

Service-Learning Certification Form

___ On Campus
___ Off Campus

SECTION 1

Instructor(s):

School:

Course: Principles of American Democracy

Department:

Period(s) Participating

Grade Level(s): 12th

Project Name: Write to Your Legislator

Anticipated # of students:

Date Submitted:

SECTION 2 Project Description:

While students are studying the various levels and branches of government, they will look at the powers of each level of government. Students will select a problem to write about. They will decide whether this problem is best dealt with by the federal, state, or local government. They will research this problem and determine which legislator would be in the best position to solve it. They will then write a letter to that person explaining the problem and suggesting a solution.

SECTION 3 Community Need(s):

Legislators rely to a great extent on constituent mail. They need to hear from the public in order to decide how to cast their votes. If students understand which legislators deal with particular issues they are more likely to continue to write letters expressing their opinions.

SECTION 4 Community Partner(s):

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

SECTION 5 Student Voice

- Students will determine which problem they wish to write about.
- Students will decide what might be a good solution to that problem.
- Students will identify the legislator who would be in the best position to solve the problem.
- Students would compose a letter to the legislator.

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

1.0 Written and Oral English Language Conventions.

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

(OVER)

SECTION 7 Project Components:

- Students study the powers of the levels of government in a federal system.
- Students examine the role of each of the branches of government.
- Students decide what problem they wish to write about..
- Students research the current status of the problem.
- Students determine to which legislators they will write their letters.
- Students write letters to legislators.

SECTION 8 Reflection Prompts

- Students will create a cause and effect graphic organizer that indicates the factors that influence most legislators.
- Students will write a brief essay speculating on what effect their letter will have on the legislators' actions.

SECTION 9 Outcomes and Assessments:

- Students will be able to describe the key powers of each level of government
- Students will be able to explain the main responsibilities of each branch of the government.
- Students will be able to identify contemporary problems the might be solved by the government.
- Students will be able to write a clear, coherent, and persuasive letter.

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)

