

Student Service-Learning Implementation Plan
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Student Service Learning Plan

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I. Implementation Plan and Curricular Connections

A. Minimum Level of Student Engagement

As required by the Maryland State Department of Education, the Howard County Public School System (HCPSS) Service Learning Leadership Team has developed the Howard County Public School System's Service Learning Implementation Plan. Integral to the Howard County Student Service Learning Implementation Plan is Goal 1 of *Vision 2018: Fulfilling the Promise of Preparation*, the County's five-year strategic plan. Goal 1 states: *Every student achieves academic excellence in an inspiring, engaging and supportive environment. Outcomes 1.1: The instructional program is rigorous, globally-relevant, and aligned with international and/or nationally recognized college and career readiness standards. and Outcome 1.2 Students have equitable access to a rigorous instructional program.* Student Service Learning (SSL) is integral to a rigorous and globally relevant curriculum and it is of the utmost importance therefore, that SSL programs be created with equitable access for all students based on a presumption of competence (Outcome 1.2) In order to best create an SSL program that is integrated with curricular content, globally-relevant, and equitable accessible to all students, HCPSS has integrated SSL into the middle school experience. During middle school, students will participate in a variety of service learning experiences that meet or exceed twenty-five hours of service learning each year. Each student will have the opportunity to engage in at least one of each type of service learning project – direct, indirect and advocacy during their middle school experience. Service learning for students is addressed in interdisciplinary teams as a part of classroom learning activities. At this level, the teacher develops the plans for integrating the service-learning project into the scope and sequence of the course. These programs are designed to meet the state graduation requirement of a minimum of 75 hours of Student Service Learning as described in COMAR 13A.03.02.05 and the state education standards through curricular embedment of the Maryland's College and Career Ready Standards and to reflect Maryland's Seven Best Practices of Student Service Learning.

B. Curricular Connections

1. **Courses and Grade Levels for Infused SSL** - In 6th, 7th, and 8th grades, the schools infuse a minimum of 25 hours per year of Student Service Learning (from bounded choice projects described in Section B.2) into their curriculum through the collaboration and cooperation of the grade based interdisciplinary teams and under the oversight of the School Improvement Team and the school based administrative team. Each school

team will develop a three-year plan of SSL implementation in their building and will continue to meet annually to evaluate the continued success and student achievement of SSL hours. Students in grade 10, 11, or 12 may also fulfill their student service learning requirement by successfully completing a semester course entitled Leadership II Community Service, or two semester courses entitled Leadership I/II. In these courses, there is a required extensive Student Service Learning Project ([Catalog of Approved High School 2016-2017](#) page 125). High school students may also choose to complete SSL hours through the Special Education Peer Assistant/Tutor Course Project ([Catalog of Approved High School 2016-2017](#) page 130) or Student Services Office Assistant/Tutor Course Project ([Catalog of Approved High School 2016-2017](#) page 101) These courses are designed to give students practical opportunities to demonstrate leadership skills in various settings and are designed to accommodate students who need either a year or a semester option. Topics for study include organizational structures and operational techniques, application of interpersonal skills, and appropriate problem-solving and decision-making skills. Planning, organization, and participation in a community service project are required.

2. **Development of SSL Curriculum** – In order to maintain consistent and equitable delivery of instruction, HCPSS has instituted a new bounded choice option for schools to implement SSL plans beginning in the 2017-2018 school year. By curating options from the MSDE approved unit plans, exemplary projects currently being completed by schools, peer review, and with the oversight of the SSL Advisory Board, HCPSS has created a menu of options for school based administrators, SIT members, ITLs, SSL Points of Contact, parents, and students to use to choose SSL projects that are both integrated into curricular programs and also meet the rigorous standards of the SSL Best Practices. (*Appendix A: SSL Project Choice Board*) Based on community need, HCPSS has implemented a diversity based SSL project for all students in the 8th grade. This project will be required for each middle school and focuses on diversity, citizenship, and civic participation and engagement. Each middle school will construct, evaluate, and maintain a three-year SSL plan that exposes students to a wide variety of SSL projects integrated into a variety of disciplines. (*Appendix B: SSL Diversity Project Example*)
3. **SSL and Instructional Goals** – Each of the chosen SSL units were curated, integrated, and approved by the Curriculum Coordinators. Therefore, they have vetted and approved each SSL unit option as being a viable extension of both HCPSS curriculum and the MDCCRS.

4. **SSL and the Action Phase** - Each service learning experience will meet all of the Maryland's Seven Best Practices of Service Learning and must include preparation, action and reflection components. While each school's service learning program strives to balance the time spent on each of these program elements, students are expected to spend at least fifty percent of their time in the action phase of the projects.
5. **Types of Service Learning** – Each school based team is responsible to balance out their SSL unit choices in order to ensure that students will participate in a variety of service learning experiences that meet or exceed twenty-five hours of service learning each year, and ensure that all students engage in at least one of each type of service learning project – direct, indirect, and advocacy. Furthermore, each school will complete and submit a 3 year plan to the Student Service Learning Coordinators for accountability and review.
6. **Creation of SSL Experiences** – SSL experiences in HCPSS are created in a wide variety of ways. They stem from student and teacher passions, they are chosen from approved units provided by MSDE, and they are created by HCPSS teachers during curriculum writing to fulfill recognized needs in the community. Each of these experiences is then vetted by Coordinators responsible for SSL oversight and the SSL liaisons.

C. Assessment & Evaluation

Evaluation of SSL Experiences

1. Project Evaluation

SSL projects will be evaluated using the Maryland Student Service Alliance/ Maryland State Department of Education approved *Rubric for Assessing the Use of Maryland's Best Practices of Service-Learning*.

2. Systemic Implementation & Plan Review

Using a peer review process, the SSL Liaisons, the SSL Fellows, SSL Points of Contact, and the Service Learning Coordinators will conduct a system-wide school-by-school mid-year evaluation in February of each Year using the MSDE approved *Rubric for Assessing the Use of Maryland's Best Practices of Service-Learning*. Following the mid-year review, the Service Learning Liaison together with the principal and the Service Learning Coordinator of any school that is not on track to meet its annual service learning requirements will develop an action plan that will ensure all students meet the annual service learning requirement. This plan will be reviewed and approved by members of the Service Learning Advisory Board. The Service Learning Liaison will then carefully monitor the program for the remainder of the

school year. The Service Learning Liaison and Service Learning Fellows will provide technical support. The Service Learning Liaison will continue to monitor the school's progress during the next school year. Similarly, a year-end evaluation is conducted each academic year. Copies of the evaluation forms are maintained at each school and in the Service Learning Liaison's office. Copies of selected forms are also maintained at the office of the Community Superintendent. In addition, the member of the MSDE staff and/or the HCPSS service learning liaison on alternating years conducts Quality Reviews.

