

# Service-Learning Certification Form

## Section 1

|   |                                   |
|---|-----------------------------------|
| <u>Instructor(s):</u>                               | <u>School:</u>                    |
| <u>Course:</u> Principles of American Democracy     | <u>Department:</u>                |
| <u>Period(s) Participating</u>                      | <u>Grade Level(s):</u> 12th       |
| <u>Project Name:</u> A Bill on Capitol Hill Project | <u>Anticipated # of students:</u> |
| <u>Date Submitted:</u>                              |                                   |

On Campus  
 Off Campus

## **SECTION 2 Project Description:**

As students are learning about how a bill becomes a law at the federal level, they will create booklets for 5<sup>th</sup> grade students explaining the process in a creative way. The booklets can be illustrated and be written in story form. Once the booklets are completed, a set can be sent to an elementary school for use in a 5<sup>th</sup> grade class.

## **SECTION 3 Community Need(s):**

Most voters have a very limited understanding of the legislative process. Exposing young children to a simplified explanation of the process can help them better understand the system when they reach 12<sup>th</sup> grade. The 12<sup>th</sup> grade students will need to determine the key elements of the process in order to write the booklet. Both sets of students will benefit from the project..

## **SECTION 4 Community Partner(s):**

Constitutional Rights Foundation, Center for Civic Education, local legislators offices.

## **SECTION 5 Student Voice**

- Students will decide on the most effective way of presenting the process of a bill becoming a law.
- Students will design the booklet and create the story and illustrations.
- Students will decide where the booklets should be sent.

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

History/Social Science  
12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.  
Language Arts  
2.0 Reading Comprehension (Focus on Informational 1.0 Written and Oral English Language Conventions  
Students write and speak with a command of standard English conventions Materials)  
2.0 Writing Applications (Genres and Their Characteristics  
Language Arts

(OVER)

**SECTION 7 Project Components:**

- Students will study the legislative process and determining what are the key steps.
- Students will create a draft of the booklet they will write.
- Through a peer review process, students will evaluate the drafts of other students.
- Students will make suggested changes and complete the booklets.
- Students will contact designated elementary schools and arrange to have the booklets delivered.

**SECTION 8 Reflection Prompts**

- Students will write an essay explaining why the public has such a limited understanding of the legislative process.
- Students will write a persuasive essay on whether or not the process is too complex. This will include recommendations for possible changes.

**SECTION 9 Outcomes and Assessments:**

- Students will be able to identify the key steps in the passage of a law.
- Students will be able to explain the process of passing a law in a creative and coherent style that would be appropriate to 5<sup>th</sup> grade students.
- Students will be able to evaluate how effective other students have been in explaining the legislative process.

**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 group member will have equal opportunities 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)

