

Red Bank Charter School

Grades 6-8 Service Learning Curriculum

Recommended Pacing Guide	
Unit 1: Investigate - Identify how to support the community - Brainstorm	3 weeks
Unit 2: Plan - Identify a project - Collaborate on solutions - Create a plan for implementation	4 weeks
Unit 3: Act - Implement the Project Plan - Formulate solutions to problems - Expand on the project	20 weeks
Unit 4: Share - Design a presentation - Communicate about the experience	4 weeks
Unit 5: Reflect Analyze and describe the impact of the project	2 weeks

<u>ACCOMODATIONS</u>	<u>MATERIALS</u>
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Evidence of Student Learning	
Formative Tasks: - Teacher Observation - Teacher Checklist - Verbal question & answer - Self-evaluation of performance and progress - Quizzes - Exit Slips - Running Records - Class Observation - Think-pair-share	Summative Assessments: - Listening Exam - Performance - Student Critique - Individual evaluation - Observation

Unit 1: Investigate

3 Weeks

Standards	Objectives
9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys.	● Identify at least three unique ways to volunteer within their own classroom. ● Brainstorm specific school-wide volunteer actions that help peers or teachers. ● Recognize local community volunteer opportunities by categorizing help needed in neighborhoods. ● Practice safe clicking on approved websites, use polite words when typing to others, and show respect for online pictures and writing created by other people. ● Type a list of project materials into a classroom spreadsheet and use the sort button to organize the information cleanly.
9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.	
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.	
9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.	
9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information.	
9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	
9.4.8.TL.3: Select appropriate tools to organize and present information digitally	

Unit 2: Plan 4 Weeks

Standards	Objectives
9.2.8.CAP.17: Prepare a sample resume and cover letter as part of an application process	● Contribute at least one relevant fact or idea to a team discussion about a specific community issue. ● Brainstorm multiple creative solutions to a shared problem during structured small-group activities. ● Select the most practical solution as a team by evaluating which idea helps the most people or the environment. ● Open a word document to type out a list of simple sentences that describe a class project idea.
9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.	
9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option	

Unit 3: Act

20 Weeks

Standards	Objectives
9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	● Observe specific, small details or specific roadblocks during project implementation to identify a broader problem. ● Notice patterns in project data (e.g., tracking how many recycling bins are full, or counting classmates who remember reusable water bottles) to draw a general conclusion. ● Formulate a helpful project adjustment based on those daily, real-time observations.

Unit 4: Share 4 Weeks

Standards	Objectives
9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).	● Design a presentation, poster, or artifact that avoids simple templates and showcases unique team choices. ● Express project outcomes using personal artistic touches, such as original drawings, slogans, or creative layouts. ● Select a distinct theme or visual style that represents the specific goal and personality of their service project. ● Explore a pre-approved virtual map or online gallery to find visual ideas, then combine words and pictures across multiple digital tools to share our service story.
9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).	
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).	
9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations	

Unit 5: Reflect 2 Weeks

Standards	Objectives
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).	● Describe how their project helped people who might have different needs, backgrounds, or viewpoints than their own. ● Explain how listening to a classmate's unique perspective changed or improved their own thinking during the curriculum. ● Discuss why it is important to include different voices when trying to solve a big community problem. ● Describe our own family or neighborhood culture and talk about how it is similar to or different from our classmates' cultures.