Process for Approval of Independent SSL

Middle school students can participate in independent service learning projects. They are not required to seek pre-approval on independent service-learning projects because, although their independent community involvement is encouraged, any hours they earn will not be counted toward their high school service-learning graduation requirement. Only curricular infused service learning hours will be counted at the middle school level toward completion of the graduation requirement. (See *Appendix C: HCPSS Independent Service Learning Project Form*)

D. Transfer Policies

Students who transfer into the Howard County Public Schools at the high school level must complete an approved service learning program of individual service or participate in any of a number of locally approved projects during their high school experience. No specific projects or units are mandated centrally. Students in grade 10, 11 or 12 may also fulfill their student service learning requirement by successfully completing a semester course entitled Leadership and Student Service Learning, Special Education Peer Assistant/Tutor Course or Student Services Office Assistant/Tutor Course. These courses are designed to give students practical opportunities to demonstrate leadership skills in various settings and are designed to accommodate students who need either a year or a semester option. Topics for study include organizational structures and operational techniques, application of interpersonal skills, and appropriate problem-solving and decision-making skills. Participation in a community service project is required. (See *Appendix D: Catalog of Approved High School 2016-2017 page 125*)

Newly enrolled students who transfer into HCPSS will have their transcripts evaluated for documentation of completed student service learning experiences.

Students who enter HCPSS for the first time will be required to perform service learning as follows:

Grade	Enrollment Date	Hours Required
7th Grade	enrolled after grade 6	25 hours (because 50 hours will be completed in 7th and 8th grade)
8th Grade	enrolled after grade 7	50 hours (because 25 hours will be completed in 8th grade)
9th Grade	either semester	75 hours
10th Grade	either semester	50 hours
11th Grade	1st semester	40 hours
11th Grade	2nd semester	30 hours
12th Grade	1st semester	15 hours
12th Grade	2nd semester*	10 hours

*Activity / hour requirement at discretion of school coordinator and principal for second semester transfers

Each secondary principal is responsible for confirming the completion of the service- learning requirement on the transcript of each student. (See *Appendix E: Graduation Requirements (Catalog of Approved High School Courses 2016-2017 page 3)* and (Appendix E: Service Learning Validation Form))

E. Connections

Other Education Initiatives

1. *Civic Education* - Each of the approved projects available to school-based points of contact support civic education in at least one, if not more, aspect of civic education. According to MSDE, the three essential components of civic education include: civic knowledge, civic skills - intellectual and participatory, and civic dispositions. By planning, participating, and reflecting on the approved projects students will learn about the foundations of American government (particularly the required 8th grade project) and the role of citizens in a democracy. By researching issues and needs relevant to the community, students are practicing intellectual skills required for civic participation. Through project completion, participants will at least interact and influence, if not actually monitor the perceived need in the community. Finally, each of the projects chosen promotes essential traits including, but not limited to: respecting individual worth and human dignity and participating in civic affairs with thought and in an effective manner.
2. *Character Education* - In addition to students participating in a variety of service learning activities, they are also participating in positive behavior programs such as Character Education, Developmental Assets, and PBIS (Positive Behavioral Interventions and Supports). Each school develops its own program to meet the needs of its school population and goals. In our high schools students are involved in Student Government and the National Honor Society where they participate and work on school-wide service learning projects throughout the year.

SSL and Environmental Education

The purpose of Maryland's Environmental Literacy Requirement is to enable students to make decisions and take actions that create and maintain an optimal relationship between themselves and the environment, and to preserve and protect the unique natural resources of Maryland, particularly those of the Chesapeake Bay and its watershed. With this in mind, the HCPSS has provided opportunities for students to apply what they are learning to environmental issues. For example, at several schools students are participating in the *Trout in the Classroom* project sponsored by the Department of Natural Resources. Students learn about environmental factors that are detrimental to the trout population and how humans can make choices that will increase the health of local streams to support trout and other aquatic species. Several schools have students engaged in school yard habitat-maintenance and planting projects such as the Chesapeake Bay Foundation Grasses and Planting Project, and invasive species projects sponsored by the Howard County Conservancy and Robinson Nature Center. Schools have additional projects that connect them with community based Environmental Education Centers to complete watershed related projects to meet the Chesapeake Bay 2000 bylaw. Additionally, students in all HCPSS high schools are involved in the Watershed Report Card Project. In this project developed in partnership with the Howard County Conservancy, students

and teachers collect and analyze watershed data on their school yards and at designated stream sites. The compilation of data is presented at a Summit that includes an audience of elected officials and other community leaders to hear the students' report and recommendations for improvements to the watershed. Students' work has led to installation of rain barrels, storm drain stencilling, planting of riparian buffers, and site clean-up. The project spans the course of the school year and culminates in student action to impact the community for both the short and long-term.

SSL and the HCPSS Master Plan

Student Service Learning fits seamlessly within the HCPSS Master Plan, [Vision 2018: Fulfilling the Promise of Preparation](#). Goal 1 of the plan focuses on students and Outcome 1 describes the instructional program espoused by HCPSS, including learning activities that embed creativity, innovation, problem-solving, and critical thinking (1.1.4) and learning that spans multiple subjects (1.1.5). Student Service Learning requirements and projects support both of those outcomes. Furthermore, Outcome 1.4 describes students' engagement in their learning, MSDE has held and HCPSS agrees that students should be involved in making decisions about their learning experiences (1.4.1), they should practice both long and short term goal setting (1.4.2), and participate in authentic learning to solve real world problems (1.4.4). Again, SSL projects support and reinforce these outcomes established in the HCPSS Strategic Plan. Finally, SSL also supports building relationships between students by increasing empathy and respect (1.7.3) and building relationships between the school system and the community (3.2.1, 3.2.3).

II. Infrastructure

Below is a list of each position in the system that is a participant in the implementation of Student Service Learning. To find the names of people currently employed in each role, please refer to *Appendix F: Infrastructure Roles*

Title	Location	Responsibilities
Chief Academic Officer	Central Office	Provides supervision, oversight and funding
Chief School Management and Instructional Leadership Officer	Central Office	Provides supervision, oversight, and funding

Executive Director for School Improvement and Administration	Central Office	Provides supervision, oversight and funding
Executive Director of Student Services	Central Office	Provides supervision, oversight and funding
Community Superintendents Birth to Grade 12	Central Office	Provides supervision and oversight
Director for Curriculum Programs PK-12	Central Office	Provides supervision, oversight and funding
Coordinators for Curricular Programs	Central Office	Assure that all curriculum guides contain appropriate references to service learning, and include service learning content during service learning in-service where appropriate
Service Learning Liaisons	Central Office	Write service learning related grants, write reports, assists with communications, provides program evaluation, provides for the accounting of funds, provides professional development, oversees general implementation and serve as the Local Education Agency (LEA) contact for the Service Learning Program
Coordinator School Counseling and Related Services	Central Office	Assists with the supervision and evaluation of the Service Learning Program
Service Learning Fellows	School Based	Provides planning, training, and general assistance with program implementation
Coordinator of School Counseling	Central Office	Provides general program assistance
Service Learning School Representatives	School Based	assist the principal in facilitating and overseeing school level projects and

		provide school staff with information and training
The Service Learning Advisory Board	School Based, Central Office, Community Partners	Serves as a community sounding board for issues related to Student Service Learning in Howard County. advocate for the Student Service Learning program in a wide range of arenas.

