

CTE Standards Unpacking
Service-learning

Course: Service-learning

Course Description: Capstone: Service-learning utilizes a flexible method of teaching and learning that applies academic and real-world skills to create meaningful youth led experiences with community partnerships. The goal of service-learning is to empower youth to become engaged in their personal, social, and working lives. Capstone: Service-learning is a course which blends academic learning with career interests and pathways while engaging students in service. Capstone: Service-learning is more than community service or volunteerism. Students engage in a project that is carried out over an extended period of time and that mutually benefits the student and community.

Career Cluster: All

Prerequisites: None; Recommended: Foundational CTE Course(s)

Program of Study Application: Capstone: Service-learning is a capstone experience at the secondary level. Capstone: Service-learning would follow coursework in any career cluster and may precede enrollment in a postsecondary program.

INDICATOR #SLE 1: Students will develop skills in employability and identify area of career interest.		
SUB-INDICATOR 1.1 (Webb Level: 2 Skill/Concept): Develop a professional work ethic		
SUB-INDICATOR 1.2 (Webb Level: 1 Recall): Connect career interests to service-learning		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Develop communication skills		
Knowledge (Factual): -Professional work ethic -Employment skills -Communications skills	Understand (Conceptual): -Importance of Service-learning toward employability and workplace environments -Importance of connections between personal interests and service-learning opportunities. -How service commitments can enhance employment skills (attendance, initiative, cooperation, responsibility, accountability, self-	Do (Application): -Explore career opportunities by engaging in service projects -Practice communication skills in the service setting -Complete an interest inventory -Evaluate service-learning scenarios for employment skill competencies

	management, problem solving, integrity, honesty)	
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create an artifact that demonstrates connection between student interest area and applied service project. • Exhibit professional employment skills as assessed by community partner evaluation. 		
Academic Connections		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>11-12 W. 4. -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Present and reflect upon results of interest inventory (report, presentation, video, journal entries)</p>	

INDICATOR #SLE 2: Students will prepare a plan for a service-learning project.		
SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Assess needs within the community		
SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Develop optional meaningful and personally relevant service activities		
SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Hypothesize attainable and visible outcomes that are valued by those being served		
SUB-INDICATOR 2.4 (Webb Level: 3 Strategic Thinking): Establish a collaborative, shared vision and plan		
<p>Knowledge (Factual):</p> <p>-Components of an effective service-learning plan:</p> <p>-investigation -planning and preparation -action -reflection -demonstration of results and celebration</p>	<p>Understand (Conceptual):</p> <p>-Significance of best practices for service-learning</p> <p>-How to form an effective partnership</p> <p>-How effective service-learning provides reciprocal benefits</p>	<p>Do (Application):</p> <p>-Assess needs of the community</p> <p>-Form a partnership with stakeholders/ organizations</p> <p>-Establish a shared vision with attainable and visible outcomes</p>

<p>-Components of a needs assessment</p> <p>-Components of a budget</p> <p>-Needs of the community</p> <p>-Visible outcome</p>		
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create a basic needs artifact (report, presentation) • Create a plan for a service-learning project. • Establish and facilitate meetings with the partner about the service-learning strategy. • Create a budget that corresponds with the learning project. 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>11-12 W. 4. -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>11-12 M.Q. 1. -Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>11-12 .SL.1. -Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Create a basic needs report</p> <p>-Create a coherent project plan including plan components</p> <p>-Facilitate a meeting with stakeholders</p>	

their own clearly and persuasively

INDICATOR #SLE 3: Students will develop community partnerships that aid in implementation of service-learning.

SUB-INDICATOR 3.1 (Webb Level: 2 Skill/Concept): Identify a variety of partners

SUB-INDICATOR 3.2 (Webb Level: 3 Strategic Thinking): Identify and analyze different points of view to gain understanding of multiple perspectives

Knowledge (Factual):

-Different types of partners (youth, educators, families, community members, community-based organizations and/or businesses.)

