

# MLC Service Learning Packet 2011-2012

Contents:

- Guidelines for the service learning requirement
- Instructions for annotated bibliography
- Service learning proposal form
- Service learning documentation form (3 copies/ make extras as needed)
- Service learning journal form (3 copies/ make extras as needed)
- Service learning final reflection
- Service learning project evaluation rubric

Procedure:

1. Read the guidelines.
2. Research a problem or an issue with connections to your social studies class.
3. Complete an annotated bibliography of your research on the issue (see requirements for number of entries per grade)
  - Grade 6 – one book or two newspaper/ magazine articles
  - Grade 7 – one book or three newspaper/ magazine articles
  - Grade 8 – one book or four newspaper/ magazine articles
  - Grade 9 – six sources, including two books
  - Grades 10, 11, 12 – ten sources, including two books
4. Research organizations that work to address the problem/issue you identified.
5. Contact the organization and obtain information on how you can complete service work.
6. Submit a completed service learning proposal ***with your bibliography*** to your social studies teacher for approval (proposals without the bibliography will NOT be considered complete).
7. Upon approval of your proposal, contact organization to set up work schedule.
8. ***Each time*** you complete service work, have your supervisor sign your completed documentation log (be sure your hours meet or exceed the requirement for your grade)
9. ***Each time*** you complete service work, complete a journal entry. You may add photographs and other items in addition to the journal entry (but not instead of).
10. After you have completed your service hours, review you annotated bibliography and the research you did and complete a final reflection that shows how you were able to make to connections between your work and your social studies class.
11. Compile your service learning portfolio (see checklist & review rubric) and submit it to your teacher by date announced.

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Checklist (your portfolio **must** include all of the following items):

- Signed, approved proposal form with properly formatted bibliography attached.
- Signed documentation logs for *each time* you worked up to (or beyond) the total number of hours required
- A journal reflection for *each time* you worked
- A final reflection that connects your work with your social studies class
- (***optional***) One 8.5x11 page of photographs of the service learning experience



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## **Guidelines for MLC Service Learning**

*Service Learning is a teaching and learning methodology that connects classroom curriculum with identified community issues and needs. Service Learning engages students in projects that serve the community and build their social and academic capacities.*

Service Learning is a strategy, not an outcome. Service Learning is an opportunity for students to learn critical skills through project development, implementation, and reflection. By participating in high quality Service Learning experiences students learn the invaluable skill of being able to organize information, resources, and people in order to improve the community.

### **Components of Service Learning**

In order to qualify for Service Learning hours, the service experience must include the following components:

- Preparation: Students prepare for their service by learning about the issue of concern and developing an action plan for service.
- Service: Students engage in meaningful service by working on a project that will make a difference in their community and is tied to their course of studies.
- Reflection: Teachers enable students to analyze and make sense of their experience through discussion, journaling, and presentation opportunities.

### **Essential Characteristics of Service Learning**

High quality Service Learning projects will have the following characteristics:

- Integrated Learning
- High Quality Service
- Student Voice
- Responsibility
- Collaboration
- Evaluation
- Reflection



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### Service Learning Outcomes

Service Learning as an educational strategy is designed to accomplish the following:

- Enhance student learning by joining theory with experience and thought with action
- Fill unmet needs in the community through direct and indirect service that is meaningful and necessary
- Enable students to help others, give of themselves, and enter into caring relationships with others
- Assist students to see the relevance of the academic subject to the real world
- Enhance the self-esteem and self-confidence of your students
- Develop an environment of collegial participation among students, faculty, and the community
- Give students the opportunity to do important and necessary work
- Increase the civic and citizenship skills of students
- Assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers
- Expose students to societal inadequacies and injustice and empower students to remedy them
- Develop a richer context for students learning
- Provide cross-cultural experiences for students
- Better prepare students for their careers/continuing education
- Foster a re-affirmation of students' career choices
- Keep students motivated and interested class and serve as a tool for reflection
- Give students more responsibility for their learning
- Help students learn how to get things done
- Impact local issues and local needs

MLC Hours required for 2011-2012:

- Grade 6 – fifteen (15) hours
- Grade 7 – eighteen (18) hours
- Grade 8 – twenty-two (22) hours
- Grade 9 – twenty-eight (28) hours
- Grade 10 – thirty-five (35) hours (through ECS)
- Grade 11 – thirty-five (35) hours
- Grade 12 - (hours will be required as a part of the Capstone/graduation project)



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### **Allowable Service Activities**

Students may earn Service Learning hours through the following:

- Classroom projects that are tied to curriculum and meet a community need and require significant time and commitment OUTSIDE of the classroom.
- After school projects that meet a community need and have a clear academic objective
- Individual service activities with non-profit community organizations where students receive preparation for the work and produce a reflection/analysis of their work.