III. Student Leadership

- A. Student Involvement in Leadership** - Student leadership is developed within each student-learning project through the preparation, action and reflection of the plan. At the high school level, the Student Government Associations, as well as individuals, provide leadership and organizational plans for many grade level, school-wide and system-wide activities. At the middle school level all service-learning projects are developed at the school interdisciplinary team and classroom levels. Furthermore, HCPSS is currently undergoing an initiative to emphasize student voice and build on the success of student governments and expanding these organizations into every middle school. As the system progresses in building more opportunities for student voice, these institutions will be a greater and greater asset in the planning and implementation of school based Student Service Learning Plans. Students assist with project selection, planning, implementation, community contacts, publicity and follow-up activities. At the high school level students are provided with a wide variety of leadership opportunities that benefit the community. Each year student leaders are recognized by their individual schools and in the community. Students who are very involved in service learning in their community and hold leadership positions in community service organizations are recognized throughout the year during school wide assemblies, eNews, local newspaper articles etc.
- B. Students and Project Selection** - Every school will be provided with a choice board of approved HCPSS student service learning projects that meet identified needs in the HCPSS community. Based on these options schools will present options to teachers, students, and community participants and collaboratively create a three year SSL implementation plan that will be submitted to the SSL Coordinators for approval. However, recognizing the importance of student voice and leadership, this plan may be modified at the request of the school point of

contact. The plan is only there to serve as a guide and to ensure that all aspects/ types of the SSL process are being implemented for all students.

- C. **Tracking Meritorious SSL** - HCPSS is committed to recognizing student efforts that go beyond the minimal service learning requirements. The service learning coordinator and the school's registrar keep track of those students who have volunteered a meritorious number of hours to service. Counselors then meet individually with these exceptional students to inform them of various scholarships and honors, which might be available to them. All students and parents are informed about service learning opportunities, scholarships and awards via Student Services Bulletins, announcements on the individual school website, and monthly Scholarship Bulletins as well as through individual meetings with counselors. The websites are linked to *hcpss.org scholarship/service oriented scholarship opportunities*. In each school, students are made aware of opportunities through use of rolling marquees on the televisions in classrooms, the school office, Student Services Office, and other areas in the school.
- D. **Recognition for Outstanding SSL** - In each of our high schools students are recognized for outstanding student service learning at our Senior Awards Ceremony at the end of the year.

IV. Community Partnerships, Public Support and Involvement

- A. **Community Site Approval/Projects** -There are a variety of HCPSS community partners who collaborate with schools on SSL opportunities. These projects are evaluated to meet the SSL Standards and support MDCCRS through content course work. Several Schools participate in the American Heart Association's *Hoops for Heart* Program at the Elementary and Middle School level. Not only do they learn about personal health and well-being, but students advocate for healthy lifestyle changes and work to raise funds to combat heart disease. *Choose Civility* is an ongoing community-wide initiative, led by Howard County Library System, to position Howard County, Maryland as a model of civility. Students PK-12 are engaged in the *Random Acts of Civility* or *Pass It On* campaign to enhance respect, empathy, consideration and tolerance in Howard County and with all those that we reach. Schools also connect with Grassroots Crisis Center to raise awareness and funds to support crisis intervention services, emergency and transitional shelter, and community education throughout Howard County.
- B. **School/Parent/Community Notification** - Parents will be notified through the school websites, through e-newsletters, and through developing school based Canvas communities. HCPSS has recently adopted a new learning management system and the uses continue to be refined. We are continuing to determine the

best ways to make the website and the LMS sources of information for parents regarding both the overarching philosophy of Student Service Learning, SSL graduation requirements, and the details of specific SSL plans and implementation.

- C. **Partnerships with higher education institutions/P20 Cascade Model** - HCPSS agrees there is immense value in student service to their communities beyond the secondary opportunities provided within the curriculum. To this end, HCPSS has begun to develop and work on SSL projects that reflect a P20 cascade model. Individual curricular offices are meeting with departments at HCC, UMBC, and other institutions to determine places where future SSL projects and partnerships may be developed. This is a new requirement consideration and the goal of the system is to create lasting partnerships and projects that will yield rich and meaningful results for our shared communities.

V. Professional Development and Training

- A. **Training Student Service Learning Representatives** - Ongoing professional development is a cornerstone of our program. School based points of contact meet with the entire faculty at the beginning of each year to review service learning requirements, procedures and expectations.. Annually, an in-service professional learning experience will be provided under the supervision of the Student Service Learning Coordinators to all school based points of contact. Student Service Learning Coordinators and Liaisons will participate in providing professional learning to all school based administrators through participation in the Principals Curriculum and Instruction Meetings. Curriculum area supervisors will periodically include service learning content in their various staff development activities conducted for school-based Instructional Team Leaders. And exemplary student service learning will be highlighted in curricular county-wide professional learning days. As information is received from MSDE and HCPSS Central Office, the Service Learning Liaison disseminates it to all principals, Service Learning Fellows and Local School Representatives via the HCPSS Student Service Learning Canvas (Learning Management System) Community. The Canvas Community and the system website will offer a collection of exemplar service-learning projects to all schools for the construction of the school based three year plan. The Service Learning Liaison will regularly attend regional and state meetings to remain current regarding Service Learning best practices.
- B. **Training Other School Staff for SSL** - Working with the MSDE Student Service Learning Specialist HCPSS, SSL Fellows, and school based SSL leaders, the Coordinators and Points of Contact for SSL will collaborate to create a SSL training module in Canvas. This will be on demand professional development about SSL best practices, SSL curricular connections within HCPSS, and the

overall implementation plan for SSL. The module created will use pre-existing professional development resources and HCPSS created resources so that all staff have access to the COMAR required training on SSL implementation and requirements. Accountability for training completion will be based with the school based administrators.

VI. Accountability

- A. **Tracking/Documenting student hours** - Middle school students in the HCPSS will participate in a variety of service learning experiences for at least twenty-five hours each year. Each of these experiences will include preparation, action and reflection components. The experience designed by middle schools will begin in grade 6 and be offered each year through Grade 8. These experiences may occur through a class or club-like setting and involve community groups, which have offered their services. With the approval of the school principal, students who are unable to complete their 25 hours for service learning due to personal illness or other extreme hardships may be given make up projects during their middle school experience. All service learning projects must be of a significant nature and conducted under the direction of designated school personnel or community partner when appropriate. It will be the responsibility of school personnel to certify that students have met the requirement. Students who do not attend the HCPSS for grades 6, 7, and 8 must complete twenty-five hours of service learning for each year they were not in attendance.
- B. **Report Card notification** - Completion of SSL hours required for graduation is documented on student report cards with a YES/NO designation. (*See Appendix G Middle and High School Report Card Sample*)
- C. **Documenting Infused SSL hours** - It is the responsibility of the principal and school-based guidance departments to track and confirm service learning participation and to record progress and the completion of the service- learning requirement on the student transcript and report card annually. School based points of contact will compile school based data and report this information to the SSL Liaisons for completion of the annual MSDE SSL report. (*Appendix G Middle and High School Report Card Sample*)
- D. **Quality Assessments of Infused and Independent SSL Projects** -
 - 1. **Infused SSL** - Starting in the 2017-2018 school year, each middle school will complete a three year SSL plan. Each plan will be peer reviewed and approved by the SSL Coordinators. Following a mid-year review, the Service Learning Liaison works together with the principal and the Service Learning Coordinator of any school that is not on track to meet its annual service learning requirements will develop an action plan that will ensure all students meet the annual service learning requirement. The

Service Learning Liaison and Service Learning Fellows will provide support to any school struggling to complete their plan. The Service Learning Liaison will continue to monitor the school's progress during the next school year. Similarly, a year-end data collection and evaluation is conducted each academic year. Copies of the data and evaluation forms are maintained at each school and in the Service Learning Liaison's office.

