

MLC Service Learning Packet

Contents:

- Letter from Ms. McKernan describing the service learning requirements
- 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 enclosed letter.
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.
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 you bibliography to your social studies teacher for approval.
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
- Annotated bibliography as described for your grade level
- 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



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August 31, 2007

Dear MLC Parents, Guardians, and Students:

We are writing to inform you of changes to the MLC service learning requirement. All students will continue to be required to complete service hours as has always been required. However, service learning will now become part of the social studies grade at each grade level. Students will be encouraged to engage in service that connects with the social studies curriculum in each grade.

Hours required for 2007-2008 (this will increase in 2008)

- Grade 6 – six hours
- Grade 7 – seven hours
- Grade 8 – eight hours
- Grade 9 – nine hours
- Grade 10 – twenty-five hours
- Grade 11 – eleven hours
- Grade 12 – twelve hours

The following qualifications apply in determining that the community service meets the acceptable standard:

1. the hours be performed during non-school day time
2. the community service be for a non-profit organization
3. the community service serves the community (local, state, or national) without monetary gain.

Students are to:

1. contact organizations, groups, or individuals who are in need of volunteer services. Social studies teachers and Mrs. Thibault can assist students in locating opportunities that connect with the social studies curriculum for each grade. (The website: www.uwcraft.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.



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Students who wish to complete their volunteer work during the summer must obtain prior approval for their project from the *next* year's social studies teacher before school ends for the summer.

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. Failure to complete the service learning requirement will seriously impact the social studies grade.

At MLC, we feel the students will learn that volunteering and “giving back” to the community is a civic responsibility and enhances their personal growth. Thank you for your support and encouragement as our students pursue this goal. If your child has any questions, he or she may contact the social studies teacher.

Sincerely,

Anne McKernan
Principal
and
The Social Studies Vertical Team



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Service Learning Proposal

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 or magazine articles
- Grade 7 – one book or three newspaper or magazine articles
- Grade 8 – one book or four newspaper or 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 Journal Entry Form

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>

	<i>Exemplary</i>	<i>Goal</i>	<i>Proficient</i>	<i>Basic</i>	<i>Below Basic</i>
Meets a recognized global, national or regional need	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.
Curricular connections	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.
Research (Bibliography)	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.
Reflection	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.
Growth	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.