

Teacher Pre-Project Worksheet: Service-Learning

Project Title: _____

Teacher: _____ Ph. # _____

Planned Start Date: _____

School: _____

Planned End Date: _____

Course Area/Title: _____

This worksheet is designed to help you develop a project for your class that links community service to the course curriculum, fulfilling the Extended Student Learning Through Service-Learning component of the graduation requirements. Please review the Developing Ideas for Service-Learning and Post-Project Report sheets for additional ideas and guidelines.

Community Benefit/Benefactors (What will the service be? Who will be served?)

Curriculum Connection (How will the project be linked to in-class curriculum?)

*The process of Service-Learning includes four essential stages. Please check the **PARC/D** elements that will be included in your project:*

Preparation:

- Planning with Student input (time schedules, budgeting, materials, tools, etc.)
- Research
- Brainstorming possible partners/resources

Action:

- Contacting partners
- Surveys
- Interviews
- Off-campus service
- Conducting experiments
- Collecting data

Reflection

- Journaling/Discussion
- Assessing outcome of project

Celebration/Demonstration

- Presenting the project (oral report, visual display, pamphlet)
- Final class discussion or wrap-up session

Your Service-Learning project can and should qualify as meeting the Career-Related Learning Experiences or/and Essential Skills along with Civic Standards. Reviewing these requirements can also help with brainstorming ideas. Please mark the components that you plan to incorporate into your project.

CRLS (Required for Sophomores, Juniors and Seniors)

- Personal Management (PM)
 - CS.PM.01: Identified tasks to be completed and initiated necessary action
 - CS.PM.02: Planned, organized and completed projects on time and met quality standards
 - CS.PM.03: Took responsibility for decisions and actions and anticipated the consequences
 - CS.PM.04: Maintained regular and punctual attendance
 - CS.PM.05: Maintained appropriate interactions with colleagues

- Problem Solving (PS)
 - CS.PS.01: Identified problems and located information that would lead to solutions
 - CS.PS.02: Identified alternatives to assist in problem solving
 - CS.PS.03: Assessed the consequences of the alternatives
 - CS.PS.04: Selected and explained a proposed solution and course of action
 - CS.PS.05: Developed a plan to implement the selected course of action
 - CS.PS.06: Assessed results and took corrective action

- Communication (CM)
 - CS.CM.01: Located, processed and conveyed information using traditional and technological tools
 - CS.CM.02: Listened to and summarized key elements of verbal and non-verbal communication
 - CS.CM.03: Gave and received feedback in a positive manner
 - CS.CM.04: Read technical/instructional materials for information and applied to tasks
 - CS.CM.05: Wrote instructions, technical reports, and business communications clearly and accurately
 - CS.CM.06: Spoke clearly, accurately, and appropriately when giving oral instructions, technical reports and business communications

- Teamwork (TW)
 - CS.TW.01: Identified teams and roles within teams; described importance of roles
 - CS.TW.02: Demonstrated skills that improve team effectiveness (e.g., negotiation, compromise, conflict management, shared decision-making)

- Employment Foundations (EF)
 - CS.EF.01: Applied academic knowledge and technical skills in a career context
 - CS.EF.02: Selected, applied and maintained tools and technologies appropriate for the workplace
 - CS.EF.03: Identified parts of organizations and systems and how they fit together
 - CS.EF.04: Described how work moves through a system
 - CS.EF.05: Described the changing nature of work, workplaces and work processes on individuals, organizations and systems
 - CS.EF.06: Demonstrated appropriate dress, appearance and personal hygiene
 - CS.EF.07: Explained and followed health and safety practices
 - CS.EF.08: Explained and followed regulatory requirements, security procedures and ethical practices

Career Development (CD)

- CS.CD.01: Assessed personal characteristics related to educational and career goals
- CS.CD.02: Researched and analyzed career and educational information related to project
- CS.CD.03: Developed and discussed a plan designed to achieve personal, educational and career goals
- CS.CD.04: Monitored and evaluated educational and career goals
- CS.CD.05: Demonstrated job-seeking skills (e.g., writing resumes, completing applications and participating in interviews)

Civic Standards

- Understand rights and responsibilities of citizens
- Understand that limited resources make economic choices necessary
- Design and implement strategies to analyze issues, explain perspectives and resolve Issues
- Other, please explain _____

ESSENTIAL SKILLS

Oregon Department of Education, March 2008

1. Read and comprehend a variety of text*

This skill includes all of the following:

- Demonstrate the ability to read and understand text.
- Summarize and critically analyze key points of text, events, issues, phenomena or problems, distinguishing factual from non-factual and literal from inferential elements.
- Interpret significant ideas and themes, including those conveyed through figurative language and use of symbols.
- Follow instructions from informational or technical text to perform a task, answer questions, and solve problems.