2. Independent SSL - When students in grades 6-12 transfer into the Howard County Public School System a counselor meets with them and reviews their records to determine if the students have met the service learning graduation requirement. If the student has not completed their requirement the counselor assists the student in developing a plan. High school students wishing to complete an individual service learning project to fulfill their service learning requirement must submit an Individual Service Learning Project Form. This form must be reviewed and approved by the principal or their designee before beginning the project. The Individual Service Learning Project Form must also be reviewed with and signed by the sponsoring agency/organization at the beginning and conclusion of the project. The project must address the following: Preparation-What the student is planning to do, Action- Specific task, due date etc. and a written essay reflecting on what the student has learned and how others will benefit by their project. The principal and school-based Service Learning Coordinators are responsible for reviewing specific service learning projects conducted at the school. (See *Appendix C: Individual Service Learning Project Form*)

VII. Funding and In-Kind Resources

Source	Amount (in \$)	Purpose
HCPSS Operating Budget	13,960.51	Supports leadership, coordination and oversight of Student Service Learning Program <ul style="list-style-type: none"> Fully encumbered salary for Central Office personnel
HCPSS Operating Budget	2,000	Monitoring and Other Travel <ul style="list-style-type: none"> Buses for students to participate in approved Service Learning projects.
HCPSS Operating Budget	4,200	Training and Technical Assistance <ul style="list-style-type: none"> Workshop wages for Service Learning School Representatives for

	6,000	workshops and training from 21 Middle Schools. <ul style="list-style-type: none"> • Stipends for Service Learning Liaisons to coordinate workshops, training and reporting
HCPSS Operating Budget	3,600	Supplies <ul style="list-style-type: none"> • Monies needed for schools for supplies and materials
	780	FICA (.0765)
Total	\$21,540.51	

VIII. Annual Goals and Timeline

Activities	Staff Responsible	Start Date	Finish Date
Create PL opportunities for school based POC's and staff	SSL Liaisons	12/2016	8/2017
Conduct PL for School POC's, Administrators and Staff on new SSL implementation plan	SSL Coordinators SSL Liaisons	8/2017	11/2017
Create Canvas Community to communicate SSL Plan and support school implementation of SSL	SSL Liaisons	12/2016	8/2017
Schools create three year SSL tentative plans	School Based POC's and School based Admin	8/2017	10/2017
Update HCPSS SSL Website to reflect new implementation plan	SSL Liaisons Central Office Staff	6/2017	8/2017
Approval of school based plans	SSL Coordinators	10/2017	12/2017

Schools conduct SSL experiences	School based staff	8/2017	6/2018
School based POC's submit data	School based POC's	5/2017	6/2017
SSL Liaisons compile data and submit to MSDE	SSL Liaisons	5/2017	6/2017

IX. Attachments/Appendix

- A. SSL Project Choice Board
- B. SSL Diversity Project Example
- C. HCPSS Independent Service Learning Project Form
- D. Leadership Course Description (Catalog of Approved High School Courses 2016-2017 (subject to change with new Course Catalog for 2017-2018) page 125
- E. Graduation Requirements Catalog of Approved High School 2016-2017 page 3
- F. Infrastructure Roles
- G. HCPSS Middle and High School Report Card Sample
- H. Individual Service Learning Form

Appendix A

SSL Project Choice Board

Appendix A: SSL Project Choice Board

Grade ↓ Content ⇒	Science	Social Studies	ELA	Math
6th	<p>Natural Disasters - (MSDE, indirect, direct or advocacy)</p> <p>While students are studying the causes of natural disasters including earthquakes, volcanic eruptions, hurricanes, floods, & tornadoes, they will explore the needs of their school/community to be prepared for such disasters, as well as how they can help others who have experienced one of these disasters.</p>	<p>Animals in World Cultures - (MSDE, indirect & advocacy)</p> <p>Animals and animal symbols are highly prevalent in cultures around the world. They are depicted in art, written into myths and stories, and revered and abhorred in religions. However, the cultural significance of animals is often underrepresented and the animals themselves are abused or neglected. This project will ask seventh graders to advocate for animal rights and raise awareness of cruelty to animals through an indirect</p>	<p>Read to Me- (MSDE, direct, indirect or advocacy)</p> <p>Early childhood literacy is a very important part of a person's literacy development. There is a strong link between struggling readers and weak early childhood literacy. An important component of any stage of literacy is fluency, the ability to read at an appropriate rate with expression, intonation, and high accuracy. The direct service-learning project will require students to practice reading a children's book fluently to prepare for reading the book to a class or small group of early elementary school students. Struggling readers can increase</p>	

		service-learning experience (and a potential advocacy project).	<p>their fluency and comprehension by reading along with a text being read out loud to them. However, to ask these struggling readers to identify themselves to their peers is insensitive and impractical. Therefore, the indirect service-learning project will ask students to read a part of their favorite novel, social studies, or science textbook onto a tape or CD to be kept as a resource for struggling readers in the school. An advocacy aspect of the service-learning project could be creating posters or writing persuasive letters urging parents and older siblings to read to young children.</p> <p>Read to Feed- (MSDE, direct, indirect or advocacy)</p> <p>"Read to Feed" will</p>	
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			foster a love of reading in children, a passion to help others and a way to help create a better world. It is a wonderful global education opportunity.	
7th	<p>Native Species Restoration - (MSDE, indirect)</p> <p>As students study the abiotic and biotic factors that have an environmental impact on an ecosystem, they will research and develop a plan of action to restore the population of a native species that has been diminished in the local area.</p>	<p>Animals in World Cultures - (MSDE, indirect & advocacy)</p> <p>Animals and animal symbols are highly prevalent in cultures around the world. They are depicted in art, written into myths and stories, and revered and abhorred in religions. However, the cultural significance of animals is often underrepresented and the animals themselves are abused or neglected. This project will ask seventh graders to</p>	<p>Read to Me- (MSDE, direct, indirect or advocacy)</p> <p>Early childhood literacy is a very important part of a person's literacy development. There is a strong link between struggling readers and weak early childhood literacy. An important component of any stage of literacy is fluency, the ability to read at an appropriate rate with expression, intonation, and high accuracy. The direct service-learning project will require students to practice reading a children's book fluently to prepare</p>	

