #2
<b>Charles County Board of Commissioners</b>	Charles County Board of Commissioners P.O. Box 2150, La Plata, MD 20646	<a href="#">Charles County Commissioners Contact Information</a>
<b>Charles County Community Services</b>	Charles County Community Services 8190 Port Tobacco Rd., Port Tobacco, MD 20677	<a href="#">Community Services Contact Information</a>
<b>Maryland Government Officials</b>	<a href="#">Maryland Delegate Contact Information</a>	<a href="#">Maryland Senator Contact Information</a>

### 2. Poster Collage OR Brochure

Choose one of the following options below. Along with the two letters written to public officials, this will be the Action component of the project.

#### OPTION #1 - Poster Collage Guidelines

This part of the project must:

- be completed on at least 22” x 28” poster board
- include pictures/photos as well as written information
- address the topic identified for the chosen issue

#### OPTION #2 - Brochure Guidelines

This part of the project must:

- be completed on 8 ½ x 11 paper or card stock and folded into a tri-fold brochure
- include pictures/photos as well as written information
- address the topic identified for the chosen issue

## Letter to Public Official - Template

**DIRECTIONS:** *Below is an sample of how a letter to a public official should be completed. Students should use this example to help them complete the 2 letters on their own topic.*

Your Name  
Your Address  
Your City, State, Zipcode  
Your E-mail  
Your Phone Number

The Honorable \_\_\_\_\_  
House of Representatives or United States Senate  
Office Address of Representative or Senator

Dear Representative/Senator \_\_\_\_\_,

***(In your first paragraph include personal information)*** I am very fortunate to have been provided with an excellent education that prepared me for the future. I currently have children in both elementary and middle school. Recently, I have become very concerned about legislative impact on education. As a parent yourself, I am sure that you share many of these concerns.

***(Include facts)*** Research has shown that schools with strong school library media programs have better rates of success. For example, in Alaska it was found that schools with a full time librarian scored higher on standardized tests than schools with only part time librarians. These schools were able to have longer hours of operation, leading to higher rates of circulation, thus impacting student achievement. Similar findings have been made in many other states across our country.

***(State what you are asking for)*** I ask that you support (Insert name of bill here). In supporting this bill funding will be provided that will support school library media programs. This is a very small price to invest in the futures of our nations children. All children should have the opportunity to achieve and develop skills necessary for the future. I believe that in supporting this bill you will impact the lives of countless children.

Sincerely,

***(Signature)***

Your Name

# Charles County Public Schools

## Service-Learning Program

### Reflection Essay

The third and final phase of a service-learning project is a written reflection about the experience. This reflection requires as much effort as the preparation and action phases of service-learning. Your reflection should be well thought out. It should consist of 5 paragraphs using the format below.

1. **Introductory Paragraph** – This paragraph is a general description of the completed project. It includes the grade level in which the project was completed. Also, it describes the main purpose of the project and who benefitted from it.

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2. **First Body Paragraph** – This paragraph describes the planning or preparation phase of the service-learning project. It includes a description of the planning involved in preparation for the action phase, any research that was needed, and what community partnerships may have been a part of the project.

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**3. Second Body Paragraph** – This paragraph focuses on the action phase of the project. It describes the work completed, the skills and knowledge gained from this work, and the community need(s) this action addressed.

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**4. Third Body Paragraph** – This paragraph explains the student’s impressions of the project. How well were the preparation and action phases completed? If the project were completed again, what would be done the same or differently? What other related projects could be completed? How did the project impact the people and/or groups involved?

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**5. Conclusion Paragraph** – This paragraph is an evaluation of the significance of the project. Does this project give students an opportunity to learn and experience something new and valuable about service to the community? If so, explain why it is valuable. A statement about how this project influences how students view their role as a citizen of their community should also be included.

