FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

LAW AND PUBLIC SERVICE

HONORS SENIOR SEMINAR

Grade Level: 12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2014

SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING
APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS
APPENDIX B: ASSESSMENT EVIDENCE
APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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HONORS SENIOR LPS SEMINAR
COURSE PHILOSOPHY
The *Honors Senior LPS Seminar* provides students an opportunity to synthesize the skills and knowledge they have acquired up to this point in their educations. They will become actively involved in planning and performing service learning projects. Students will become actively contributing citizens and community members through the service they perform. The goal of *Honors Senior LPS Seminar* is to immerse students in real-life learning experiences through externships and visits to courthouses and government offices. Students will be responsible for documenting these experiences and sharing them with the rest of the Law and Public Service Learning Center and the Colts Neck High School community.
COURSE DESCRIPTION
In the *Honors Senior LPS Seminar* students will be exposed to the values of citizenship, justice and service as they plan and execute service learning projects that address real needs in the community. Skills and knowledge are enhanced by active experiences in volunteerism and public service on the school, local, state and national levels. Career opportunities are explored during externships in government offices, volunteer agencies and law-related institutions.

COURSE SUMMARY	
COURSE GOALS	
CG1: By the end of the year, students will assess needs within the community, create and implement effective service learning projects to address those needs, while demonstrating effective leadership, interpersonal skills, and analytical and problem-solving abilities. CG2: Students will be able to synthesize the various ways governmental and non-governmental institutions impact the creation and implementation of public policies that relate to their service learning projects.	
COURSE ENDURING UNDERSTANDINGS	COURSE ESSENTIAL QUESTIONS
CEU1: Service learning allows individuals to identify real needs at local, state and national levels, and create plans to affect change at those levels.	CEQ1a: What are our responsibilities as a citizen? CEQ1b: How can we affect change at the local, state, and national level? CEQ1c: What are the essential needs of the local community?
CEU2: Service learning integrates community service with instruction and reflection.	CEQ2: How do service learning and community service differ?
CEU3: Service learning establishes community partnerships aimed at providing for the needs or welfare of the community.	CEQ3: Are public services and organizations in the community effective in meeting the needs of its citizens?
CEU4: Proper analytical skills are essential in determining the best solution to complex problems.	CEQ4: How do you know that your project is effective?

COURSE ENDURING UNDERSTANDINGS	COURSE ESSENTIAL QUESTIONS
CEU5: Interpersonal and communication skills are necessary to effectively solve problems.	CEQ5a: What interpersonal skills are necessary to make a positive impression on the local community? CEQ5b: How can you determine if you raised awareness or made a difference? CEQ5c: What makes an effective leader?
CEU6: Service Learning allows students to analyze and critique the creation, implementation and impact of public policy.	CEQ6a: How do governmental and non-governmental institutions impact the creation and execution of public policy? CEQ6b: How can public policy positively or negatively impact society?

UNIT GOALS & PACING		
UNIT TITLE	**UNIT GOALS**	**RECOMMENDED DURATION**
Unit 1: Research & Development of SLPs	Students will conduct research to assess needs within the community, and then create effective service learning projects to address those needs.	5 weeks
Unit 2: Execution & Analysis of SLPs	Students will implement effective service learning projects to address identified needs, continually reflecting on project's successes and shortcomings, and demonstrating effective leadership, interpersonal skills, analytical and problem-solving abilities.	15 weeks
Unit 3: Implementation & Impact of Public Policy on SLPs	Students will be able to describe the various ways governmental and non-governmental institutions impact the creation and implementation of public policy that relate to their service learning projects.	30 weeks
Unit 4: Improved Research & Development of SLPs	Students will evaluate successes and shortcomings of their first service learning project to justify its continuation or create a new, more effective service learning project. Students creating new projects will conduct research that more effectively assesses needs within the community, and then create more meaningful service learning projects to address those needs.	5 weeks
Unit 5: Execution & Analysis of SLPs	Students will implement effective service learning projects to address those needs, while continually reflecting and project's successes and shortcomings, and demonstrating effective leadership, interpersonal skills, analytical and problem-solving abilities.	15 weeks

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will conduct research to assess needs within the community, and then create effective service learning projects to address those needs.