		<p>advocate for animal rights and raise awareness of cruelty to animals through an indirect service-learning experience (and a potential advocacy project).</p>	<p>for reading the book to a class or small group of early elementary school students. Struggling readers can increase their fluency and comprehension by reading along with a text being read out loud to them. However, to ask these struggling readers to identify themselves to their peers is insensitive and impractical. Therefore, the indirect service-learning project will ask students to read a part of their favorite novel, social studies, or science textbook onto a tape or CD to be kept as a resource for struggling readers in the school. An advocacy aspect of the service-learning project could be creating posters or writing persuasive letters urging parents and older siblings to read to young children.</p> <p>Read to Feed- (MSDE,</p>	
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			<p>direct, indirect or advocacy)</p> <p>"Read to Feed" will foster a love of reading in children, a passion to help others and a way to help create a better world. It is a wonderful global education opportunity.</p>	
8th	<p>Reduction Energy Consumption- (MSDE, advocacy)</p> <p>As students study energy transformations and energy sources that are used to produce electricity, they will research and design a plan of action to minimize the use of fossil fuels in their community</p>	<p>Analyzing Historical Fiction - (HCPSS, indirect)</p> <p>Lobbying Public Issues- (MSDE, advocacy)</p> <p>As students look into the actions of groups like the Continental Congress and the impact of the Declaration of Independence, they may consider how they can lobby on public</p>	<p>Read to Me- (MSDE, direct, indirect or advocacy)</p> <p>Early childhood literacy is a very important part of a person's literacy development. There is a strong link between struggling readers and weak early childhood literacy. An important component of any stage of literacy is fluency, the ability to read at an appropriate rate with</p>	

		<p>issues.</p> <p>My Place in History - (MSDE, direct, indirect and advocacy)</p> <p>Senior citizens are often untapped resources of knowledge and history in our communities. They are also often isolated from the general community due to senior citizen housing and communities. This unit is designed to provide companionship for the senior citizens while helping the students learn more about point of view and perspective. Students will compare a senior's perspective with the perspective of a historical figure they have read about in a biography. The students will read a biography and interview a senior. They will use their notes to write a</p>	<p>expression, intonation, and high accuracy. The direct service-learning project will require students to practice reading a children's book fluently to prepare for reading the book to a class or small group of early elementary school students. Struggling readers can increase their fluency and comprehension by reading along with a text being read out loud to them. However, to ask these struggling readers to identify themselves to their peers is insensitive and impractical. Therefore, the indirect service-learning project will ask students to read a part of their favorite novel, social studies, or science textbook onto a tape or CD to be kept as a resource for struggling readers in the school. An advocacy aspect of the service-learning project could be</p>	
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		<p>biographical article and create artwork about the senior and the senior's place in history. Seniors will then be mailed their biographies and invited to an art gallery where select biographies will be read.</p>	<p>creating posters or writing persuasive letters urging parents and older siblings to read to young children.</p> <p>Read to Feed- (MSDE, direct, indirect or advocacy)</p> <p>"Read to Feed" will foster a love of reading in children, a passion to help others and a way to help create a better world. It is a wonderful global education opportunity.</p>	
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Grade ↓ Content ⇒	Fine Arts	PE	Health	GT	Foreign Language
6th		<p>Nutrition and Fitness- (MSDE, indirect or direct)</p> <p>As students learn about the relationship between nutrition and health/fitness, they will select a homeless shelter, soup kitchen, etc., and develop a plan of action to meet the nutritional needs of the various age groups served by the selected organization.</p>	<p>Bullying - (MSDE, Advocacy) Students plan and implement a school wide anti-bullying program.</p> <p>Nutrition and Fitness- (MSDE, indirect or direct)</p> <p>As students learn about the relationship between nutrition and health/fitness, they will select a homeless shelter, soup kitchen, etc., and develop a plan of action to meet the nutritional needs of the various age groups served by the selected organization.</p>	<p>Student Research Projects - (HCPSS, indirect, direct or advocacy)</p> <p>As students create and conduct their own primary research about a community issue they will select and execute ways in which to solve, better or change the issue.</p>	

7th			<p>Nutrition and Fitness- (MSDE, indirect or direct)</p> <p>As students learn about the relationship between nutrition and health/fitness, they will select a homeless shelter, soup kitchen, etc., and develop a plan of action to meet the nutritional needs of the various age groups served by the selected organization.</p>	<p>Nutrition and Fitness- (MSDE, indirect or direct)</p> <p>As students learn about the relationship between nutrition and health/fitness, they will select a</p>		
8th			<p>Nutrition and Fitness- (MSDE, indirect or direct)</p> <p>As students learn about the relationship between nutrition and health/fitness, they will select a</p>	<p>Nutrition and Fitness- (MSDE, indirect or direct)</p> <p>As students learn about the relationship between nutrition and health/fitness, they will select a</p>		

		homeless shelter, soup kitchen, etc., and develop a plan of action to meet the nutritional needs of the various age groups served by the selected organization.	homeless shelter, soup kitchen, etc., and develop a plan of action to meet the nutritional needs of the various age groups served by the selected organization.		
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Appendix B

SSL Diversity

Project Example



Howard County Public School System
Service-Learning Unit
A Representative Democracy?

Primary Subject: Social Studies/ELA

Grade Level: 8th

Additional Subject Area Connections:
English Language Arts

Unit Title: Diversity and Inclusion at the Constitutional Convention

Type(s) of Service: Advocacy

Unit Description:

Students will create presentations that answer the question, "How might the Constitution have been different if women and minorities were in attendance?" to support 5th graders in preparation for the Simulated Congressional Hearing.

Potential Service-Learning Action Experiences:

- Students will advocate for minority voices in history while learning about the challenges faced by minorities in the early federal period.

**Maryland Curriculum
Standards Met**

Content Title: Social Studies

D2.His.6-8 Explain the influence of events on historical developments

D2.His.6-8 Analyze the relevancy and corroborative value of a variety of historical sources used in secondary interpretations

D2.His.6-8 Synthesize evidence from relevant historical sources and interpretations into a coherent argument using claims and counterclaims about the past

WHST.6-8.1 Write arguments focused on discipline-specific content.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Content Title: ELA

W.8.1 Write arguments to support claims with clear reasons and relevant evidence

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Alignment with Maryland's Best Practices of Service-Learning:

A Representative Democracy?

1. Meet a recognized community need

Recently, students in HCPSS schools have identified a need to learn about diverse perspectives and voices in history. Furthermore, 5th grade teachers and students have traditionally struggled to answer a Unit 2 question for the annual Simulated Congressional Hearings, "How might the Constitutional Convention have been different if women and minorities had been in attendance?" This SSL project meets both of these needs and asks students to take leadership in educating each other about minorities in US History.

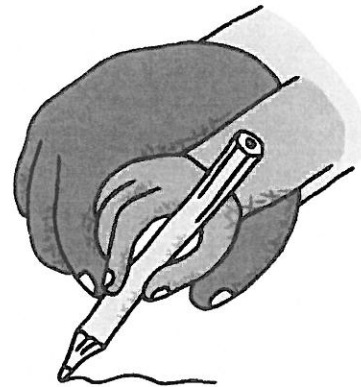
2. Achieve curricular objectives through service-learning

8th grade Social Studies - Identify and explain several key compromises that were made in the drafting of The Constitution. Explain the principles of government incorporated in the Constitution.

8th grade English- What is the importance of freedom to the individual? Explain and apply elements of argument writing. Develop an understanding of freedom and its relationship to responsibility.

3. Reflect throughout the service-learning experience

Much of this unit is based on research and reflection on research. However, upon completion of the unit students will be asked to write/conduct a class discussion on the impact of hearing only one story. How did this impact our history? How did it limit freedom? What ramifications does this have for our society today? What are the connections between political voice and societal power?