**text includes but is not limited to all forms of written material, communications, media, and other representations
in words, numbers, and graphics and visual displays using traditional and technological formats*

2. Write clearly and accurately

This skill includes all of the following:

- Adapt writing to different audiences, purposes, and contexts in a variety of formats and media, using appropriate technology.
- Develop organized, well-reasoned, supported, and focused communications.
- Write to explain, summarize, inform, and persuade, including business, professional, technical and personal communications.
- Use appropriate conventions to write clearly and coherently, including correct use of grammar, punctuation, capitalization, spelling, sentence construction, and formatting.

3. Listen actively and speak clearly and coherently

This skill includes all of the following:

- Listen actively to understand verbal and non-verbal communication.
- Give and follow spoken instructions to perform a task, ask and answer questions, and solve problems.
- Present or discuss ideas clearly, effectively, and coherently, using both verbal and Nonverbal techniques.
- Use language appropriate to particular audiences and contexts.

4. Apply mathematics in a variety of settings

This skill includes all of the following:

- Interpret a situation and apply workable mathematical concepts and strategies, using appropriate technologies where applicable.
- Produce evidence, such as graphs, data, or mathematical models, to obtain and verify a solution.
- Communicate and defend the verified process and solution, using pictures, symbols, models, narrative or other methods.

The following Essential Skills would be phased-in after 2008-09, timeline to be determined.

5. Think critically and analytically

This skill includes all of the following:

- Identify and explain the key elements of a complex event, text*, issue, problem or phenomenon.
- Develop a method to explore the relationships between the key elements of a complex event, text*, issue, problem or phenomenon.
- Gather, question and evaluate the quality of information from multiple primary and secondary sources.
- Propose defensible conclusions that address multiple and diverse perspectives.
- Evaluate the strength of conclusions, differentiating reasoning based on facts from reasoning based on opinions.

**text includes but is not limited to all forms of written material, communications, media, and other representation in words, numbers, and graphics and visual displays using traditional and technological formats*

6. Use technology to learn, live, and work

This skill includes all of the following:

- Use creativity and innovation to generate ideas, products, or processes using current technology.
- Use technology to participate in a broader community through networking, collaboration and learning.
- Recognize and practice legal and responsible behavior in the use and access of information and technology.
- Use technology as a tool to access, research, manage, integrate, and communicate ideas and information.

7. Demonstrate civic and community engagement

This skill includes all of the following:

- Apply knowledge of local, state, and U.S. history and government to explain current social and political issues.
- Perform the civic and community responsibilities essential to living in a representative democracy.

8. Demonstrate global literacy

This skill includes all of the following:

- Demonstrate knowledge of diverse cultural, linguistic, and artistic expressions.
- Apply a global perspective to analyze contemporary and historical issues.

9. Demonstrate personal management and teamwork skills

This skill includes all of the following:

- Participate cooperatively and productively in work teams to identify and solve problems.
- Display initiative and demonstrate respect for other team members to complete tasks.
- Plan, organize, and complete assigned tasks accurately and on time.
- Exhibit work ethic and performance, including the ability to be responsible and dependable.

There are four methods of conducting Service-Learning. Once your project design is decided, you should be able to categorize it as one or more of the following:

- 1) Direct:** Students' service directly affects and involves the recipients (e.g., tutoring, animal care, working w/ elderly).
- 2) Indirect:** Activities do not directly impact individuals, but benefit the community as a whole (e.g., restoring wetlands, painting park benches, stocking food pantries, collecting books for kids).
- 3) Advocacy:** The intent is to create awareness of or promote action on an issue of public interest (e.g., writing to government leaders, holding a town meeting, performing a play).
- 4) Research:** Students find, gather and report information in the public interest (e.g., developing surveys, conduct formal studies, evaluations, experiments or interviews)

Three Questions to Generate Ideas for Infusing Service into the Curriculum

If you are attempting to find opportunities to integrate a service component into your regular academic program, here are three questions by which you can explore possible connections around any unit of instruction.

1. Teach Others

Could students teach what they have learned (skills or knowledge) to others?

2. Product or Performance

Could the result of the students' efforts be contributed or presented to someone?

3. Address Community Needs/Issues

Could the classroom learning be applied to provide a service or to help solve a real concern in the school or the community?

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After brainstorming and planning with your class, please describe the project plan:

**Service Learning is a way to meet the new graduation requirements*

Please return to:

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