**Infused Student Service-Learning Curriculum**

**Curriculum Infused Required Service-Learning Lessons**

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| **Content Area** | **Grade Level** | **Curriculum Correlation** | **Title of Lesson** |
| Social Studies | 6 (World Cultures) | Unit One: Lesson 8 | Physical Geography: Natural Resources and Land Use |
| Social Studies | 7 (World Cultures) | Unit Three: Lesson 20 | Genocide in Africa: United Nation’s Response |
| Social Studies | 7 (World Cultures) | Unit Four: Lesson 30 | Tsunami Destruction Role of the International Red Cross |
| Social Studies | 8 (United States History) | Unit Four: Lesson 25 | How A Bill Becomes A Law |
| Social Studies | 9 (United States History) | Unit Three: Lesson 29 | FDR and the New Deal |
| Social Studies | 9 (United States History) | Unit Five: Lesson 57 | The Energy Crisis and the Economy |
| Social Studies | 10 (LSN Government) | Unit Three: Lesson 18 | Civic Participation |
| Social Studies | 10 (LSN Government) | Unit Four: Lesson 21 | Lawmaking |
| Social Studies | 10 (LSN Government) | Unit Seven: Lesson 38 | Demographics and Public Policy |
| Social Studies | 10 (LSN Government) | Additional Service-Learning Activities | * Unit I: Political and Economic Structures- Poster Project * Unit II: Principle of Government and the Constitution – Write a letter to a state or U.S. Senator or Representative * Unit III: Participation in Government and Civic Responsibility - Voting/Polling or a   Mock Election   * Unit IV: Legislative Branch – Compose a letter to a sponsor of a bill the student supports or opposes * Unit V: The Executive Branch * Unit VI: The Judicial Branch – Invite a U.S. or State’s Attorney to visit the class * Unit VII: Domestic and Foreign Policy – Students can identify public issues affecting their community or Students can research how organizations such as the American Red Cross function and how they could volunteer to serve |
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| Science | Grade 5 Science | Unit 3 Life Science (Quarter 3/4) | Module: Energy Flow and Basic Needs of Living Things |
| Science | Grade 6 Science | Life/Environmental Science Unit (Quarter 3/4) | Module: Exploring Ecology |
| Science | Grade 7 Science | Life Science Unit (Quarter 3/4) | Module: Environmental Impacts: Wild Rice |
| Science | Grade 8 Science | Energy and Matter Unit (Quarter 2) | Engineering and Society |
| Science | Grades 9 Biology | Unit 1: Down At The Bay  (Quarter 1) | Energy, Interactions, and Human Impact on the Chesapeake Bay   * Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy * Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. * Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. |
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*\*Please review the complete lessons and projects on the PGCPS SSL website:http://www1.pgcps.org/ssl/*

**Student Service-Learning Activity Evaluation Tool**

**STUDENT SERVICE-LEARNING ACTIVITY EVALUATION TOOL**

A. Identify the service-learning activity you plan to assess using this evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. Identify the course in which this activity was completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Answer the following questions for the infused service-learning activity you identified above. Check the appropriate box associated with the response that best answers the questions.

1. **Did students meet a specific need in the community?**

* No
* Yes, students provided short-term assistance addressing a community need.
* Yes, students provided ongoing assistance addressing a community need.
* Yes, students worked toward a lasting solution to a community problem.

1. **Did you meet curricular objectives through the implementation of this service-learning activity?**

* No
* Yes, we incorporated service-learning into a unit.
* Yes, we used service-learning to unify the teaching of content and skills throughout the year.
* Yes, we taught content and/or skills in different disciplines using service-learning throughout the year.

1. **Did students reflect throughout the service-learning experience?**

* No
* Yes, at the end of the experience, students contemplated their service-learning experience and received a response.
* Yes, during and after the experience, students contemplated their service-learning experience and received a response.
* Yes, before, during, and after the experience, students contemplated their service-learning experience and received multiple responses throughout the process.

1. **Did the service-learning activity develop student responsibility?**

* No
* Yes, we consulted with community partners for information and resources relevant to the issue the service-learning project addressed.
* Yes, we created opportunities for students to interact with community partners.
* Yes, we collaborated with students and community partners as an action team to plan and implement the service-learning activity.

1. **Did the service-learning activity develop student responsibility?**

* No
* Yes, we consulted with community partners for information and resources relevant to the issue the service-learning project addressed.
* Yes, we created opportunities for students to interact with community partners.
* Yes, we collaborated with students and community partners as an action team to plan and implement the service-learning activity.

1. **Did the service-learning activity develop student responsibility?**

* No
* Yes, we consulted with community partners for information and resources relevant to the issue the service-learning project addressed.
* Yes, we created opportunities for students to interact with community partners.
* Yes, we collaborated with students and community partners as an action team to plan and implement the service-learning activity.

1. **Did you plan ahead for service-learning?**

* No
* Yes, I planned service-learning ahead of time without input from others.
* Yes, I consulted other teachers ahead of time to plan the service-learning activity.
* Yes, we collaborated with colleagues, students, and others to plan the service-learning activity.

1. **Did you prepare students for the service experience by equipping them with knowledge and skills needed for the project?**

* No
* Yes, we equipped students with knowledge and skills at the beginning of the experience
* Yes, we equipped students with knowledge and skills as needs arose or as the project changed
* Yes, we assisted students with seeking and finding the knowledge and skills required to meet needs as they arose or as the project changed