

# Service Learning Certification Form

\_\_\_ On Campus  
\_\_\_ Off Campus

## SECTION 1

<u>Instructor(s):</u>	<u>School:</u>
<u>Course:</u> United States History	<u>Department:</u> Social Studies
<u>Period(s) Participating</u>	<u>Grade Level(s):</u> 11
<u>Project Name:</u> Citizenship Test Project	<u>Anticipated # of students:</u>
	<u>Date Submitted:</u>

## SECTION 2 Project Description:

While studying immigration to the United States in the 1990s, students will learn about the naturalization process and prepare lessons to be given to adult school citizenship classes. These lessons will help prepare the adult school students for their citizenship test. The lessons will include handouts in English, Spanish and other languages that might be relevant. Students will also present the lessons in several languages to meet the needs of the adult students.

## SECTION 3 Community Need(s):

Many of the students attending adult school in the communities in which our schools are located are preparing to become citizens. There is a need to help these students understand the basic principles of our system of government and the major events that have shaped our history.

## SECTION 4 Community Partner(s):

Immigration and Naturalization Service, Los Angeles Unified School District, Constitutional Rights Foundation, Center for Civic Education

## SECTION 5 Student Voice

- Students will determine what parts of the citizenship test should receive the most attention. They will then focus their lessons on these parts of the test.
- Students will determine how to present the lessons-dramatic presentation, lecture, game show etc.
- Students will determine the format and content of the handouts.
- Students will assign the tasks.
- Students will write a reflective essay on the experience.

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

History/Social Science

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

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 study the major wave of immigration to the United States.
- Students research the steps toward naturalization.
- Students obtain copies of test questions from the INS.
- Students assign tasks.
- Students divided up test questions and decide how they will be taught.
- Students contact the citizenship teacher in the adult school to schedule lessons.
- Students create lessons and handout materials.
- Students present lessons.

**SECTION 8 Reflection Prompts**

- Students will write an essay about whether immigrants seeking citizenship should have to take test when native born citizen do not.
- Students will write an essay about whether they were able to help the adult school students prepare for their citizenship test.

**SECTION 9 Outcomes and Assessments:**

- Students will be able to describe the major waves of immigration to the United States and explain the reasons various groups immigrated.
- Students will exhibit an understanding of the principles of our government and key events in American history by preparing lessons and handout materials based on the citizenship test.
- Students will exhibit an ability to communicate ideas and historical information by presenting lessons to citizenship class students.
- Student in the citizenship class will be able to pass the citizenship test as a result of being instructed by United States History students.

**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

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