4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)

Students will be asked to choose what minority group they would like to research. They will be responsible for dividing research and working collaboratively to create a project, and finally, they are ultimately responsible

for the education of 5th graders on topics that are crucial to an understanding of US History.

5. Establish community partnerships

Teachers and SSL points of contact will be encouraged to reach out to the Howard County Public Library for support with research. They will also be encouraged to work with representatives from the Maryland Historical Society, the Howard County Historical Society, and the Maryland Humanities Council.

6. Plan ahead for service-learning

Students will complete the "Framing the Inquiry" activity to determine who was at the Constitutional Convention, how minorities not represented at the Convention attempted to solicit impact, and to determine foundational goals from some minority groups.

7. Equip students with knowledge and skills needed for service

In particular this SSL project supports civic education. Diversity and inclusion in history and curriculum have become controversial issues nationwide. This project asks students to develop civic knowledge around the foundations of the American political system and begins to challenge them on the role of citizens in American democracy. It challenges them to conduct research and create a project that advocates for the perspective of the oppressed and under heard. They are asked to evaluate the decisions made by the founders in regards to all the people living in the United States at the time of the Convention and it reinforces the civic disposition of respecting individual worth and human dignity while beginning to investigate how discrimination does not promote the health of a democracy through disenfranchising its people.

Procedures with Resources:

A Representative Democracy?

These procedures represent an example of a service-learning lesson on this specific topic, but can be changed to meet individual classroom interests or varying community needs. You are encouraged to adapt this unit to fit your unique classroom and community and to solicit student input in planning and decision making.

1. Students will learn about the Constitutional Convention in their 8th grade social studies classes. They will have a working knowledge of the compromises made through the debate and the final results of the convention and the Constitution.
2. Students will conduct the "Framing the Inquiry" portion of the Lesson in order to determine what minorities were not at the Convention, what issues they may have been concerned with and to create interest and motivation to complete research to answer the question: How might the Constitutional Convention have been different if women and minorities had been in attendance?
3. Students will choose a minority group to research. They will then research:
 - a. What issues were faced by this group at the time of the Convention?
 - b. What parts of the Constitution, if any, apply to the group and/or issues being faced by the people?
 - c. What solutions might this group have advocated to problems they were facing?
 - d. How might they have brought these issues to the attention of the Framers if they were at the Constitutional Convention?
 - e. How might the Constitution be different if this group was at the Constitutional Convention?
4. Students will create presentations that answer the questions above. Teachers will submit exemplary projects from their students to the offices of Elementary and Secondary Social Studies. Exemplary projects will be reviewed and provided to 5th grade teachers for use with their classes as they prepare for the annual Simulated Congressional Hearings.

Name:
Date:
ELA Teacher/Period:
Soc St Teacher/Period:

How would the Constitutional Convention have been different if women, African Americans, and other minorities had been present?

Directions: Read each of the following excerpts from a textbook and answer the guiding questions. As you read consider the following question:
Who **was** at the Constitutional Convention?

Document A: Excerpt *We the People, The Citizen and the Constitution*

The delegates were not chosen from all parts of the American population. **Some were rich, but most were not.** There were no poor people, no indentured servants, or young people. All the Framers were men. Their average age was forty-two. There were no women among the delegates. There were no free black men or slaves. There were no American Indians. Poor farmers, such as those who took part in Shay's Rebellion – were not present, nor were the citizens of Rhode Island. People in Rhode Island were so much against changing the Articles of Confederation that they refused to send any delegate.

We the People, The Citizen and the Constitution Grade 5 Text, p.65)

"Fifty-five delegates attended the meeting that later became known as the Philadelphia or Constitutional Convention. This group of men are now often called the Framers of the Constitution. Most of the delegates were fairly young; the average age was 42. About three-fourths of them had served in Congress. Most were prominent in their states, and some had played important parts in the Revolution. Some were wealthy, but most were not. **A French diplomat in America at the time said that the Framers were 'without being rich are all in easy circumstances.'**"...

Max Farrand, a historian, wrote: "Great men there were, it is true, but the convention as a whole was composed of men such as would be appointed to a similar gathering at the present time: professional men, business men, and gentlemen of leisure; patriotic statesmen and clever, scheming politicians; some trained by experience and study for the task before them; and others utterly unfit. **It was essentially a representative body'**" (*We the People*, Grade 8 Text, p. 61).

Guiding Questions:

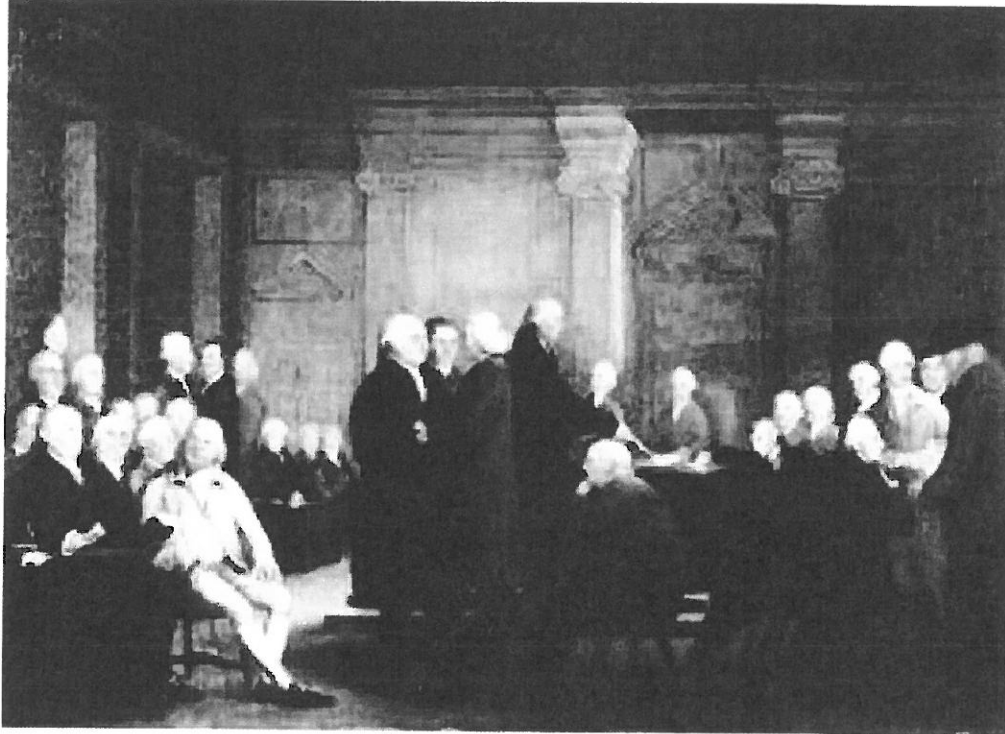
Close Reading: Who were the delegates to the Constitutional Convention? What type of people were they?

Corroboration: Were the delegates to the Constitutional Convention representative of the people of the United States? Why or why not?

Contextualization: What groups of people might feel they were not represented at the Convention? How might they have gone about addressing that issue?

