

Service-Learning Curriculum Unit Plan

Unit/Topic: Social Change	Grade Level: High School students with EBD
Service Idea: (Provide Description) To improve the stigma that is created by the community that is typically assigned to schools primarily focused on educating students with disabilities at a centered based program.	
1. Content Standards/Grade Level Content Expectations: (Identify learning outcomes to be addressed) Civics 6.2 Participating in Civic Life-Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life? 6.2.7 Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation. ELA-CE 1.2-Use writing, speaking, and visual expression for personal understanding and growth. CE 1.2.2-To develop self awareness and insight. CE 1.2.3-Write create speak artistic representation to express personal experiences and perspective. (E.g. personal narratives, poetry, imaginative writing, slam poetry, blogs, and web pages).	
2. Students will understand that.... (What are the enduring understandings?) The harmful effects of stereotyping people according to their race, social class, disability, etc.....	3. Essential Questions to guide Learning & Inquiry: (Turn understanding into essential questions) -How does stereotyping affect others? -How does stereotyping affect you? How can we begin the process to change other people's perceptions of those who do not fit an image of what looks or acts "normal".
4a. Students will know.... (What is the content knowledge focus?) -The accurate definitions of words used to describe/define others. -Rights and responsibilities of citizens in a community. -Know how famous people with disabilities have impacted society. -The various ways in which stereotypes are formed such as media, generational impact of SES, etc.	4b. Students will be able to do.... (What are the skills?) -Demonstrate appropriate ways to act/conduct themselves around other people including those who appear different than them. -Write a grammatically correct paper.

Assessment Evidence

<p>5a. Performance Task: (What will students do to demonstrate their learning?)</p> <ul style="list-style-type: none"> -Author a book titled The ABC's of Social Change. -Create a PowerPoint demonstrating awareness for the need for social change. -Create a collage of positive interactions among people breaking down prejudicial barriers. -Create a Social Change poster using Wordle. <p>Successfully engage in community-based instruction outside of the classroom/school building.</p>	<p>5b. Other Assessment Evidence: (Describe formative/on-going/other summative assessments.)</p> <ul style="list-style-type: none"> -Keep a journal of self-reflection/insight throughout the service-learning project. -Maintain a wordbook with definitions of positive words used to describe people. -Pre/post assessment using an Acrostic poem using the letters in stereotype -Pre/post collage "who do you want to be seen with"
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<p>5a. Performance Criteria: (Provide checklists, rubrics, or criteria.)</p> <ul style="list-style-type: none"> -Data collected on daily point sheets -Movement in the level system. -PowerPoint must contain at least 10 frames graphics, sound, animation, as well as references. -Use grammar and spelling rules correctly at 90% accuracy. 	<p>5b. Other Assessments Criteria: (Describe criteria for other assessments.)</p> <ul style="list-style-type: none"> -Completion of service learning experience. -Engage in a social experience outside of the classroom with people ho are different than themselves, with disabilities, "within" building experience
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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>A. Steps for Students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin investigation & pre-reflection) <input type="checkbox"/> Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include planning & preparation, action,& reflection) <input type="checkbox"/> 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>
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C. Materials Needed:
Computer, internet, poster board, markers, magazines, glue sticks, scissors, colored pencils, paint, dictionaries, thesaurus, video camera, digital camera, telephones,

D. Approximate Time for Unit:

One semester one hour per day. Preferably the first semester as this is an ongoing project.

E. Resources:

www.teachertube.com

www.vocapeople.com

Chicken Soup forBooks

Wordle

Alphabet books

Stoner and Spaz by Robert Koernge

Lesson 1 of 8		
Lesson Essential Question(s): What does it mean to stereotype? How does it make you feel when people treat you poorly because of your disability/race/genre/age?	Lesson Knowledge: Many of the students choose not to tell people where they go to school due to the stigma attached to the building. They are victims of stereotyping themselves.	Lesson Skill(s): Class discussion adhering to the program policy for conversing with others-social norms.
<p>1. Lesson Opener: -Create a collage of people you would want your friends to see you with (not an embarrassment)</p> <p>2. Transition: -Watch the video on the Voca People and ask the students how they would stereotype the singers? As students state the differences about singers another student will be the recorder on poster board. Class will discuss the list and what can we do about stereotyping.</p> <p>3. Activity: Review collages with students. Have students tell classmates why they choose the people they did. Introduce vocabulary such as: prejudice, stereotype, stigma, skin heads, retards, skaters, preps, jocks, stoners, geeks, losers, racial slurs. Discuss political correctness and usage. Define each term and write in wordbook.</p> <p>4. Lesson Wrap-Up: Round Robin: Have each student state a time that they have been stereotyped. What were their feelings? Record this in their Reflections notebook.</p> <p>5. Additional Lesson Notes: Draw sticks for the students to share their collage. This will prevent arguing. Enforce classroom rules regarding talking and respect.</p>		

Lesson 2 of 8

Lesson Essential Question(s):

What words do people use to describe others who are different than them?

