

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):

Project Name: Community Heritage Tour

Anticipated # of students:

Date Submitted:

SECTION 2 Project Description:

Students will create a pamphlet describing the significant landmarks in their community. The pamphlet will include a map giving directions to each landmark, thus creating a local heritage tour. They will focus on at least 5 landmarks built between 1920 and 1970. They will determine the historic significance of each landmark to the history of the city and the community. The pamphlets will be distributed in the school library and local branches of the public library.

SECTION 3 Community Need(s):

As communities change, new residents are often not aware of the historic significance of many of the local buildings and landmarks. Students are often unaware that buildings they pass everyday are an important part of the history of the city and their neighborhood. This project allows students to share their knowledge of the community with other students and residents. This knowledge will lead to a greater desire to preserve historically important landmarks.

SECTION 4 Community Partner(s):

Save Our History program of the History Channel, Southern California Historical Society, local historical societies.

SECTION 5 Student Voice

- Students will determine which buildings and landmarks in their community have the most historic significance,
- Students will decide how many sites should be included in the tour and in what order they should be visited.
- Students will decide the format of the pamphlet.

SECTION 6 California Content/Skill Standard(s)

History/Social Science

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s., 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, 11.7 Students analyze America's participation in World War II. 11.10 Students analyze the development of federal civil rights and voting rights.

Language Arts/Written and Oral English Language 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 time periods in which the community landmarks were created.
- Students make a list of buildings and landmarks in their community they think might have historic significance.
- Students research these landmarks and determine their historic significance. During their research they will also look for other sites that might be important.
- Students design the pamphlet and map. They determine how long it might take to get from one place to another.
- Students arrange to have the pamphlet distributed at the school library and local branches of the public library.
- Students write a reflective essay on their experience.

SECTION 8 Reflection Prompts

- Students write an essay on the value of learning about the history of your community.
- Students write an essay on how the project changed their attitude toward their community.

SECTION 9 Outcomes and Assessments:

- Students will be able to describe the major events that took place during the time periods in which landmarks in their community were created.
- Students will demonstrate an ability to conduct historical research by researching the history of their community.
- Students will display critical thinking skills by determining which historic sites in their community are most important and in what order they should be visited.
- Students will indicate an ability to use clear and concise language in describing the historic significance of each site.
- Students will demonstrate a knowledge of geography by creating the map.

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)