

# Service Learning Certification Form

On Campus  
 Off Campus

## SECTION 1

Instructor(s):

School:

Course: Principles of American Democracy

Department: Social Studies

Period(s) Participating

Grade Level(s): 12th

Project Name: Constitution Fair

Anticipated # of students:

Date Submitted:

## SECTION 2 Project Description:

Students will create a "Constitution Fair " for a near-by middle school or other classes at their high school. This fair might be set up in the library. The fair will include booths with information about each part of the Constitution and how it applies to current events. At each booth the middle school students will learn about a part of the Constitution. This information may be conveyed orally, with display boards, using games, or any way the 11th graders think would be effective. Handouts will be given at each booth. A short quiz taken by the middle school classes might lead to prizes.

## SECTION 3 Community Need(s):

Many students have a limited knowledge of the Constitution. Their interest in current issues and civic engagement is limited by the amount of knowledge of the Constitution they have. The fair will be a great way for these students to gain a basic familiarity with the Constitution, and a way for the 11th graders to relearn the information in order to present it at the fair. Both sets of students benefit. The Constitution is a major unit of study in the 8<sup>th</sup> grade and the beginning of the 11<sup>th</sup> grade curriculum.

## SECTION 4 Community Partner(s):

Constitutional Rights Foundation, Center for Civic Education, Street Law, California Council for the Social Studies.

## SECTION 5 Student Voice

- Students will decide what sections of the Constitution they wish to highlight at the fair.
- Students will decide the most interesting ways to present the information.
- Students will design motivational techniques to get fair visitors to learn the material.
- Students design the arrangement of the booths.
- Students will determine what information will go into the handouts.

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

History/ Social Science

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

English/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 research the key sections of the Constitution and select those they believe are most important.
- Students are divided into groups. Each group will plan a booth for the fair centered on an important part of the Constitution.
- Students design booths and handouts.
- Students write a brief presentation they will give to the students who visit their booth.
- Students design a game or motivational strategy to get visiting students to learn about the Constitution.
- Students contact middle school or other classes in their school to invite them to the fair.
- Students set up and conduct fair.
- Students write an essay on what they learned about the Constitution and what they accomplished by holding the fair.

**SECTION 8 Reflection Prompts**

- Students write an essay about how their knowledge of the Constitution was increased.
- Students will write a reflection evaluating the effects on the students who attended the fair.

**SECTION 9 Outcomes and Assessments:**

- Students will demonstrate an understanding of the Constitution by creating informative and creative displays and handouts .
- Students will exhibit organizational skills by planning and conducting the fair.
- Students will display an ability to communicate clearly in writing and orally by creating clear and concise handouts and oral presentations about the Constitution.

**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)