

## Service-Learning Curriculum Unit Plan

<b>Unit/Topic:</b> Be the Change	<b>Grade Level:</b> 8
<b>Service Idea:</b> Students will research a current issue (environment and/or social) and implement a service plan.	
<b>1. Content Standards/Grade Level Content Expectations:</b>  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	
<b>2. Students will understand that....</b>  Once a problem is identified, studied and understood, we can devise an action plan to better our world.	<b>3. Essential Questions to Guide Learning &amp; Inquiry:</b>  What can I do to be the change I want to see in the world?
<b>4a. Students will know...</b>  <ol style="list-style-type: none"> <li>1. Research skills</li> <li>2. Draft and revise a persuasive paper</li> <li>3. Presentation skills</li> <li>4. Knowledge of earth system</li> <li>5. Knowledge of climate change</li> </ol>	<b>4b. Students will be able to do....</b>  <ol style="list-style-type: none"> <li>1. Research a current problem</li> <li>2. Create and implement an action plan in response to research</li> </ol>
<b>Assessment Evidence</b>	
<b>5a. Performance Task:</b>  <ol style="list-style-type: none"> <li>1. Research paper</li> <li>2. Action project</li> <li>3. Presentation</li> </ol>	<b>5b. Other Assessment Evidence:</b>  <ol style="list-style-type: none"> <li>1. Reflections</li> <li>2. Formative assessments on content</li> <li>3. Summative project and research paper rubric</li> </ol>

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