



# PLANNED COURSE STATEMENT

<b>Course Title:</b> Service Learning	<b>Grade Level(s):</b> 9 – 12
<b>Length of Course:</b> 1 trimester	<b>Credit Area:</b> Elective
<b>Prerequisite:</b> Around the World and the Local Community	<b>Amount of Credit:</b> .5
<b>Adopted/Supplemental Materials:</b> Geographic text books, atlases, internet, community documents and resources.	
<b>Dual Credit Articulation:</b> none	

**COURSE DESCRIPTION:** This course is designed to allow students to experience service learning in their own community in order to gain personal growth as well as to obtain professional skills. Examples of these skills might include (but are not limited to) landscaping, painting, public speaking and other presentation skills. Students will be working with community members to apply decision making and problem solving techniques as well as using effective team work to implement their specific community service project. Students will use leadership skills to implement their project with the help of other classmates. The knowledge of the community that students gained in *Around the World and the Local Community* will provide the basis for seeing their vision for the community through to a reality.

**COURSE GOALS:**

Students will:

1. Understand how differing points of view, self-interest and distribution of local natural resources will play a role in community relationships.
2. Understand the geographic results of resource use and management programs and policies.
3. Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural or environmental factors.
4. Understand how humans affect the physical environment.
5. Understand how physical characteristics in the environment and changes in the environment affect human activities.
6. Researching, organizing, implementing and presenting their own community service project to community members.
7. Create a visual as well as an oral presentation using various modes such as PowerPoint, pictures, videos, scrapbooks, presentation boards and journals.

**ASSESSMENT STRATEGIES:** Daily work, starter activities, participation, oral and written student presentations on specific concepts and processes, notebook or journals.

**ACCOMMODATIONS AND MODIFICATIONS:** Any student who feels the course is moving too slowly and demonstrates mastery of the subject matter by consistently exceeding expectations for regular assignments is encouraged to meet with the teacher for more rigorous assignments. More rigorous work will include alternate assignments, NOT ADDED ASSIGNMENTS, will be offered and graded using the same standards for any work completed by any other student in the class. Conversely, a student with an IEP who needs more time to complete the work may have assignments modified to meet his/her needs.

**CAREER RELATED LEARNING STANDARDS:** Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision-making and problem-solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give and receive information, acquire, use, and transfer information, assess the relationship of educational achievement to career goals, research and analyze career options, assess characteristics related to personal, educational, and career goals, demonstrate academic knowledge and technical skills required for successful employment.