EL DORADO UNION HIGH SCHOOL DISTRICT
Educational Services

Course of Study Information Page

Course Title: Service Learning #894

Rationale: "Everyone can be great, because everyone can serve." Martin Luther King, Jr.

   Service Learning has proven to be an innovative and effective strategy for increasing academic achievement in an environment that is meaningful and purposeful to the learner. It provides students with the skills, attitudes, and a commitment to understand and feel empowered to make positive change in a democratic state. Through Service Learning, young people learn the most valuable lesson of all-that what they learn is important for effectuating change for the common good in the world around them (Herczog, 2001). It enhances the self-esteem and self-confidence of students. It exposes students to societal inadequacies and injustices and empowers student to remedy them (Chicago Public Schools, 2002).

   In the area of academics, research further concluded Service Learning helps students acquire academic skills, problem skills, career awareness, increased attendance and increased motivation in their studies. Finally, Service Learning results in a greater mutual respect of teachers, students, and the community due to its partnership in resources and contributions (2000).

Course Description: Service Learning, as defined by the National and Community Service Trust Act of 1993, is "an innovative, instructional strategy that actively involves youth in the curriculum through service to their community." Service Learning is a method whereby participants learn and develop through active participation. Service learning engages students in a thoughtful, organized, committed level of service between school and public or non-profit agencies in the community. Service Learning is an opportunity to learn critical skills through project development, implementation, and reflection. Typically students will serve a minimum of 50-60 hours per semester during the school day or outside of the school day. Supervision is provided by the community agency and the school in a collaborative partnership. Community needs are addressed in the broad area of Government (public safety, public service), Health (medical, research, nutrition, therapeutic), Environment, Education (youth-adult), and Human Needs (recreation, services to the elderly or disadvantaged). This opportunity fills unmet needs in the community through direct and indirect service that is meaningful and necessary. Service Learning projects have the following characteristics: Integrated Learning; High Quality Service; Student Voice; Responsibility; Collaboration; Evaluation; Reflection. Students may not earn Service Learning hours through the following: work for-profit businesses and corporations, religious organizations if the service involves proselytizing, volunteer work where no academic objective is addressed, and work that is financially reimbursed.

   There are six elements or units to the Service Learning curriculum. These elements work in concert with each other in many cases spiral continually through the school year. Naturally introduction, awareness, and pre-organization information and emergency forms would precede the placement, but thereafter the elements are not sequential.

How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used) –	
Length of Course:	Semester to one year (site determined)
Grade Level:	Grade 11-12 Oak Ridge; Grade 9-12 Shenandoah High
Credit: ☒ Number of units: 5 credits ☒ Meets graduation requirements ☐ Request for UC "a-g" requirements ☐ College Prep ☒ Elective ☐ Vocational	
Prerequisites:	Teacher recommendation; Administration approval of attendance and discipline
Department(s):	Non-departmental
District Sites:	Oak Ridge ; Shenandoah
Board of Trustees Adoption Date:	February 14, 2006
Textbook(s)/Instructional Materials:	
Date Adopted by the Board of Trustees:	

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Element #1 : Self-Awareness and Discovery

GOAL: Through assessments, inventory, writing, and discussion, the student will be exposed to the concepts of service learning and their personal role and their aptitudes. These characteristics will then be meshed to determine an appropriate placement.

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
Provide a self-profile of abilities, interests. And aptitudes/	Interest Exploration activities, self-assessment inventory, personality profile, aptitude, interest profile, intensive journal activity
Recognize problems, barriers, communication dilemmas, critical and non-emergency situations, and apply skills to successfully resolve these issues.	Complete emergency information, supervisor information, and pre-service preparation form. Identify examples of issues through classroom role-playing, situational examples. Discuss possibilities, pro-cons, compromise, problem-solving techniques, and conflict resolution techniques.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
1. Written Language; Oral Communication; Math; Social Science

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Element #2 : Serves a real need in the community

GOAL: Students will perform service to an organization, agency, or community at large which is pertinent, meaningful, and addresses a real need.

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
Identify agencies and community issues with the five areas identified in the areas of Government (public safety, public service, legal), Health (medical, research, therapeutic, nutrition),Environment (enhancement, recreation, restoration ,research), Education (pre-school to adult), and Human Needs (recreation, elderly, disadvantaged, homeless).	In a group or individual project, student will perform a community assessment of needs and services in the five areas within their community. Brainstorming, book investigation, interviews, newspaper and current events, volunteer center agencies, telephone directory will be avenues for information.
Identify their selected service in the class as meaningful, purposeful, and real.	Through weekly or daily journal keeping, student will self-analyze their participation and determine its purposefulness and will recognize and remedy changes if necessary

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
English – written, oral, investigative. Social Science- sociology, psychology. Science-environmental. Health – human needs. Physical Education – team games, rules, nutrition

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Element #3 : Coordinates with a community agency, another school, or the community at large.

