

Service-Learning Curriculum Unit Plan

Unit/Topic: Be the Change	Grade Level: 8
Service Idea: Students will research a current issue (environment and/or social) and implement a service plan.	
1. Content Standards/Grade Level Content Expectations: W.PR.08.03 W.PR.08.04 W.PR.08.05 W.GN.08.03 S.DS.08.02 S.DS.08.04 S.CN.08.01 S.CN.08.02 S.CN.08.03 SS.08.P3.1.1 SS.08.P4.2.1 SS.08.P4.2.2 SS.08.P4.2.3 E2.4A E2.4d E2.4B E5.4A E5.4g	
2. Students will understand that.... Once a problem is identified, studied and understood, we can devise an action plan to better our world.	3. Essential Questions to Guide Learning & Inquiry: What can I do to be the change I want to see in the world?
4a. Students will know... <ol style="list-style-type: none"> 1. Research skills 2. Draft and revise a persuasive paper 3. Presentation skills 4. Knowledge of earth system 5. Knowledge of climate change 	4b. Students will be able to do.... <ol style="list-style-type: none"> 1. Research a current problem 2. Create and implement an action plan in response to research
Assessment Evidence	
5a. Performance Task: <ol style="list-style-type: none"> 1. Research paper 2. Action project 3. Presentation 	5b. Other Assessment Evidence: <ol style="list-style-type: none"> 1. Reflections 2. Formative assessments on content 3. Summative project and research paper rubric

<p>5a. Performance Criteria:</p> <ol style="list-style-type: none"> 1. Presentation for history GLEC 2. Research paper rubric 	<p>5b. Other Assessments Criteria:</p>
<p>Learning Plan: (Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.)</p>	
<p>A. Steps for Students:</p> <ul style="list-style-type: none"> • Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin investigation & pre-reflection) • Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include planning & preparation, action,& reflection) • Closure (Revisit enduring understanding/essential question. Include reflection & demonstration of results & celebration) 	<p>B. Notes for Teacher: (What do you need to remember to do?)</p>
<p>C. Materials Needed: 3-ring notebooks Index dividers Page protectors Colored copy paper Field trip funding Misc. supplies as needed for Projects/presentations</p>	
<p>D. Approximate Time for Unit: 2 months</p>	
<p>E. Resources: Internet-Computer access Video recorders Mac Computer access Digital cameras Buses Speakers</p>	

Lesson 1 of 5 – History Class

Lesson Essential Question(s):

What is the most important issue you would like to research?

Lesson Knowledge:

Brainstorming and creating awareness of current global issues.

Lesson Skill(s):

Communication
Public speaking
Identifying world issues

1. Lesson Opener: Use books, videos, news articles and personal experience to show world or environmental problems.

2. Transition:

Students will be asked to form groups based on interest.

3. Activity:

Students brainstorm ideas and topics for further research.

4. Lesson Wrap-Up:

Groups report to teacher their ideas for the project. Each student chooses their top 3 topics of interest for the project.

5. Additional Lesson Notes:

Teacher assigns topics and groups based on student interest and abilities.

Lesson 2 of 5 – ELA class**Lesson Essential Question(s):**

What is the problem I chose to research? How can I make a difference?

Lesson Knowledge:**Lesson Skill(s)**

Research skills as outlined in GLCEs.

1. Lesson Opener: Students are introduced to and practice research skills using www.mel.org site.

2. Transition:

Students learn note taking skills and form questions to guide their research.

3. Activity:

Students research their topics and take notes for the writing.

4. Lesson Wrap-Up:

Students will use a checklist to make sure they have enough sources and notes for their writing.

5. Additional Lesson Notes:

Lesson 3 of 5 – Writing in ELA

Lesson Essential Question(s):

How do I use my notes to create a strong persuasive writing?

Lesson Knowledge:

Lesson Skill(s)

Writing skills as outlined in the GLCEs.

1. Lesson Opener:

Students will organize their notes in a logical order. This can be done on the classroom tables so they can visualize the parts of the writing: introduction, body and conclusion.

2. Transition:

Students will pair with a partner and try different sequences for writing using their notes.

3. Activity:

Students use their notes to draft and then type their essay.

4. Lesson Wrap-Up:

Students peer edit and make corrections to their essay.

5. Additional Lesson Notes:

Allow time to have students edit their typed draft for the final copy.

Lesson 4 of 5 – History

Lesson Essential Question(s):

What type of service project is most interesting to me?

Lesson Knowledge:

Lesson Skill(s)

1. Lesson Opener:

Students are given examples of projects other students have created or implemented.

2. Transition:

In groups (see lesson 1), students pick a change they would like to see in the world and decide how they will implement the change by raising money and awareness, etc. (depends on topic chosen).

3. Activity:

Students write a plan for their group including a resource checklist, community partners, and a timeline for implementation.

4. Lesson Wrap-Up:

Students decide how and when they know their project is completed.

5. Additional Lesson Notes:

Lesson 5 of 5 - History**Lesson Essential Question(s):**

Students will present to their History class the outcome of their projects.

Lesson Knowledge:**Lesson Skill(s)****1. Lesson Opener:**

Students will be shown exemplars from last year's presentations.

2. Transition:

Students will break into their groups (see lessons 1 and 4) to decide what is most important to present. They will also create an outline script for the presentation.

3. Activity:

Students create presentation, such as a poster board, video, skit, etc.

4. Lesson Wrap-Up:

Groups present to their class.

5. Additional Lesson Notes:

Teacher may want to create a rubric to grade presentations.