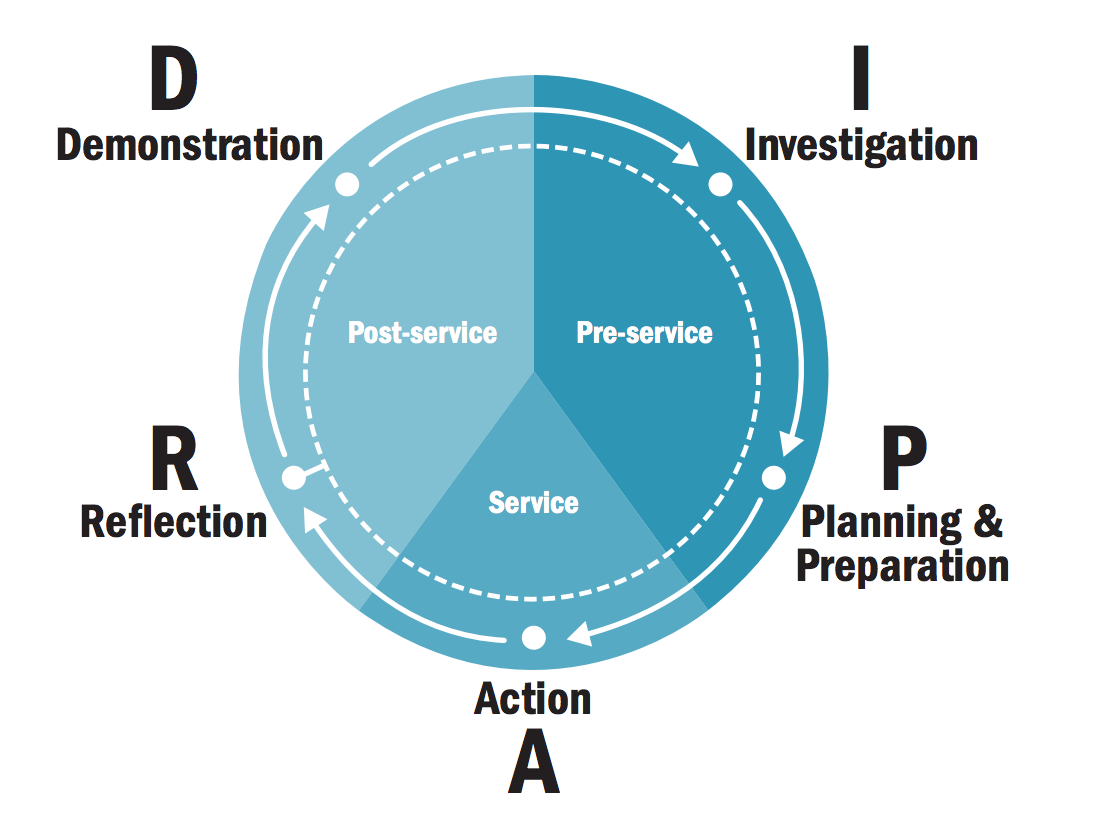
**OKCPS Senior Capstone Project**

**-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 |  |

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 |  |

**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

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |  |

**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 |  |

Resources for later:

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