

Service-Learning Certification Form

On Campus
 Off Campus

SECTION 1

Instructor(s): _____ School: _____
Course: Principles of Economics Department: _____
Period(s) Participating _____ Grade Level(s): 12th
Project Name: Campus Energy Savings Anticipated # of students: _____
Plan
Date Submitted: _____

SECTION 2 Project Description:

While studying the role of supply and demand in our economy, students will look at the costs of energy. Students will evaluate the use of electricity on campus. They will write a school energy plan to save on the costs of electricity. This will be a recommendation to the school administration.

SECTION 3 Community Need(s):

Energy costs are a major expense on high school campuses. Money saved on the cost of electricity at school could be used for other school needs.

SECTION 4 Community Partner(s):

Los Angeles Department of Water and Power, local energy conservations groups.

SECTION 5 Student Voice

- Students will decide how to determine whether the school is using electricity efficiently.
- Students will determine what steps can be taken to save on energy costs.
- Students will write an energy saving plan for the school.

SECTION 6 California Content/Skill Standard(s)

History/ Social Science
12.2 Students analyze the elements of America's market economy in a global setting.
Language Arts
Research and Technology
1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
1.8 Integrate databases, graphics, and spreadsheets into word-processed documents

(OVER)

SECTION 7 Project Components:

- Students will make a list of the most essential uses of electricity on campus.
- Students will determine the length of time essential electricity needs to be used on campus.
- Students will research the use of energy on campus and determine where waste exists.
- Students will look at ways to use electricity more efficiently on campus.
- Students will create an energy savings plan for the school.
- Students will present their plan to the school's administration.

SECTION 8 Reflection Prompts

Students will write a reflection on the following question:
 "Are students and staff on our campus aware of the amount of electricity that is being wasted?"
 Students will write a reflective essay on the following question:
 "What obstacles might get in the way of the school energy plan being fully implemented ?"

SECTION 9 Outcomes and Assessments:

- Students will be able to determine if the use of electricity on campus could be cut back.
- Students will be able to focus on areas of electrical use that are particularly excessive.
- Students will be able to write a clearly stated and practical plan for limiting the use of electricity on campus.

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

Original to: _____APSCS **Copies to:** _____SIS Coordinator _____Teacher(s)