Lesson Knowledge:

These are commonly used descriptors for our students.

Lesson Skill(s):

Writing, listening and speaking appropriately in front of others.

1. Lesson Opener:

-Review the terms from lesson 1.

2. Transition: Getting the materials/supplies needed to create the poem.

3. Activity: Create an Acrostic poem using the letters stereotype. Students need to include a picture/photo to help assist students who not otherwise be able to read.

4. Lesson Wrap-Up: Read Acrostic poems to the class aloud. Discuss how easy it is to use such words to describe other people.

5. Additional Lesson Notes: Monitor students for appropriateness.

Lesson 3 and 4 of 8

Lesson Essential Question(s):

How have people with disabilities shaped our society?

Lesson Knowledge:

Students know famous people.

Lesson Skill(s):

**Research
Internet
Writing**

1. Lesson Opener:

What famous people do you know that may have a disability?

2. Transition: Go to Computer lab. Turn on computers and log on. Be ready for directions.

3. Activity:

Research 10 famous people who have a disability. Create a note card using cut and paste on each person you researched including: name, disability, stereotype, what they famous for and does their disability hinder them today. How have they overcome their disability?

4. Lesson Wrap-Up:

Must have 3-5 famous people note cards completed by the end of the class period. At the end of day 2 students will share their ten famous people with disabilities.

5. Additional Lesson Notes:

This is a 2-day lesson. Due to disabilities students may need staff to help and or modify assignment

Lesson 5 of 8

Lesson Essential Question(s):

What can people with disabilities do to help improve society?

Lesson Knowledge:

**Previous work experience.
Able to state famous people with disabilities who have made an impact in society.**

Lesson Skill(s):

**Internet
Research
Writing
Diagram**

1. Lesson Opener:

Watch the video *Every Monday Matters*

2. Transition: Go to Computer lab. Turn on computers and log on. Be ready for directions.

3. Activity: Research an activity they have an interest in. Student must prepare 5 facts about this activity to the class. Student must also state why and how this activity would impact society. Students must create a social change poster using Wordle.

4. Lesson Wrap-Up: Round Robin-Each student must state his or her topic of interest.

5. Additional Lesson Notes: Teacher and staff may assist students with technology. Monitor students to keep them on appropriate web sites.

Lesson 6 of 8

Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):
How HS students with EBD can improve the stigma of a center based program	Appearances Stigma Disability	Internet PowerPoint Writing

- 1. Lesson Opener:** Reflecting back on *Every Monday Matters*, discuss how one person can make a difference. Generate ideas for improving the stigma of the center-based building.
- 2. Transition:** Get on coats (if necessary) and writing utensils.
- 3. Activity:** Go outside and walk around the building. Make notes about the appearance (both pros and cons) of the building. Then go to the road. This is where the community firsts “sees” the center based building. Discuss the appearance from the road.
- 4. Lesson Wrap-Up:** Discuss and make a list of the “pros” and “cons” of the appearance of the building. Generate list of possible views from the community. I.e. What does the community think about the appearance of the building?
- 5. Additional Lesson Notes:** Monitor students when near the road. Monitor for appropriate conversations and ideas.

Lesson 7 and 8 of 8		
Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):
What can the community perceive by the entrance to the center based building?	Appearance	Public Speaking Math Designing Planting
<p>1. Lesson Opener: Discuss how people “judge” “stereotype”, by appearances. Discuss the appearance of the center-based building. Generate list of possible stereotype of building.</p> <p>2. Transition: Go out to the front of the building by the road and take 2-3 pictures. Measure the area, which would be enhanced.</p> <p>3. Activity: Students will design a new sign and landscaping by the road. Remind students the new entry way will be what the community first “sees”. Students will design a new sign to represent their school building. Students will also design landscaping to go around the new sign. Students must research different types of perennials for height, bloom time, and sun, partial sun, or shade. Students will need to print pictures of perennials with bloom time, height, and sun/shade information. Students will to layout this information on a template. Students will present their findings at a Master Gardeners meeting for approval to begin work. Master Gardeners is a club manages the perennials at this particular center based program. Teacher wishes to include Master Gardeners for community involvement. Students would need to design a layout, which would include a template of the new sign and a diagram of the perennials to be planted. Students would nominate someone to present this information at the Master Gardeners meeting.</p> <p>4. Lesson Wrap-Up: Students will write in their Reflections notebook regarding feelings of self worth. How does the appearance of the building affect you? What do you think the community perceives of the building? Will the new design change anyone’s perception?</p> <p>5. Additional Lesson Notes: This is a 2-day lesson.</p>		