

Merced County ROP: Standards-Based Lesson Plan

LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Marketing Occupations	Mary Whited	Lesson: 2 hours Implementation: 2-? hours

Lesson Title	Unit Title and Number
Service Learning	V. Leadership A.1 Service Learning

CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	BC: Leadership Development	1.7.1, 1.7.4, 1.7.5
English Academic Standard(s)	Grade 9-10: Writing Applications (May include others based on project)	2.5, 2.6
Math Academic Standard(s)	N/A (May include others based on project)	

LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

Develop and execute a community service project that will be of benefit to a specific group, institution, or cause within the community.
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LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

By planning and carrying out a service learning project, students/instructors can:

1. learn through active participation in service experiences
2. provide an opportunity for students to use skills and knowledge in real-life situations
3. extend learning beyond the classroom and into the community
4. fosters a sense of caring for others
5. take a leadership role in the community

INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none">1. <i>Community Service Definition</i> Overhead2. <i>Service Learning</i> handout3. <i>Officer Positions</i> handout4. <i>3 Required Elements of Service Learning</i> Overhead
Student Needs:	<ol style="list-style-type: none">1. Internet Access2. Writing instrument3. Paper4. Access to WORD

ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

1. Do I have an obligation to give back to my community in some way?
2. What can I do to fulfill the needs of my community?

FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

<p>Introduction</p>	<ul style="list-style-type: none"> I. Start out by writing "Community Service" on the whiteboard. <ul style="list-style-type: none"> A. Ask students their definition of "Community Service" and note all ideas. B. Show textbook definition of <i>Community Service-OH</i>
<p>Presentation</p>	<ul style="list-style-type: none"> I. Hand out and review <i>Service Learning</i> handout <ul style="list-style-type: none"> A. Explain that the class will be choosing a project to actually plan and carryout. II. Review the Overhead of <i>The Three Required Elements of Service Learning</i> <ul style="list-style-type: none"> A. Facilitate a brainstorming session where students try to find a community service project. B. Allow students to search the internet for community service ideas (set time limit) III. Hand out and review <i>Officer Positions</i> handout
<p>Application</p>	<ul style="list-style-type: none"> I. Either hold nominations and vote for positions of officers, or assign officer positions via random draw or actual assignment. II. Students are to, as a class, come up with one project to plan and execute. <ul style="list-style-type: none"> A. Ensure instructor facilitates project planning to maintain realistic expectations B. Each officer is to complete his or her assignments
<p>Testing and Assessment</p>	<ul style="list-style-type: none"> I. Each officer is to fill out a summary of what they did to successfully complete the service project. <ul style="list-style-type: none"> A. Included in this summary should be a personal reflection on the whole experience.

INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	Auditory, Visual, Kinesthetic
Bloom's Taxonomy	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
Six A's	Authentic, Academic Rigor, Adult Connections, Applied Learning, Active Exploration, Assessment Practices

HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

Officers are required to work on their "parts" and report on some schedule to the Sgt. Of Arms and present weekly progress to the instructor until project is completed.