MLC places top priority on classroom-based Service Learning experiences that utilize project-based learning where a community need is identified and met. Service Learning hours (preparation, service, reflection) may be earned during the school day for classroom-based service activities as long as there is also a commitment of time outside of the school day.

### **Restricted Service Activities**

Students may **not** earn Service Learning hours through the following:

- Work with for-profit businesses and corporations
- Religious organizations if the service involves proselytizing
- Volunteer work where *no academic objective* is addressed
- Work that is financially reimbursed

Students may **not** earn hours for the following specific activities:

- Volunteer work with a political campaign without the mediation of an approved community organization or classroom instructor
- Activities which are required as a form of restitution cannot be counted toward the service learning requirement.
- Participation in a sports team or other extra-curricular activity unless that group designs a Service Learning project that contains the components listed above
- Assisting a teacher (i.e. correcting papers, cleaning the classroom) unless tied to a teacher preparation program (Future Teachers)
- Artistic performances unless students are involved in creating a project that includes a performance as an outcome of the project
- Attending a training or other educational event unless that training leads directly to a service project.



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### Examples:

The following are examples of what counts as service learning:

- *Serving food to poor or homeless people through a secular or church-run soup kitchen when the identified and researched issue is hunger.*
- *Going to a nursing home regularly to play cards or other games with resident when the identified and researched issue is the elderly in society.*
- *Hosting an international exchange student for a week or longer (Hours will be awarded depending upon the length of the student's stay with the family) when the identified and researched issue is international understanding.*

The following are examples of what will NOT count as service learning:

- *Babysitting for a younger sibling or other relative*
- *Shoveling the neighbor's sidewalk for pay or even as a favor.*
- *Teaching religious education (religious Sunday/Saturday school)*
- *Religious proselytizing of any type.*
- *Court-ordered community service*

### Students are to:

1. contact organizations, groups, or individuals who are in need of volunteer services. Social studies teachers can assist students in making the connection with the social studies curriculum for each grade. (The website: [www.uwcact.org](http://www.uwcact.org) may prove useful.)
2. decide on the "service project" that will be performed and do background research on the issue the service learning addresses as required by each grade's social studies curriculum.
3. complete the annotated bibliography as required for each grade.
4. complete the service learning proposal form and have it approved, with the annotated bibliography, by the social studies teacher.
5. perform the required hours of community service and document their experiences as required for each grade.
6. collect documentation of the hours served by completing the enclosed "Community Service Project" time sheet/log signed by the supervisor of the project.
7. complete reflection and project portfolio as required by each grade's social studies curriculum with and submit with documentation by the due date established each year for each course.

***Students may complete their volunteer work during the summer, but they must obtain prior approval for their project from the next year's social studies teacher before school ends for the summer.***



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Should a student complete a service project that does not meet these qualifications, the student will be required to perform an additional service project with a qualifying organization. This service must be completed within three weeks of the end of the semester in which the student takes the course. Service learning is calculated as a component of the middle school social studies grade and is reported separately on the report card for high school students.

### ***Grading & Deadlines***

Each social studies teacher is responsible for setting deadlines for student to submit each portion of the service learning packet. The exception for this is when proposal for work done over the summer must be submitted to the social studies teacher the student will have for the academic year FOLLOWING the summer work. For 2011, this is due to the next-year's teacher by **June 10, 2011**.

In the middle schools (Grades 6-8) the service learning is calculated as a percentage of the student's social studies grade in the fourth quarter. It is usually 10% of the grade and the grade is based upon both the number of hours and the completed packet - proposal, bibliography, journal with documentation and reflection.

In the high school, a grade of Pass/Fail is earned for the actual work the student completed, a completed packet (proposal, bibliography, journal with documentation and reflection) and whether the student met the minimum number of hours. In addition, the number of hours is recorded on the transcript so that students who complete more than the required number of hours are recognized.

Both the grade (P/F) and the number of hours will appear on the students' transcripts.



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Service Learning Proposal  
(attach bibliography)

Name \_\_\_\_\_ Grade \_\_\_\_\_

Issue or problem your service project will help to solve (homelessness, global warming, etc.)

Why did you choose to work on this problem/issue? (attach your annotated bibliography)

Organization you propose to work for: \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone number \_\_\_\_\_ URL \_\_\_\_\_

What kind of work will you do? When will you do it? When will your work be completed?

How will this work help to resolve the issues/problem(s) you identified?

How does this work help you to better understand the key concepts you are studying about in your social studies class?

This project is  approved  not approved (if not approved, please provide clarification and suggestions on reverse).