GOAL: Students will find a placement in the community for at lease one semester, involving 50-60 hours of service.

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
Investigate results of elements 1 and 2 and will decide upon a placement which shall be meaningful and reciprocally beneficial to the student and the placement site.	1. Students will identify results of self-assessments and community needs assessments and will create a list of 3 possible placements. 2. Students will make necessary communication to visit, observe, interview, and create placement. 3. Students will decide on placement and complete necessary emergency and pre information placement paperwork.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
English – written, oral, functional

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Element #4 : Fosters Civic Responsibility

GOAL: Students will recognize the personal qualities needed to serve successfully, embodying positive participation, attendance, self-discipline, and attire. Students will recognize the importance of their voice in change and improvement within their placement and society as a whole.

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
Display regular attendance, service, and participation at their placement.	Student will keep a monthly log of service hours performed and will have their supervisor sign and date this log for accuracy and integrity. This log is also collected, signed, and evaluated by classroom supervisor.
Identify personal qualities necessary for successful placement.	Class discussion regarding appropriate attire, behavior, social skills, and verbal and non-verbal communication skills.
Identify issues, problems, and needs in their individual placement. Student will display positive interaction between the community agency and supervisor.	Reflective journal entries which speak of concerns, celebrations, and needs in placement with ideas for resolution.
Student will produce a project indicating change, growth, improvement and self-empowerment with their placement.	Student will produce a multi-dimensional classroom project denoting problem identification, brain-storming, ideas of change, implementation strategies, and self-empowering activities to foster growth in their particular placement. This activity would also satisfy Element 5

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
English, Social Science, Science, Math

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Element #5:   Structured Time for Reflection

GOAL: The Service learning class will provide class time and written requisite recognizing student's perspective, analysis, self-discovery, reflection, and recognition on an on-going basis.

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
Keep a weekly or daily journal of their service participation.	Student will write of activity but also concerns, celebration, obstacles, barriers overcome, and growth and achievements. This journal will be collected and feedback continually provided by classroom supervisor.
Use reflection time within classroom to discuss with peers	Sharing with entire class concerns, celebrations, etc. Students will reflect with students in a similar placement and share reciprocally.
Produce a culminating reflection essay at end of semester.	Produce a 1-2 page essay in length choosing at least three of the post-reflective questions on Post-Service Reflection. This is shared with agency supervisor and classroom supervisor.

Content Area Standards (Please identify the source)
The students will achieve the following content standards:
English – written composition

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Element #6 : Integrates into and enhances the core curriculum

GOAL: Understands the principle of academic skills being applied in a community setting and the skills, value, and process to this strategy. Some of the curriculum areas addressed through the service learning course and experience are: English/Language Arts: written, communication, interpersonal communication, and reading. Social Science: history, demography, sociological and psychological factors, civics and governances, Science/Math: statistics, numerical data, empirical findings, and observational data.

OBJECTIVES The student will:	SUGGESTED ACTIVITIES
Write formal essays and informal reflection pieces in a journal applying correct writing techniques.	Maintain weekly or daily reflective journals which will be collected routinely and graded by the classroom supervisor. Student will write project proposal or problem-solving project for large classroom assignment. This is Objective 3 in Element 4. Student will write a culminating formal or post-service reflection essay at the end of each semester.
Display mathematic and scientific quantitative reasoning as a central component in the project proposal or problem-solving project of objective 3 in Element 4.	Student will gather data, collect evidence, research empirical findings, utilize statistics and analysis, budgeting, cost analysis, and its realistic application to the proposal, propose a conclusion or solution garnered from the collection of this data.
Develop social awareness, career awareness and exploration techniques, and civic and governance understanding through the service placement.	Self-discovery assessments, social science research and discussion of a variety of social issues such as ethics, morals, homelessness, poverty, gender inequalities, culture differences, drug abuse, drunken driving. This research will include historical background, legal and ethical considerations and presented in the form of a class project.

Content Area Standards (Please identify the source)
The students will achieve the following content standards: See above mentioned subject areas in goal statement.

References

Billig, Shelley H, PhD. (2002) <u>The Impact of Service learning on Youth, Schools and Communities: Research on K-12 School-Based Service-Learning, 1990-1999</u>. RMC Research Corporation, Denver CO, as part of the W.K. Kellogg Foundation's Learning in Deed Initiative. http://learningindeed.org/research/slresearch/slrsrchsy.html

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Herczog, Michelle(2001<u>). Linking Service Learning and the California Standards</u>. Kellogg Learning-In-Deed Initiative. Sacramento, CA. California Department of Education.

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