

STUDENT SERVICE-LEARNING PLANNER

Primary Subject	United States History
Grade Level	High School
Project Title	Project Caring
School	Leonardtown High School
Types of Service	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Advocacy
Project Description	<p>The embedded service-learning project focuses on forming a partnership with the Three Oaks Center and Charlotte Hall Veterans Home. The reasoning for forming a partnership with the Three Oaks Center is that we have seen a dramatic increase in free-and-reduced applications and families applying for assistance with non-profit organizations. With these demands, students decided to engage in a service-learning project to help the Three Oaks Center and model how people can make a difference in people experiencing socio-economic insecurities.</p> <p>Another facet of the service-learning project is supporting the Charlotte Hall Veterans Home in St. Mary's County. The state-run facility offers medical care to veterans and their spouses. The reasoning for the undertaking is that our school community is connected to the Pax River Naval Base and wants to express gratitude to the military for their heroic efforts. During this phase of the service-learning project, students will investigate American foreign policy through various historical periodizations. Students will also examine the human cost of engaging in these military conflicts to achieve the United States' foreign policy goals. Like the Three Oaks Center service-learning experience, students will collect personal hygiene products and donate them to the Charlotte Hall Veterans Home.</p>

BEST PRACTICE 1: What recognized community need will be addressed by your project?

The Three Oaks Center and Charlotte Hall Veterans Home have asked the St. Mary's County community for donations. One of the underlying reasons for Three Oaks Center's request is the COVID pandemic has devastated the national, state, and local economies. The federal government has taken steps to address the economic crisis by passing the Coronavirus Aid, Relief, and Economic Security (CARES) Act (2020), the Coronavirus Response and Consolidated Appropriations Act (2021), and The American Rescue Plan (2021). These acts were designed to provide fast and direct economic assistance for American workers, families, small businesses, and industries. Even though these assist state and local entities, the unemployment rate in Maryland still exceeds 6%, according to the United States Bureau of Labor Statistics. Another vital statistic is the homelessness rate in Maryland. According to the United States Interagency Council on Homelessness, there are over 6,000 Marylanders experiencing homelessness on any given day. The federal agency's website stated that "[of] that total, 616 were family households, 464 were Veterans, 227 were unaccompanied young

adults (aged 18-24), and 1,397 were individuals experiencing chronic homelessness.” These data points reinforce the importance of combatting poverty and meeting vulnerable citizens' needs within our communities.

The other segment of the service-learning experience is collecting donations for Charlotte Hall Veterans Home located in St. Mary’s County. Although Charlotte Hall is a state-run facility, they seek hygiene products based on information shared on their website. Collecting the items for the Charlotte Hall Veterans provides an opportunity to connect topics associated with the United States foreign policy, including the wars in Korea, Vietnam, the Persian Gulf, and the conflicts in Afghanistan and Iraq. These connections allow students to better understand each veteran’s sacrifice and acts of heroism.

BEST PRACTICE 2: How will the service-learning experience connect to the Maryland State Department content and disciplinary literacy standards?

The students will critically examine the social, economic, and political factors contributing to housing insecurity. They will rigorously analyze historical and contemporary governmental policies related to this issue at federal and state levels. They will examine reform movements during the Progressive Era and detailed scrutiny of Roosevelt’s New Deal Programs and Johnson’s Great Society. In parallel, students will pursue a comprehensive understanding of the United States' foreign policy by delving into its involvement in World War I and II, the Cold War policies, including the wars in Korea and Vietnam, the War on Terror, Afghanistan, the Bush Doctrine, and Obama’s multilateral approach. An additional focus will be on examining the human cost of engagement in these military conflicts, drawing insights from diverse sources throughout their investigations.

BEST PRACTICE 3: How will students reflect on their experiences throughout the service-learning experience?

Students will have an opportunity to reflect when the class develops an Action Plan. The action plan involves setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities within the classroom setting, and identifying resources needed to complete the task. The classroom teacher leads this phase of the service-learning project, and the action plan will be posted in the classroom. The class will reflect on the action plan as we work through the service-learning project.

- What community issue are we addressing? Why is this issue important?
- What are you most passionate and excited about in your action plan?
- Why is goal setting so important? How can you use goal-setting in your life?
- Why is teamwork so essential to carrying out this service-learning project?