Directions: Read each of the following documents. As you read consider, how might the Constitutional Convention have been different if women, African Americans, and other minorities had been represented?

Document B



Source: <http://mrnussbaum.com/history-2-2/congress/>

Guiding Questions:

Close Reading: Who is represented in this portrait?

Contextualization: Who might these people be working to represent?

Chronological Reasoning: What might be the outcome of a discussion led by these men for women? African Americans? Native Americans?

Document C: Excerpt from Abigail Adams's Letter to John Adams

In a letter dated March 31, 1776, Abigail Adams writes to her husband, John Adams, urging him and the other members of the Continental Congress **not to forget about the nation's women** when fighting for America's independence from Great Britain.

The future First Lady wrote in part, "I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be **more generous and favorable to them than your ancestors**. Do not put such unlimited power into the hands of the husbands. Remember, **all men would be tyrants if they could**. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

<http://www.history.com/this-day-in-history/abigail-adams-urges-husband-to-remember-the-ladies>

Guiding Questions:

Sourcing: Who wrote this letter and to whom was it written?

Sourcing: Why do you think this person wrote this letter?

Close Reading: What minority group is the author representing?

Close Reading: What claim does the author make about "all men?" Do you agree or disagree? Why?

Close Reading: What response does this person claim will occur if her ideas are ignored? Why do you think she felt that way?

Document D: Benjamin Banneker's Letter to Thomas Jefferson, 1791
<http://www.pbs.org/wgbh/aia/part2/2h71t.html>

Benjamin Banneker was an astronomer and surveyor who laid out the original borders for Washington, D.C. The son of a free African American and a former slave, Banneker enclosed this letter to Thomas Jefferson, along with an almanac for the coming year, which Banneker had compiled.

In his letter, Banneker opens with the following plea:

"I apprehend you will embrace every opportunity, to eradicate that train of absurd and false ideas and opinions, which so generally prevails with respect to [African Americans]. . . that however variable we may be in society or religion, however diversified in situation or color, **we are all of the same family, and stand in the same relation to [God].**"

Banneker reminds Jefferson of how, just 15 years prior, "the arms and tyranny of the British crown" had transformed the colonists into servants of the king. He goes on to state:

"This, Sir, was a time when **you clearly saw into the injustice of a state of slavery**, and in which you had just apprehensions of the horrors of its condition. It was now that your [horror of slavery] was so excited, that you publicly held forth this true and invaluable doctrine, which is worthy to be recorded and remembered in all succeeding ages : 'We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights, and that among these are, life, liberty, and the pursuit of happiness.'...**but, Sir, how pitiable is it to reflect, that although you were so fully convinced of the benevolence* of the Father of Mankind, and of his equal and impartial distribution of these rights and privileges, which he hath conferred upon them, that you should at the same time counteract* his mercies, in detaining by fraud and violence so numerous a part of my [brothers], under groaning captivity and cruel oppression, that you should at the same time be found guilty of that most criminal act, which you professedly detested in others, with respect to yourselves.**"

*benevolence: kindness and generosity

*counteract: put a stop to or cancel out

Guiding Questions:

Sourcing: Who wrote this document? Who was he writing to?

Sourcing: What group of people was this author trying to represent?

Critical Reading: What did the author desire of the Constitutional Convention?

Contextualization: How did the Constitutional Convention address this author's primary goal? What compromise was established?

Claim: Do you think the Constitutional Convention was representative of the people this author was speaking for? Why or why not?

Document E: Excerpt from thisnation.com, discussing the representation and demographics of the 112th Congress.

Decisions in Congress are made collectively, but representation occurs primarily at the level of the individual member. While some people believe that a representative should, at the individual level, share important physical characteristics with the people he or she represents, others hold that "descriptive" or "demographic" representation is much less than "substantive" representation. **From this perspective, a white woman could represent a black man or a Hispanic man could represent a black woman if the focus was promoting the interests of the represented individual or individuals.** Indeed, James Madison observed in *The Federalist* No. 10 that the true test of a representative is his or her ability to make difficult decisions that promote the long-term best interests of the people back home. A representative government, he wrote, ought to:

... refine and enlarge the public views by passing them through the medium of a chosen body of citizens whose wisdom may best discern the true interest of their country and whose patriotism and love of justice will be least likely to sacrifice it to temporary or partial considerations. Under such a regulation it may well happen that the public voice, pronounced by the representatives of the people, will be more consonant to the public good than if pronounced by the people themselves, convened for the same purpose.

It is likely that Madison would have thought any discussion of the demographic dimensions of representation irrelevant...

<http://thisnation.com/congress-facts.html>

Guiding Questions:

Close Reading: What does James Madison claim will best benefit the "public good?" Do you agree or disagree? Why?

Synthesis: According to this website, Congress still does not demographically reflect the United States, most Congress people are still wealthy white men, do you think that impacts the way they vote? Why or why not? Can you think of any evidence from the present to support your answer?

Reflection:

Directions: Based on the documents you have read answer the following question with your own ideas citing evidence from the texts to support your thesis.

Do you think the Constitutional Convention was representative of the United States at the time? Why or why not?

YOUR TASK...

Background:

Do you remember much about 5th grade? Do you remember participating in the Simulated Congressional Hearings? Do you remember all of the research and work you did to prepare for that one day???

Your job for the rest of this lesson is to help 5th graders prepare for their Simulated Congressional Hearings. Every year, all 5th graders in Howard County Public Schools participate in SCH. Each year students research all sorts of topics relating to the Constitution, citizens' rights and responsibilities, and how the government of the United States works. Each year students struggle with one question in particular:

How might the Constitution be different if women, African Americans, and other minorities have been represented?

Your job is to conduct research and create a presentation in order to help 5th grade students in Howard County have more information to answer that question.

Your research should be extensive and your presentation should be clear and informative and should answer the following questions:

1. What issues were faced by this group at the time of the Convention?
2. What parts of the Constitution, if any, apply to the group and/or issues being faced by the people?
3. What solutions might this group have advocated to problems they were facing?
4. How might they have brought these issues to the attention of the Framers if they were at the Constitutional Convention?
5. How might the Constitution be different if this group was at the Constitutional Convention?

Your presentation may take any of the following formats:

- **Powerpoint**
- **Movie**
- **Speech**
- **Essay**
- **Website**

Appendix C
HCPSS Independent Service
Learning Form

Howard County Public School System Independent Service Learning Project

Middle school students can participate in independent service learning projects however any hours they earn will not be counted toward their service-learning graduation requirement. At the middle school level only curricular infused service-learning hours will be counted toward completion of the graduation requirement. Students are not required to seek pre-approval for independent service-learning projects

Student Name: _____ **School:** _____

Name of Project: _____ **Dates:** _____

Service Learning Coordinator/Counselor: _____

Grade: _____

Community Organization: _____

Contact Person: _____ **Phone** _____ **E-mail** _____

Hours Proposed: _____

Agency/Project Supervisor's Signature:: _____

Project Proposal

I. PREPARATION: *What are you planning to do?*

1. What is the community need for this project?
2. What is the cause of this community need?
3. What is the goal of your project?
4. How do you think the project should be done?

