



# Course of Study/ Service Learning Standards.

*Remember that the happiest people are not those getting more, but those giving more.*  
- H. Jackson Brown



***Dear Teen Leadership Corps instructor:***

*In the age of teacher accountability, we wanted to be sure that as an organization, Teen Leadership Corps provided you with the tools that you will need to effectively instruct and justify this course in your school district.*

*Today's educational processes are defined by curriculum maps, benchmarks, indicators, and state standards. We have taken a look at both the federal standards for service learning and the state standards for the four content areas and have come up with a list of learning objectives you can use in your lesson plans for this course.*

*We do not want your decision to teach this class at your school to be something you come to regret, nor do we wish for your teaching of it to be scrutinized in any way .*

*This document will provide the justification for exactly why this course is not only going to benefit the students, but it will benefit the school and community as well.*

*This document is not a BIBLE by which you must live by...but rather a document to give you some starting points. Where you end up is completely up to you and the students in your classroom.*

**COMPONENTS OF SERVICE-LEARNING**

<b><i>Preparation:</i></b>	Setting objectives for the skills to be learned, participating in an orientation or training with the organization, and preparing to enter the community.
<b><i>Action:</i></b>	Engaging in the service work that is required in the course.
<b><i>Reflection:</i></b>	Taking time after the service work is completed to actively think about the experience in terms of personal insights, community issues, and the academic objectives in the course.
<b><i>Evaluation:</i></b>	Assessing learning that occurred through reflection on service work, course assignments, and discussions in class.

**GENERAL SERVICE-LEARNING GUIDELINES*****The service-learning experience:***

- Provides meaningful work experiences for the student related to course objectives and meeting a community-defined need
- Is academically rigorous, including clear learning goals for the student and explicit community learning goals from the service experience
- Establishes guided critical reflection opportunities (oral, written, artistic, audio/visual, electronic, and/or group processing) in the course
- Provides the student with a mentor (resource) at the community partner or organization to enhance student learning and student development
- Includes orientation, training, supervision, monitoring, and evaluation to meet service and learning goals
- Intentionally explores the relationships between power, privilege, prejudice, oppression, root cause of inequity, social justice, the service in which the student is engaged, as well as the academic content the student is studying

- Provides formal and informal evaluations throughout the experience and a final assessment from both the student and organization/mentor
- Supports the academic experience of the student, while rooted in the curriculum, and the mission of Teen Leadership Corps

## SERVICE-LEARNING STANDARDS

### *An effective program:*

- Engages students in responsible and challenging actions for the common good
- Provides structured opportunities for students to reflect critically on their service experience
- Articulates clear service and learning goals for everyone involved
- Allows for those with needs to define those needs
- Clarifies the responsibilities of each person and or ganization involved
- Matches service providers and service needs through a process that recognizes changing circumstances
- Expects genuine, active, and sustained or ganizational commitment
- Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals
- Insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved
- Is committed to program participation by and with diverse populations

## Principles of Good Practice in Community-Service-Learning Pedagogy

- Principle 1:** Academic credit is for learning, not for service.
- Principle 2:** Do not compromise academic rigor.
- Principle 3:** Set learning goals for students.
- Principle 4:** Establish criteria for the selection of community service placements.
- Principle 5:** Provide educationally sound mechanisms to harvest the community learning.
- Principle 6:** Provide supports for students to learn how to harvest the community learning.
- Principle 7:** Minimize the distinction between students' community learning role and the classroom learning role.
- Principle 8:** Rethink the faculty instructional role.
- Principle 9:** Be prepared for uncertainty and variation in student learning outcomes.
- Principle 10:** Maximize the community responsibility orientation of the course.

**Service Learning: Federal Definition*****What is Service-Learning?***

Service-learning combines service to the community with student learning in a way that improves both the student and the community. According to the National and Community Service Trust Act of 1993: (23) SERVICE-LEARNING— The term ‘service-learning’ means a method:

- A) Under which students or participants learn and develop through active participation in thoughtfully or ganized service that—
1. is conducted in and meets the needs of a community
  2. is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community
  3. helps foster civic responsibility
- (B) A method that:
1. is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled
  2. provides structured time for the students or participants to reflect on the service experience

**Cross Curricular Ohio Standards****English / Language Arts**

1. Apply reading comprehension strategies to understand grade appropriate texts.
2. Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).
3. Use appropriate self-monitoring strategies for comprehension.
4. Critique the effectiveness and validity of arguments in text and whether they achieve the author ’s purpose.
5. Synthesize the content from several sources on a single issue or written by a single author , clarifying ideas and connecting them to other sources and related topics.
6. Critique an author ’s style.
7. Formulate writing ideas and identify a topic appropriate to the purpose and audience.
8. Select and use an appropriate or ganizational structure to refine and develop ideas for writing.
9. Use a variety of strategies to revise content, or ganization and style, and to improve word choice, sentence variety, clarity and consistency of writing.
10. Apply editing strategies to eliminate slang and improve conventions.