Another opportunity for collective reflection will occur near the end of the service-learning project. Examples of planned reflection questions may include:

- In what ways have you helped your community through this service?
- How could you have improved upon this project, OR what more needs to be done about this community problem?

- In what ways did your project help you to become a better citizen?

BEST PRACTICE 4: How will students take leadership roles and take responsibility for the success of the service-learning experience?

Students will be responsible for the in-class organization and advertisements in the school and community. Through these interactions with various stakeholders, students will explain why they are collecting these critical and essential items and discuss the importance of addressing housing insecurity. These discussions also provide an additional reflection opportunity for students and an opportunity to advocate with the general public about the importance of reducing or eliminating poverty. In addition, students analyze the federal, state, and local governments' policies and compare them to previous government administrations. Students also take an active role in planning, coordinating, and collecting items for these nonprofit organizations.

BEST PRACTICE 5: What community partners will work with on the student service-learning experience?

Partnerships will be established with the Three Oaks, Charlotte Hall Veterans Home, and school-based student organizations (e.g., Student Council and Key Club).

BEST PRACTICE 6: How will students prepare and plan for the student service-learning experience?

Students will conduct a community needs assessment, review information about housing insecurity, and develop action plans. They will take responsibility for organizing the collection of hygiene products for their class and school, and informing people about the purpose of the collection. Additionally, students will engage in discussions on the importance of addressing housing insecurity and assisting veterans, allowing them to reflect on these issues and advocate for societal change. Lastly, students will analyze government policies and compare them to those of previous administrations.

BEST PRACTICE 7: How will the service-learning experience equip students with the knowledge and skills needed to take informed action?

The service-learning experience aims to equip students with organizational skills and provide an opportunity to learn the process of taking informed action. It also intends to cultivate an understanding of diverse populations and refine written and oral communication skills. Additionally, students will develop knowledge of non-profit and government organizations dedicated to addressing the socio-economic insecurities prevailing in our society. Students will use disciplinary literacy skills to gather information about this societal issue from various sources. Furthermore, students will apply practical math skills in collecting, sorting, and counting items. Through these experiences, students will learn how active citizenship can positively impact the community and recognize the potential for individual contributions to make a difference.

MSDE Rubric for Assessing the Use of Maryland's Seven Best Practices of Service-Learning

School System: St. Mary's County Public Schools

School: Leonardtown High School

Date: September 20, 2024

Course (grade, subject): United States History

Score/Letter	
D	1. Meets a recognized community need (in areas of health, education, environment, and/or public safety) A – No need identified B – Need identified, but its relevance to the community is not explored in depth C – Need and its relevance are clearly identified and focused upon throughout the project D – Recognized need identified through research or a needs assessment
D	2. Achieve curricular objectives through service-learning (for both infused and independent projects) A – No link between curricular objectives and the project B – Implied link made to curricular objectives, but not intentionally developed C – Demonstrable link made to curricular objectives D – Many demonstrable links made to curricular objectives, state standards, core learning goals, and other education reform initiatives
D	3. Reflect throughout the service-learning experience A – No reflection evident B – Brief reflection evident at conclusion of project C – Reflection completed periodically throughout the project addressing root causes of issues D – Reflection completed throughout the project addressing various learning styles and exploring causes of need, project impact, and personal and academic growth

Score/Letter		
C	4.	Develop student responsibility A – No student responsibility evident B – Students given some choice in project development C – Students share responsibility with educator for project development and implementation D – Students responsible for project creation, organization, and implementation
B	5.	Establish community partnerships A – No community partnership made B – Limited contact with community partner(s) for information and resources C – Students interact/meet with community partner(s) D – Students and community partner(s) collaborate as an action team on project
D	6.	Plan ahead for service-learning A – No planning evident B – Minimal planning evident C – Adequate planning evident to meet the community need and curricular goals D – Extensive planning evident to focus the service-learning project on meeting the need and curricular goals (e.g. multidisciplinary initiatives, multiple partners, and school-wide awareness and support of project)
C	7.	Equip students with knowledge and skills needed for service A – No attempt made to equip students with knowledge and skills B – Minimal knowledge/skills provided about the community need and its cause C – Knowledge/skills provided about the community need, causes, and about civic engagement D – Students equipped with demonstrable knowledge/skills about the community need, causes, and about active civic engagement

Scoring Rubric:

- A score of B, C, or D on each Best Practice means a project aligns with student service-learning.