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## Rubric for SSL Reflection Essay

<b>CATEGORY</b>	<b>4 STRONG</b>	<b>3 EFFECTIVE</b>	<b>2 DEVELOPING</b>	<b>1 NEEDS IMPROVEMENT</b>
Content (Ideas)-the meaning and development of the essay	contains relevant, accurate details; shows a thorough understanding of the project and its impact on the community	contains mostly relevant and accurate details; shows a general understanding of the project and its impact on the community	contains few details; shows a developing understanding of the project and its impact on the community	information is limited or inaccurate; shows a minimal understanding of the project and its impact on the community
Organization-the format and internal structure of the essay	action steps are clearly stated and organized; introduction and conclusion are complete; includes 5 or more paragraphs	action steps are basic and are mostly organized; introduction and conclusion are generally complete; includes 5 paragraphs	action steps are somewhat organized; the introduction and conclusion are ineffective; attempts to include 5 paragraphs	action steps are disconnected, somewhat organized; the introduction and conclusion are ineffective or missing; less than 5 paragraphs
Voice-recognition of reader; the way a writer brings the topic to life	reader's questions are anticipated and answered thoroughly and completely; takes risks; reflects strong interest in and commitment to the topic	reader's questions are anticipated and answered to some extent; some risk-taking; reflects some interest in and commitment to the topic	reader is left with one or two questions; minimal risk-taking; words convey meaning without making a commitment to the topic; language is functional	reader is left with several questions; words do not convey meaning; language is not functional
Word Choice-the specific vocabulary the writer uses to convey meaning	uses vivid words and phrases to precisely describe the project and its significance	uses some active verbs and precise nouns to describe the project and its significance	uses words that communicate clearly, but the writing lacks variety, punch or flair to describe the project	uses a limited vocabulary that does not communicate strongly or capture the reader's interest; simple words used incorrectly
Sentence Fluency-the way the words and phrases flow through the text	sentences are varied and enhance meaning	sentences may begin differently but are mechanical	sentences begin the same way; phrasing affects readability	sentences do not make sense; choppy, rambling, or incomplete
Conventions-the mechanical correctness of the piece	contains no or very few errors in capitalization, punctuation, spelling, and grammar usage; the paper is exceptionally easy to read	contains errors in capitalization, punctuation, spelling, and grammar usage that, but the paper is still easy to read	contains several errors in capitalization, punctuation, spelling, and grammar usage that confuse the reader and interfere with understanding	makes many errors in capitalization, punctuation, spelling, and grammar usage that confuse the reader and greatly impede understanding
Presentation-the overall appearance of the work	the writer has presented the work clearly; overall appearance is appealing	the writer has presented the work clearly; overall appearance is acceptable	the work is complete; overall appearance is distracting	the work is incomplete; overall appearance is unacceptable

**0-INCOMPLETE, MISSING**

## Scoring Guidelines

Teacher's using the 4 point rubric should first consider the ideas and understanding the student displays in the reflection. It is important for the student to have incorporated all of the required components and have a minimum of 5 paragraphs. Secondly, the teacher should consider the student's use of voice, word choice, sentence fluency, and conventions (spelling, grammar, punctuation, capitalization, and paragraphs). An essay that is well-written and includes the necessary components as outlined on the preceding pages, should receive a passing score. An overall score of a 2, 3, or 4 is passing; while a 1 or 0 shows a need for improvement.

Teachers who wish to assign a numerical value to the essay may consider scores of 4 worth 20 points; 3 worth 15 points, 2 worth 10 points, a 1 worth 5 points, and a 0 worth 0 points. The categories of Voice/Word Choice and Sentence Fluency/Conventions may be combined to base the scoring on 5 categories: 1) Content, 2) Organization, 3) Voice/Word Choice, 4) Sentence Fluency/Conventions, and 5) Presentation. In this way, a total of 100 points could be achieved with a perfect score in all categories.

Teachers who prefer to score the paper more holistically, may look at the categories and provide an overall score based on where the paper mostly falls. Likewise, he/she may give greater weight the categories of content and organization. Below is an example:

Content: 25 points

Organization: 25 points

Voice: 10 points

Word Choice: 10 points

Sentence Fluency 10 points

Conventions: 10 points

Presentation 10 points