

# Service Learning Certification Form

On Campus  
 Off Campus

## SECTION 1

Instructor(s):

School:

Course: United States History

Department: Social Studies

Period(s) Participating

Grade Level(s): 11<sup>th</sup> Grade

Project Name: Recycling Technological Waste

Anticipated # of students:

Date Submitted:

## SECTION 2 Project Description:

When studying the technological developments since 1945, students will look at the problems created by disposable products. These products include print cartridges, batteries, broken calculators and computers. There are a number of community agencies that recycle such products. The students can select a product and conduct a school wide drive to collect these products and take them to an agency that will see that the material in these products is recycled.

## SECTION 3 Community Need(s):

Many municipalities face the problem of disposing of technological waste. The material in these products can be recycled and thereby make better use of the resources used to create them. Students need to develop a greater awareness of the benefits of recycling.

## SECTION 4 Community Partner(s):

U.S. Environmental Protection Agency, local government agencies involved in recycling, corporations that have recycling programs, local environment groups that do recycling projects.

## SECTION 5 Student Voice

- Students determine which product will be the focus of their recycling campaign.
- Students decide how best to motivate students to recycle this product.
- Students will develop a plan for collecting this product.
- Students will select the recycling agency they will involve in the project.

## SECTION 6 California Content/Skill Standard(s)

History/Social Science

11.8 Students analyze the economic boom and social transformation of post-World War II America

Language Arts

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

(OVER)

**SECTION 7 Project Components:**

- Students will research significant technological changes since 1945.
- Students research problems created by technological waste.
- Students determine what products most students at their school throw away.
- Students decide on which product to focus their recycling project.
- Students contact recycling partners- agencies, companies.
- Students plan a campaign including, posters, announcements, articles in school paper.
- Students select a time period in which to collect the recyclable items.
- Students collect items and bring to recycling agency.
- Students write a reflection on what they have accomplished.

**SECTION 8 Reflection Prompts**

- Students write a reflective essay on why students don't normally think about recycling.
- Students will write a reflection on whether the project changed students' habits.
- Students will write a reflection on how or if their attitudes toward recycling changed because they participated in this project.

**SECTION 9 Outcomes and Assessments:**

- Students will be able to identify the significant technological changes that have taken place since 1945.
- Students will demonstrate research skills by being able to determine the major sources of technological waste.
- Students will exhibit organizational skills by being able to conduct a recycling campaign.
- Students will display writing and oral language skills by communicating with other students about the need to recycle.

**SECTION 10 Accommodations/Support for Diverse Learners:**

- Appropriate tasks will be assigned to all students.
  - Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
  - Locations will be accessible. When not available alternative sites will be sought.
  - Each member of the group will have an equal opportunity to make significant contributions to the project.
  - Students with IEPs will be identified and individual needs will be addressed.
- I agree to the above accommodations for diverse service learners. Initials\_\_\_\_\_**

**SECTION 11 Administrator Comment(s) / Recommendations:**

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Teacher Signature

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
 Principal or designee Signature

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**Original to:** \_\_\_\_\_ APSCS      **Copies to:** \_\_\_\_\_ SIS Coordinator      \_\_\_\_\_ Teacher(s)