Teacher name \_\_\_\_\_ Teacher signature \_\_\_\_\_

Date \_\_\_\_\_



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### Annotated Bibliography Guidelines

- Grade 6 – one book or two newspaper/ magazine articles
- Grade 7 – one book or three newspaper/ magazine articles
- Grade 8 – one book or four newspaper/ magazine articles
- Grade 9 – six sources, including two books
- Grades 10, 11, 12 – ten sources, including two books

For each article or book provide the following information:

Author, title, publication or publisher, date, page numbers (for article) and a paragraph which summarizes the book or article and explains how the reading helped you to select the issue or problem you want to help solve.

Example:

Kluger, Jeffrey. "Global Warming Heats Up." *Time Magazine* March 26, 2006. pp. 26-32.

*This article convinced me that global warming is a real threat and that the threat will cause immediate damage to glaciers. Greenland's ice sheets are sliding twice as fast as normal and some scientists believe that within a hundred years, the sea level could rise 20 feet. Most of this is caused by human action, especially fuel emissions. I will be working with an organization that promotes conservation of fuel in automobiles and home energy consumption to help slow global warming. I will be helping people change to compact florescent light bulbs and promoting ride sharing and public transportation.*

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### Service Learning Documentation Log

Name \_\_\_\_\_ Grade \_\_\_\_\_

This needs to be completed *each time* you work on your project until you reach your require number of hours. It cannot be signed by a friend, parent or other relative.

Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone number \_\_\_\_\_ URL \_\_\_\_\_

Supervisor's name (printed or typed) \_\_\_\_\_

Supervisor's telephone number \_\_\_\_\_

Supervisor's email address \_\_\_\_\_

Date of service work \_\_\_\_\_

Hours: from \_\_\_\_\_ until \_\_\_\_\_ am/pm Total hours \_\_\_\_\_

Type of work completed:

I certify that all of the information on this form is true and correct to the best of my knowledge and that the student named above completed the work described.

Signature of supervisor listed above \_\_\_\_\_ Date \_\_\_\_\_



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Service Learning Documentation Log

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Service Learning Documentation Log
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City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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Service Learning Journal Entry Form
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Complete one *each time* you engage in service work.  
This may be handwritten legibly or typed and pasted in the space below.

Name \_\_\_\_\_ Date \_\_\_\_\_

Type of work completed \_\_\_\_\_

In the space below, write a brief reflection on the work you completed. Be sure to write about how you felt as you were working and how you think your work will help resolve the problem or issue you identified in your proposal. What was the highlight of the experience today? What do you want to do better/more of a as result of the experience?



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### Service Learning Final Reflection

This may be handwritten legibly or typed and pasted in the space below. See grade-level requirements for length and organization of this reflection.

Name \_\_\_\_\_ Date \_\_\_\_\_

In your final reflection, restate the problem or issue you originally identified. In your reflection, be sure to answer the following questions:

*How does helping to resolve this problem or issue connect with your social studies class? How did the work you did help to resolve the problem? What new things did you learn as a result of doing this work? How did doing this work make you feel? What was the one best thing about the work? What was the hardest thing about the work? Do you think you want to continue to work on this issue or problem in the future? What would you like to do?*



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<p>Service Learning Project Evaluation Rubric</p>
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	<i>Exemplary</i>	<i>Goal</i>	<i>Proficient</i>	<i>Basic</i>	<i>Below Basic</i>
<b>Meets a recognized global, national or regional need</b>	Recognized need clearly identified focused upon throughout the entire project.	Need and its relevance are identified and focused upon throughout the most of the project.	Need identified but its relevance is not explored in depth.	Need identified but its relevance is not explored .	No need identified.
<b>Curricular connections</b>	Clear, deep, well integrated connection to social studies curriculum.	Connection to social studies curriculum evident.	Implied connection to social studies curriculum but not developed.	Minimal connection to social studies curriculum.	No connection to social studies curriculum.
<b>Research (Bibliography)</b>	Evidence of thorough research and clear understanding of the complexity of problem/issue.	Evidence of complete research and understanding of the problem or issue.	Evidence of understanding of the problem/issue based on incomplete research.	Minimal evidence of understanding of the problem/issue based on incomplete research.	No or minimal research.
<b>Reflection</b>	Thorough reflection at conclusion of project and throughout project that addresses root causes of issue/problem, assesses needs for future.	Thorough reflection at conclusion of project and throughout project that addresses root causes of issue/problem.	Reflection upon completion and brief reflections throughout project.	Brief reflection at the conclusion of the project.	No reflection evident.
<b>Growth</b>	Clear, strong evidence of student growth and development in attitude and skills.	Evidence of student growth and development in attitude and skills.	Evidence of student growth and development in attitude or skills.	Some evidence of student growth.	No evidence of student growth.