UNIT LEARNING SCALE

4	In addition to everything in 3, a student has identified the contacts and resources needed to execute the activities for their service learning projects. A student anticipates potential problems or obstacles one may face in executing service learning projects and consider ways to modify activities in order to attain overarching goals.
3	A student will conduct research to assess needs in the community and create a service learning project that effectively addresses those needs. A student will outline overarching goals and plan viable, practical activities to execute in conjunction with goal(s).
2	A student assesses needs in the community and creates a service learning project that addresses those needs or problems, but although a student may identify overarching goals, the student has difficulty creating viable, practical activities to execute in conjunction with goal(s).
1	The student requires assistance identifying needs in the community and in creating a service learning project with overarching goal(s) and viable, practical activities to execute in conjunction with goal(s).
0	Even with help, the student does not differentiate between community service and service learning. Needs help identifying real needs in the community and creating a service learning project to address those needs.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Identifying overarching goals and planning viable, practical activities to execute in conjunction with goals are essential components of the service learning project.	EQ1a: How do I assess needs within my community? EQ1b: How do I determine an overarching goal? EQ1c: How do I turn a needs assessment into a plan? EQ1d: How can I tell if my plan is a viable one?

NJCCCS & COMMON CORE STANDARDS

NJCCCS.9-12.9.1.12.1 - The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
NJCCCS.9-12.9.1.12.A.1 - Apply critical thinking and problem-solving strategies during structured learning experiences.
NJCCCS.9-12.9.1.12.B.3 - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
NJCCCS.9-12.9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
NJCCCS.9-12.9.1.12.C.1 - Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
NJCCCS.9-12.9.1.12.2 -Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
NJCCCS.9-12.9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
EU1, EQ1a,b,c,d 9.1.12.1 9.1.12.C.1 9.1.12.A.1 WHST.11-12.5 DOK 4	Students will analyze and synthesize data from multiple sources to identify potential problems or needs in the community. Based on data analysis, students will create service learning project proposals that address a real need in the community. Project proposals will identify a mission statement, overarching goal(s) and activities in support of goal(s).

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will research service learning and various examples of service learning projects. Students will review "What is Service Learning?" worksheet. Some suggested sites include Generator School Network http://gsn.nylc.org, 101 Bright Ideas for Service Learning www.gcsu.edu, and Corporation for National and Community Service http://www.nationalservice.gov/. Students will use the information gathered from these sites and others to create a chart comparing service learning projects (direct, indirect and advocacy).	Service learning Community service Direct and indirect service Advocacy DOK 1	Compare and contrast service learning and community service Differentiate between direct, indirect and advocacy as forms of service DOK 3
After researching needs in the community (school-based and/or local community) students will contact local agencies, organizations, businesses, schools, etc. to propose a approach to fulfilling the goals of a service learning project.	Contacts in the community who are necessary to the success of your service learning project Organizations, businesses, schools, etc. that students intend to work with to fulfill overarching goals of service learning project. DOK 1	Investigate local organizations, schools, and businesses in the community that would potentially aid in the execution of activities in support of service learning project DOK 3

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Working in small groups of their own choosing and based on shared interests, each group will create a service learning project proposal that identifies group's mission statement, overarching goals and suggested activities to be executed in support of goals. The project proposal will identify the process and resources students plan to utilize to achieve activities and overarching goals.	Mission statement Overarching goals Activities that help achieve overarching goals Contacts in the community who are necessary to the success of one's service learning project Organizations, businesses, schools, etc. that students intend to work with to fulfill overarching goals of service learning project DOK 1	Design a project that requires specifying a problem and identifying activities to address and/or alleviate the problem. Apply evidence for specific needs in the community justifying the creation of a service learning project to meet or address those needs. Predict the people in the community, the names of organizations and businesses, etc. that will be useful in fulfilling goals of service learning project Create a persuasive letter to encourage people, organizations, etc. to join your cause DOK 2, 4
Students will create effective multimedia presentations that demonstrate the rationale behind service learning projects and the proposed activities necessary to achieve the project's overarching goals. This will be presented to school community for approval.	Mission statement Overarching goals Activities that help achieve overarching goals DOK 1	Describe and illustrate the reason for service learning project and the goals/ activities one plans to design and conduct in support of project DOK 4

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will implement effective service learning projects to address identified needs, continually reflecting on project's successes and shortcomings, and demonstrating effective leadership, interpersonal skills, analytical and problem-solving abilities.

