

Charles County Public Schools

Student Service Learning Individual Activity Packet



Student Name _____

Teacher Name _____

Date Started _____ **Date Completed** _____

Charles County Public Schools
Revised June 2014

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.

Since the Maryland State Department of Education mandates specific elements to fulfill the service-learning graduation requirement, it is necessary to offer an alternative means of compliance in case a student:

- a. transfers to CCPS after grade 9, or
- b. has not completed the service-learning projects infused in the curriculum of the 6th, 7th, 8th, and 9th grade courses

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

Students needing to complete their service learning in order to graduate must complete this packet including all preparation tasks and the reflection task. In addition, they must choose one project to complete with documentation of their preparation, action*, and reflection. In partnership with the Charles County United Way, an annual directory of not-for-profit agencies that provide opportunities for service learning is available upon request.

All service-learning completed for this Individual Activity Packet is to be done on ONE (1) topic or issue, NOT on multiple issues.

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

*Action may be direct action (DA), indirect action (IA), or advocacy (AA).

DIRECTIONS: *This part of the project requires a student to conduct interviews of persons in their community (a third interview is optional). The purpose is to inform students from these interviews 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.*

Community Interview #1 (required)

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?

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

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

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

6. What challenges do you believe southern Maryland faces?

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

8. Additional Comments:

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

DIRECTIONS: *This part of the project requires a student to conduct interviews of persons in their community (a third interview is optional). The purpose is to inform students from these interviews 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.*

Community Interview #2 (required)

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?

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

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

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

6. What challenges do you believe southern Maryland faces?

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

8. Additional Comments:

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

DIRECTIONS: *This part of the project requires a student to conduct interviews of persons in their community (a third interview is optional). The purpose is to inform students from these interviews 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.*

Community Interview #3 (optional)

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?

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

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

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

6. What challenges do you believe southern Maryland faces?

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

8. Additional Comments:

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

DIRECTIONS: *This part of the project encourages a student to 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 may be used by students to decide on the topic of their service-learning project.*

Community Issue Research (optional)

Issue #1: _____

Agency addressing Issue #1: _____

Agency actions to address Issue #1:

Issue #2: _____

Agency addressing Issue #2: _____

Agency actions to address Issue #2:

Issue #3: _____

Agency addressing Issue #3: _____

Agency actions to address Issue #3:

DIRECTIONS: *This part of the project requires a student to identify the topic for their service-learning project and submit a proposal for approval. The purpose is for students to have a clear and attainable plan for their project that meets the requirements for service-learning. Information provided on this form will guide the student through the remainder of the project.*

Service- Learning Proposal Plan (required)

SSL Project Topic: _____

Agency Contact (Supervisor): _____

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

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

List the steps you will take to complete your Student Service Learning Project.

The project must meet the 7 Best Practices for service learning. Before starting your project, complete the sentences below to identify how the project will address these practices.

1. I will meet a recognized need in the community by...

2. I will plan ahead for service-learning by...

3. I will prepare myself with knowledge and skills needed for service by...

4. The project most closely relates to which subject area(s)...

5. I will demonstrate student responsibility by...

6. I will establish community partnerships by...

7. I will reflect throughout service-learning experience by...

YOU MUST HAVE ALL THREE SIGNATURES BEFORE YOU CAN BEGIN WORK ON THIS SERVICE LEARNING PROJECT.

Parent or Guardian Signature

Date

Supervisor (Agency) Signature

Date

Student Service Learning Coordinator's Signature

Date

DIRECTIONS: *This part of the project requires a student to research a topic or issue as it is addressed in the news. The purpose is to inform students about their chosen issue, and how the issue is currently being addressed. Information gathered from this research should be used by students to finalize the preparation portion of their service-learning project.*

Community Issue In the News #1 (required)

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 _____

1. Summarize the article. In your summary, include the following information: What issue is being addressed? Whom does the issue affect? What is being done about the issue?

2. How does the issue or topic discussed in the article impact the community?

***DIRECTIONS:** This part of the project requires a student to research a topic or issue as it is addressed in the news. The purpose is to inform students about their chosen issue, and how the issue is currently being addressed. Information gathered from this research should be used by students to finalize the preparation portion of their service-learning project.*

Community Issue In the News #2 (required)

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 _____

1. Summarize the article. In your summary, include the following information: What issue is being addressed? Whom does the issue affect? What is being done about the issue?

2. How does the issue or topic discussed in the article impact the community?

DIRECTIONS: *This part of the project requires a student to research a topic or issue as it is addressed in the news. The purpose is to inform students about their chosen issue, and how the issue is currently being addressed. Information gathered from this research should be used by students to finalize the preparation portion of their service-learning project.*

Community Issue In the News #3 (optional)

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 _____

- 1. Summarize the article. In your summary, include the following information: What issue is being addressed? Whom does the issue affect? What is being done about the issue?**

- 2. How does the issue or topic discussed in the article impact the community?**

DIRECTIONS: *This part of the project requires a student to identify and describe the specific agency they will work with to complete their service-learning project. The purpose is to guide students and provide them with a planning tool for completing the action component of the project.*

Service Agency Form (required)

Date: _____

1. Identify the agency: _____

2. Agency Contact Information:

3. What is the purpose of this agency?

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

Project Log (required)

DIRECTIONS: *For your Student Service Learning you must keep a log of all activities and services you complete as part of your project. This includes all parts of the Preparation, Action and Reflection components of your project. Record that information in the chart below.*

Location/Agency of Service Learning: _____

Name of Supervisor(s): _____

Date	Activity or Service Completed	Supervisor Signature

Date	Activity or Service Completed	Supervisor Signature

Student Name: _____ School: _____ Grade: _____

**Charles County Public Schools
Service-Learning Program
Reflection Essay**

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

- **Unless specified below, this reflection sheet also indicates this student has completed the Preparation and Action portions of the SSL project also.**

___ **Preparation Incomplete** ___ **Action Incomplete** ___ **Both Incomplete**

The third and final phase of a service-learning project is a 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 and class in which the project was completed. Also, it describes the main purpose of the project and who benefitted from it.

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.

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. It should also include a statement on how this project assisted in learning about the course and how it addressed curricular objectives. (example: science, health, government).

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?

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.

Rubric for SSL Reflection Essay

CATEGORY	4 STRONG	3 EFFECTIVE	2 DEVELOPING	1 NEEDS IMPROVEMENT
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