**OKCPS Senior Capstone Project**

**-Service Learning-**



**Investigation**

Suggested timeframe : 7-10 days

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| What Students are Doing | What Teachers are Doing | Possible Assessments | Standards |
| * Self-reflection writing built around essential questions
* Discussions based upon essential question
* Fishbowl, Inner/Outer circles, or Socratic debate
* Collaborative Web inquiry
* Four Corners
* Disciplined Inquiry over areas of need in community, collaborative groups
* Reading literature to broaden prospective
* Mini-research paper
* Group presentations over areas of need
 | * Building essential question
* Write prompts for reflective writing
* Offering feedback & discussions over reflection
* Offering literature passages or texts that lead to inquiry and discussions
* Facilitate research
* Provide feedback research
* Facilitate revision and editing for research paper or presentations
 | * Daily / Participation activities
* Writing assessments
* Speaking & Listening evaluations
* Research aspects: credibility, thesis, textual evidence, support
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Possible Essential Questions:

What are the needs/problems in my various communities?

What am I able to do to impact or make a difference to address my community’s needs?

How can participation in the arts improve a person’s life?

In what ways can community involvement benefit an individual?

How can continuous reflection or self-evaluation help an individual or group grow?

**Planning and Preparation**

Suggested timeframe : 4-6 days

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| What Students are Doing | What Teachers are Doing | Possible Assessments | Standards |
| * Presentations over possible project ideas
* Evaluating possible ideas and voting on a project as a class
* Reaching out to community partners
* Gathering information
* Organizing
* Predicting obstacles
* Setting goals and discussing objectives
* Reading literature to broaden perspectives
* Reading nonfiction to find support
* Annotating texts
 | * Supporting presentations with framework or rubrics
* Guiding evaluation of possible projects
* Establishing relationship with possible community partners
* Offering options for information, literature, texts
 | * Oral presentations
* Supporting information, evaluate relevance
* Clarity and mechanics of written objectives/goals
* Score and offer feedback on literature/text responses
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**Action**

Suggested timeframe : 1-5 days

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| What Students are Doing | What Teachers are Doing | Possible Assessments | Standards |
| * Set up service project (can be on campus or off campus)
* Participate in service (this can be a one day event or several days of service)
* Interact with those who are receiving the service
* Understand reciprocal relationship of those giving service and those receiving
* Daily reflection or self-evaluation
* Close down service project
 | * Organize student tasks or student leadership groups
* Record attendance and participation
* Supervise service
 | * Sample Service rubric

<http://blogs.ksbe.edu/shkahue/files/2011/01/Essential-questions-and-rubric.pdf> |  |

**Reflection**

Suggested timeframe : 2-4 days

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| What Students are Doing | What Teachers are Doing | Possible Assessments | Standards |
| * Narrative writing over experience
* Individual question authoring
* Group reflections through strategies like: T-charts, 3-2-1, Sticky Bars, 4 corners, Agreement circles, etc…
* Small reflective writing
* Developing inferences or drawing conclusions
* Persuasive writing using Claim-Evidence-Reasoning (C.E.R)
* Debates
* S.W.O.T (strengths, weaknesses, obstacles, threats)
* Compare/Contrast using published texts about service projects around the nation
 | * Distributing writing rubrics to guide writing process
* Facilitating reflective discussions
* Scaffolding persuasive/argumentative writing through small activities
* Finding and providing articles/texts of other service projects for comparison
 | * Writing evaluation for different genres of writing
* C.E.R rubric for claim, evidence, reasoning
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**Demonstration**

Suggested timeframe : 7-15 days

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| What Students are Doing | What Teachers are Doing | Possible Assessments | Standards |
| * Final research paper
* Mini-research paper
* Class Presentations
* Presentations for community: parents, admin, community members
 | * Creating and demonstrating writing rubrics
* Offering credible resources for research or practice for finding credible resources
* Scaffolding the research and writing process
* Offer time to explore library databases for research
* Giving resources and allowing practice for MLA style
* Develop revision conferences and feedback for draft
 | * Writing & research evaluations with feedback
* Speaking and Listening evaluation for presentations
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Resources for later:

Rubric- <http://blogs.ksbe.edu/shkahue/files/2011/01/Essential-questions-and-rubric.pdf>