UNIT LEARNING SCALE

4	In addition to score 3 performances, student can anticipate and plan for potential setbacks or shortcomings. Student can utilize community resources to meet the needs of one's service learning project, or one can adjust the requirements of service learning project in order to create more realistic goals.
3	Student will conduct appropriate, effective activities to address the overarching goals of service learning project. Student reflections analyze successes and failures of activities to determine whether or not readjusting plans is necessary. Student exhibits effective leadership skills and works effectively with other group members.
2	Student can complete all score 3 performances with minor mistakes or inefficiencies.
1	Student conducts activities that do not always correlate to overarching goals, or may not always be meaningful or effective. Student fails to communicate effectively with other group members in order to address project's shortcomings.
0	Student fails to conduct activities that address needs of overarching goals. Activities are poorly planned. No one has emerged as a leader in the group and the group works poorly to address needs of service learning project.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Proper analytical skills are essential in determining the best solutions to complex problems.	EQ1: Why is it important to consider various perspectives and resources to create meaningful and effective solutions to complex problems?
EU2: Interpersonal and communication skills are necessary to effectively solve problems.	EQ2: How can one's interpersonal and communication skills contribute to the successes or failures of a service learning project?
EU3: Reflecting on the successes and failures of activities, and readjusting plans to account for these successes and failures is necessary to the overall success of the service learning project.	EQ3: Why is reflecting on the successes and failures of activities integral to the overall success of a service learning project?

NJCCCS & COMMON CORE STANDARDS
NJCCCS.9-12.9.1.12.B.3 - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
NJCCCS.9-12.9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
NJCCCS.9-12.9.1.12.C.1 - Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
NJCCCS.9-12.9.1.12.2 -Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
NJCCCS.9-12.9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
EU1, EQ1 EU2, EQ2 EU3, EQ3 9.1.12.B.3 9.1.12.C.1 9.1.12.C.5 WHST.11-12.7 DOK 3, 4	Students will create and conduct activities in support of overarching goals. Overarching goals will vary according to individual or group service learning projects. Examples of activities include working with elementary or middle school students as peer tutors or delivering lessons to elementary or middle school students on different topics. Students may also partner with local organizations or charities to raise awareness of needs in the community, donate time, etc. Students may select to work with special student populations within CNHS (e.g., LLD or ELL students) as peer tutors, mentors, etc.
EU1, EQ1 EU2, EQ2 EU3, EQ3 9.1.12.B.3 RH.11-12.7 WHST.11-12.7 DOK 3, 4	Students will write individual and group reflections identifying the successes and failures of their activities and whether they are meeting the expectations of their service learning projects.
EU1, EQ1 EU2, EQ2 EU3, EQ3 9.1.12.B.3 RH.11-12.7 WHST.11-12.7 DOK 3, 4	Students will create a research project based on service learning topic. Research project could directly or indirectly relate to service learning topics.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Working in service learning groups, students will design a timeline, budget and assign jobs to help projects to run smoothly and effectively.	Timeline to identify when various service learning activities will take place Expenses associated with the service learning project Responsibilities of each group member in fulfilling activities and goals DOK 1	Determine in detail the various job responsibilities of each group member Design a budget Create a timeline DOK 2, 4
Students will create and execute activities in support of overarching goals.	Contacts in the community who are necessary to executing activities in support of service learning project Checklist of events, etc. necessary to carry out activities. DOK 1	Design and conduct activities meant to address or alleviate the needs identified in overarching goals of service learning project DOK 4
Students will write weekly reflections that evaluate the effectiveness of their actions in working toward fulfilling goals of service learning objectives.	Problems associated with service learning activities and identify potential solutions through reflection. DOK 1	Analyze and critique the effectiveness of service learning project's goals and activities DOK 4
Students will produce monthly group reflections that evaluate the effectiveness of activities completed in achieving overarching goals. An effective reflection should identify how the group works well together to accomplish effective, meaningful activities, as well as identify ways the group can improve its' performance.	Problems associated with service learning activities and identify potential solutions through reflection. DOK 1	Describe and cite evidence of effective and ineffective activities DOK 3
Students will highlight an issue pertinent to their service learning projects through the research and writing a paper/presentation.	Correctly format a Works Cited page Identify when to correctly use parenthetical citations DOK 1	Conduct sustained research projects to synthesize multiple sources on service learning project Draw evidence from informational texts to support analysis, reflection, and research Recognize when information should be quoted or paraphrased DOK 3, 4