-Different perspectives that exist in their community (e.g., cultural, socio-economic, generational)

Understand (Conceptual):

-How diversity of perspectives and experiences shape communities

Do (Application):

-Conduct research (surveys, interviews)

-Solicit diverse partnerships and relationships

-Reflect on the role that different perspectives have on service activity (journal entry, blog post, video)

Benchmarks:

Students will be assessed on their ability to:

- Generate a partnership agreement with partners/stakeholders.
- Complete a journal entry that reflects the effect of diversity on service-learning.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

11-12 W. 4. -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Sample Performance Task Aligned to the Academic Standard(s):

-Create an agreement form or memorandum of understanding

INDICATOR #SLE 4: Students will implement service-learning plan.		
SUB-INDICATOR 4.1 (Webb Level: 3 Strategic Thinking): Gather evidence from multiple sources throughout the experience		
SUB-INDICATOR 4.2 (Webb Level: 2 Skill/Concept): Apply evidence to improve service-learning project		
Knowledge (Factual): -Procedures for gathering evidence -Techniques for modifying the service plan for success	Understand (Conceptual): -How to adapt and change a strategy -Value of ongoing evaluation for optimal project benefit	Do (Application): -Gather evidence from multiple sources using various mediums (surveys, emails, interviews) -Adjust strategy based on evidence -Communicate changes to stakeholders.
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> • Submit midpoint strategy review that demonstrates changes made for project improvement. • Production of electronic and written communications to inform stakeholders of changes. 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): 11-12.W..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 11-12 SL.1.-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively	Sample Performance Task Aligned to the Academic Standard(s): -Create a summary of revisions to the service-learning plan (report, presentation, blog post) -Disseminate electronic communications with stakeholders (emails, community presentations, surveys, letters)	

INDICATOR #SLE 5: Students will evaluate the service-learning experience through a final product or presentation.

SUB-INDICATOR 5.1 (Webb Level: 4 Extended Thinking): Analyze personal growth such as changes in leadership qualities and self-awareness

SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking): Analyze one's role as a citizen within the community and how he/she contributes to society

SUB-INDICATOR 5.3 (Webb Level: 4 Extended Thinking): Evaluate the quality and effectiveness of the experience

SUB-INDICATOR 5.4 (Webb Level: 3 Strategic Thinking): Present service-learning results

Knowledge (Factual):	Understand (Conceptual):	Do (Application):
-Elements of good citizenship -Elements of good leadership qualities -Measurable impact of service-learning project -Elements of a good presentation	-How service experience impacts personal growth and leadership maturity -Value of recognition and appreciation for failure in a service experience -Importance of opportunities for improvement -Importance of role as an altruistic, engaged citizen	-Complete post-project personal growth evaluation (journal entry, report, video) -Compare and contrast perception of the service project outcomes with that of the community stakeholders -Collect and measure project impact -Complete post-project evaluation -Deliver a presentation of service-learning results

Benchmarks:

Students will be assessed on their ability to:

- Present service-learning results

Examples:

Video
 Blog
 Slideshow presentation
 Portfolio
 Podcast
 Community presentation

- Exhibit a reciprocally beneficial project as indicated by community partner feedback.

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard)	Sample Performance Task Aligned to the Academic Standard(s):
<p>11-12 W. 4. -Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>11-12 L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>11-12 SL.4 -Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks</p>	<p>-Deliver a written, oral, and/or digital presentation about the service-learning project to multiple stakeholders (presentation, report, video)</p> <p>-Analyze evidence and present impact results in presentation to project stakeholders</p> <p>-Provide recommendations for future improvement and/or implications of evidence during presentation to stakeholders (Presentation)</p>

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

- SD Dept. Of Ed. Service-Learning Toolkit: <http://doe.sd.gov/octe/servicelearning.aspx>
- Service-learning Clearinghouse: <https://gsn.nylc.org/clearinghouse>
- National Youth Leadership Council: <https://nylc.org/>
- SkillsUSA: <https://www.skillsusa.org/>
- Teaching Tolerance: <https://www.tolerance.org/>
- Global Service-learning: <https://compact.org/global-sl/>