LPS SENIOR SEMINAR
UNIT 3: CREATION, IMPLEMENTATION AND IMPACT OF PUBLIC POLICY ON SERVICE   **SUGGESTED DURATION: 30 WEEKS**
LEARNING PROJECTS

UNIT OVERVIEW	
UNIT LEARNING GOALS	
Students will be able to describe the various ways governmental and non-governmental institutions impact the creation and implementation of public policy that relate to their service learning projects.	
UNIT LEARNING SCALE	
4	Based on student assessment of public policy as it relates to one's service learning project, the students will create and execute activities that directly support or challenge those policies.
3	The student will evaluate the creation and implementation of public policy to predict its potentially positive or negative impacts on society. Student will determine the effects of beneficial or detrimental public policy as they relate to specific service learning project.
2	The student can complete all score 3 performances with guidance.
1	The student requires extensive assistance in order to reach the learning goal.
0	Even with help, the student does not exhibit understanding of how public policy was created and implemented, nor its potential to have a positive or negative impact on society. Student fails to make a connection between public policy and their service learning project.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Government and non-governmental institutions impact creation, implementation, and impact of public policy in both positive and negative ways.	EQ1a: How do governmental and non-governmental institutions impact the creation and execution of public policy? EQ1b: How can public policy positively or negatively impact society?

NJCCCS & COMMON CORE STANDARDS
NJCCCS.9-12.6.3.12.C.1 - Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.
NJCCCS.9-12.6.3.12.D.1 -- Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
WHST.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST. 11-12.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
WHST. 11-12.9 - Draw evidence from informational texts to support analysis, reflection, and research.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
EU1, EQ1a,b 6.3.12.D.1 RH.11-12.1 WHST.11-12.6 WHST.11-12.7 WHST.11-12.8 WHST.11-12.9 DOK 3	Students will create and execute a multimedia presentation that identifies the governmental and non-governmental agencies, and the policies created by those agencies that positively and negatively impact their service learning projects.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	Outline information to be included in paper DOK 1	Analyze in detail the central ideas or information in a primary and secondary source DOK 4
Cite specific textual evidence to support analysis of primary and secondary sources.	Quotes versus paraphrases Parenthetical citations Works Cited page Primary source analysis Secondary source analysis DOK 1	Cite specific, appropriate textual evidence DOK 3
Students will review how various governmental and non-governmental agencies operate, and determine how specific agencies may positively and/or negatively impact service learning projects.	Responsibilities of specific governmental and non-governmental agencies that have an impact on service learning projects Examples of recent public policy that impact service learning projects DOK 1	Analyze public policy to determine whether it has a positive or negative impact on service learning projects. DOK 4

UNIT OVERVIEW

UNIT LEARNING GOALS

Students will evaluate successes and shortcomings of their first service learning project to justify its continuation or create a new, more effective service learning project. Students creating new projects will conduct research that more effectively assesses needs within the community, and then create more meaningful service learning projects to address those needs.

UNIT LEARNING SCALE

4	In addition to everything in 3, students have critiqued performance to date and modified activities to improve overall quality of project. If necessary to create new service learning project, a student has identified the contacts and resources needed to execute the activities for their service learning projects. A student anticipates potential problems or obstacles one may face in executing service learning projects and consider ways to modify activities in order to attain overarching goals.
3	The student evaluated the successes and shortcomings of first service learning project to make any necessary adjustments to improve performance. If necessary to create a new service learning project, student will conduct research to assess needs in the community and create a service learning project that effectively addresses those needs. A student will outline overarching goals and plan viable, practical activities to execute in conjunction with goal(s).
2	Assess needs in the community and create a service learning project that addresses needs or problems. Students may identify overarching goal(s) but needs help identifying viable, practical activities to execute in conjunction with goal(s).
1	The student needs assistance in creating a service learning project with overarching goal(s) and viable, practical activities to execute in conjunction with goal(s).
0	Even with help, the student does not differentiate between community service and service learning. Needs help identifying real needs in the community and creating a service learning project to address those needs.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Evaluating and critiquing the successes and shortcomings of overarching goals and activities is necessary to identify ways to improve practices contributing to the overall effectiveness of service learning project.	EQ1: Why is it necessary to critique ongoing practices to improve overall effectiveness of service learning project?
EU2: Identifying overarching goals and planning viable, practical activities to execute in conjunction with goals are essential components of the service learning project.	EQ2a: How do I assess needs within my community? EQ2b: How do I determine an overarching goal? EQ2c: How do I turn a needs assessment into a plan? EQ2d: How can I tell if my plan is a viable one?

NJCCCS & COMMON CORE STANDARDS
NJCCCS.9-12.9.1.12.1 - The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
NJCCCS.9-12.9.1.12.A.1 - Apply critical thinking and problem-solving strategies during structured learning experiences.
NJCCCS.9-12.9.1.12.B.3 - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
NJCCCS.9-12.9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
NJCCCS.9-12.9.1.12.C.1 - Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
NJCCCS.9-12.9.1.12.2 -Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
NJCCCS.9-12.9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

COMMON ASSESSMENT	
ALIGNMENT	DESCRIPTION
EU1, EQ 1 EU2, EQ 2a,b,c, d 9.1.12.A.1 9.1.12.B.3 RH.11-12.7 WHST.11-12.4 WHST.11-12.5 DOK 3, 4	Based on data analysis and prior weekly reflections, students will evaluate the effectiveness of service learning projects. Students will also evaluate whether their groups efficiently and effectively communicated and executed activities in support of service learning goals. Students may continue to create and execute effective activities in support of overarching goals, or create a new service learning project that more effectively address a real need in the community. New service learning projects will identify a mission statement, overarching goal(s) and activities in support of goal(s).

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Students will reflect upon the effectiveness of service learning projects to determine whether the activities they completed helped achieve overarching goals. Additionally, students will reflect upon whether they worked effectively and efficiently. Based on this analysis, students will choose to continue working on current service learning project or select to create a new project.	Responsibilities of each group member in fulfilling activities and goals Problems associated with service learning activities and identify potential solutions through reflection. DOK 1	Analyze and critique the effectiveness of service learning project's goals and activities Evaluate how effective the group works after comparing and contrasting job responsibilities DOK 3, 4
Working in small groups of their own choosing and based on shared interests, each group will continue to create and execute activities in support of overarching goals.	Contacts in the community who are necessary to the success of your service learning project Responsibilities of each group member in fulfilling activities and goals DOK 1	Design and conduct activities meant to address or alleviate the needs identified in overarching goals of service learning project DOK 4
Working in small groups of their own choosing and based on shared interests, each group will create a service learning project proposal that identifies group's mission statement, overarching goals and suggested activities to be executed in support of goals.	Contacts in the community who are necessary to the success of your service learning project Responsibilities of each group member in fulfilling activities and goals DOK 1	Design and conduct activities meant to address or alleviate the needs identified in overarching goals of service learning project DOK 4

UNIT OVERVIEW	

UNIT LEARNING GOALS	
Students will implement effective service learning projects to address those needs, while continually reflecting and project's successes and shortcomings, and demonstrating effective leadership, interpersonal skills, analytical and problem-solving abilities.	

UNIT LEARNING SCALE	
4	In addition to score 3 performances, student can anticipate and plan for potential setbacks and shortcomings. Student can utilize community resources to meet the needs of one's service learning project, or one can adjust the requirements of service learning project in order to create more realistic goals.
3	Upon reflecting why one's initial service learning project (goals and/or activities) was ineffective, the student will arrive at understanding the types of goals and/or activities that lead to greater chances for success. Student will observe how and why other students were successful in creating and carrying out service learning projects. Based on self-reflection and the observation and analysis of other service learning projects, the student will determine how to plan for a more successful service learning project and the goals/activities in support of that project. OR Student will continue to plan and execute activities in support of service learning project's overarching goals. Based on success in achieving certain goals up to this point, student will consider ways to expand scope of project to include new, more rigorous goals and activities.
2	Student can complete all score 3 performances with minor mistakes.
1	Student conducts activities that do not always correlate to overarching goals, or may not always be meaningful or effective. Student fails to communicate effectively with other group members in order to address project's shortcomings.
0	Student fails to conduct activities that address needs of overarching goals. Activities are poorly planned. No one has emerged as a leader in the group and the group works poorly to address needs of service learning project.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
EU1: Proper analytical skills are essential in determining the best solutions to complex problems.	EQ1: Why is it important to consider various perspectives and resources to create meaningful and effective solutions to complex problems?
EU2: Interpersonal and communication skills are necessary to effectively solve problems.	EQ2: How can one's interpersonal and communication skills contribute to the successes or failures of a service learning project?
EU3: Reflecting on the successes and failures of activities, and readjusting plans to account for these successes and failures is necessary to the overall success of the service learning project.	EQ3: Why is reflecting on the successes and failures of activities integral to the overall success of a service learning project?

NJCCCS & COMMON CORE STANDARDS
NJCCCS.9-12.9.1.12.B.3 - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
NJCCCS.9-12.9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
NJCCCS.9-12.9.1.12.C.1 - Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.
NJCCCS.9-12.9.1.12.2 -Leadership abilities develop over time through participation in groups and/or teams that are engaged in challenging or competitive activities.
NJCCCS.9-12.9.1.12.C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
WHST.11-12.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
EU1, EQ1 EU2, EQ2 EU3, EQ3 9.1.12.B.3 9.1.12.C.1 9.1.12.C.5 WHST.11-12.7 DOK 3, 4	Students will create and conduct activities in support of overarching goals. Overarching goals will vary according to individual or group service learning projects. Examples of activities include working with elementary or middle school students as peer tutors or delivering lessons to elementary or middle school students on different topics. Students may also partner with local organizations or charities to raise awareness of needs in the community, donate time, etc. Students may select to work with special student populations within CNHS (e.g., LLD or ELL students) as peer tutors, mentors, etc.
EU1, EQ1 EU2, EQ2 EU3, EQ3 9.1.12.B.3 RH.11-12.7 WHST.11-12.7 DOK 3, 4	Students will write individual and group reflections identifying the successes and failures of their activities and whether they are meeting the expectations of their service learning projects.
EU1, EQ1 EU2, EQ2 EU3, EQ3 9.1.12.B.3 RH.11-12.7 WHST.11-12.7 DOK 3, 4	Students will create a research project based on service learning topic. Research project will directly or indirectly relate to service learning topics.

SUGGESTED STRATEGIES		
ACTIVITIES	DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE
Working in service learning groups, students will design a timeline, budget and assign jobs to help projects to run smoothly and effectively.	Timeline to identify when various service learning activities will take place Expenses associated with the service learning project Responsibilities of each group member in fulfilling activities and goals DOK 1	Determine in detail the various job responsibilities of each group member Design a budget Create a timeline DOK 2, 4
Students will create and execute activities in support of overarching goals.	Contacts in the community who are necessary to the success of your service learning project "To do" lists necessary to carry out activities. DOK 1	Design and conduct activities meant to address or alleviate the needs identified in overarching goals of service learning project DOK 4
Students will write weekly reflections that evaluate the effectiveness of their actions in working toward fulfilling goals of service learning objectives.	Problems associated with service learning activities and identify potential solutions through reflection. DOK 1	Analyze and critique the effectiveness of service learning project's goals and activities DOK 4
Students will produce monthly group reflections that evaluate the effectiveness of activities completed in achieving overarching goals. An effective reflection should identify how the group works well together to accomplish effective, meaningful activities, as well as identify ways the group can improve its' performance.	Problems associated with service learning activities and identify potential solutions through reflection. DOK 1	Analyze and critique the effectiveness of service learning project's goals and activities DOK 4
Working in service learning groups, students will highlight an issue pertinent to their service learning projects through the research, development and presentation of multimedia project.	Recognize when information should be quoted or paraphrased Identify when to correctly use parenthetical citations DOK 1	Conduct sustained research projects to synthesize multiple sources on service learning project Draw evidence from informational texts to support analysis, reflection, and research DOK 3, 4