5. How does the project connect to the curriculum you've learned in school?

6. Discuss how this organization helps to meet a community need.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

II. ACTION:

Timeline for Project:

Task	Due Date	Signature-Completed

7. During the action project, explain how you're helping to accomplish the goal.

8. Were you able to observe the responses of the people in need? Describe their reactions or write a description of how they must have felt to receive this service.

Name _____ Date _____

- The goal of your project
- How it met a community need
- Things that you learned
- The results of doing the project
- Why Service Learning is important

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SL Hours Completed: _____ Date: _____

Appendix D
Leadership Course
Description
(Catalog of Approved High
School Courses Page 125)

Social Studies

284M♥★

Humanities IV - G/T (Social Studies)

Grade 12

1 credit

Prerequisite: Recommendation from G/T English and Social Studies

Co-requisite: Concurrent enrollment in 184M Humanities IV G/T (English)

Humanities IV integrates the study of twentieth century history and literature as well as current issues. To enhance the non-western component of the course, students are required to complete a research paper on an aspect of a developing country. Students in this class are recommended to take the Literature and Composition AP Exam. Because students are concurrently enrolled in 184M, they receive 2 credits, one for English and one elective credit for Social Studies.

295M★ - Semester I

296M★ - Semester II

297M★ - Year

Latin American Studies

Grades 10, 11, 12

1/2-1 credit

This Latin American Studies course focuses on the historic influences that have led to the evolution of modern Latin America. This course identifies the geographic regions of Latin America and traces the social, political, economic, and international factors that have contributed to the development of this racially, ethnically, politically and economically diverse part of the Western Hemisphere.

286M★ - Semester I

287M★ - Semester II

285M★ - Year

Law and the Citizen

Grades 10, 11, 12

1/2-1 credit

This course is designed to enable students to explore issues related to law, justice, and the American legal system. The following topics are included in this course: introduction to the law and the legal system, criminal law and the juvenile justice system, torts, consumer law, family law, housing law, and individual rights and liberties.

270M - Semester I

272M - Semester II

Leadership I

Grades 10, 11, 12

1/2 credit

This semester course emphasizes the acquisition of skills needed to become an effective leader. Topics include intrapersonal and interpersonal skills, an examination of organizational structure and operations, and judgmental skills. This course is recommended for students who wish to explore and develop leadership potential.

273M - Semester I

271M - Semester II

Leadership II/Community Service

Grades 10, 11, 12

1/2 credit

(Fulfills Student Service Learning Requirement)

Prerequisite: Completion of Leadership I or similar experience

This semester course is designed to give students practical opportunities to demonstrate leadership skills in various settings. Topics for study include organizational structure and operational techniques, application of interpersonal skills, and appropriate problem-solving and decision-making skills. Participation in a service learning project is required of all students.

268M - Semester I

269M - Semester II

294M - Year

Leadership I/II

Grades 10, 11, 12

1/2-1 credit

This course combines many of the activities and course outcomes from the Leadership I and Leadership II courses (see descriptions), but is designed to accommodate students who need either a year or a semester option. This course will fulfill the Service Learning requirement as a service learning project is required.

280M♥★■

Microeconomics/Macroeconomics - AP

Grades 11, 12

1 credit

Students receive in-depth instruction in both microeconomics and macroeconomics. Major areas of study include economic concepts, product and factor markets, the role of government, management of economic performance, national income and price determination, and international economics and growth. Students electing this course may be given optional summer or pre-course readings provided by the instructor. It is recommended that students in this course take the Microeconomics and Macroeconomics AP Exams when it is offered in May.

288M★■

Microeconomics - AP

Grades 11, 12

1 credit

Students receive instruction in microeconomics in greater depth and complexity than the combined course listed above. Microeconomics is the study of economics as it relates to the behavior of individuals, families, and businesses. In addition to learning content required for the AP Exam in microeconomics, students may be expected to participate in academic competitions related to economics. Students electing this course may be given optional summer or pre-course readings provided by the instructor. It is recommended that students in this course take the AP Microeconomics Exam when it is offered in May.

Appendix E
Graduation Requirements
(Catalog of Approved High
School Courses Page 3)

Graduation Requirements

Credit for High School Courses Taken in Middle School

High school courses offered at the middle school level are eligible for high school credit.

Beginning with courses completed in the 2015–16 school year:

1. The student's passed course will count toward the 21 credits for graduation requirement.
2. The student's course grade will be recorded on the high school transcript.
3. The student's grade will not be calculated into the high school grade point average.
4. For high school world language courses, one credit will be awarded at the completion of a course in grade 8.

Career Preparation Requirements*

The Howard County Public School System requires that all students be given the opportunity to complete the following three instructional activities in Career Preparation:

- Develop and update an individual four year plan.
- Participate in a job interview simulation.
- Complete a qualifications brief or résumé acceptable for seeking employment.

Career preparation activities in the junior year include an opportunity to participate in a junior interview clinic.

By the end of September of their senior year, students should have documentation on file in the Counseling Center that they have completed a career plan, a résumé, and an interview.

Student Service Requirements*

The Maryland State Board of Education stipulates that all students in Maryland public schools must complete student service requirements in order to earn a high school diploma. Most Howard County public school students or Maryland public school transfer students complete the service requirement at the middle school level. Those students who do not, or who transfer into Howard County public schools from out-of-state or nonpublic schools, will be required to complete service learning as follows:

Grade Level of <u>First</u> Enrollment into HCPSS Between Grades 6-12	Maximum of Number of Hours Required
6th, 7th or 8th grade	75 hours
9th grade	75 hours
10th grade	50 hours
11th grade (first semester)	40 hours
11th grade (second semester)	30 hours
12th grade (first semester)	15 hours
12th grade (second semester)	10 hours

** See the school counselor for more information on how to fulfill these requirements.*

Appendix F

Infrastructure Roles

Appendix F: Infrastructure Roles (as of 08/17)

Title	Location	Name
Chief Academic Officer	Central Office	William Barnes
Chief School Management and Instructional Leadership Officer	Central Office	Frank Eastham
Executive Director for School Improvement and Administration	Central Office	Ebony Langford-Brown
Executive Director of Student Services	Central Office	Linda Wise
Community Superintendents Birth to Grade 12	Central Office	Marcy Leonard (Area 1) Theo Cramer (Area 2) Patrick Saunderson (Area 3)
Director for Curriculum Programs PK-12	Central Office	Caroline Walker
Coordinators for Curricular Programs	Central Office	Mark Stout, Mary Weller, Nancy Czarnecki, Sharon Kramer, Gino Molfino, Debbie Blum, Linda Rangos, Jon Wray, Jennifer Cornell
Service Learning Liaisons	Central Office	Jaclyn Austin, C. Renee Bos
Service Learning Fellows	School Based	TBD
Coordinator of School Counseling	Central Office	Kelly M. Ruby
Service Learning School Representatives	School Based	TBD

The Service Learning Advisory Board	School Based, Central Office, Community Partners	TBD
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Appendix G
HCPSS Middle and High
School Report Card Sample

Glenelg High School

14025 Burntwoods Rd, Glenelg, MD 21737

Office: 410-313-5528 Student Services: 410-313-5535

Student Progress Report – School Year 2015-2016 – 2nd Quarter

Counselor: Hoffman, Caren B.

Grade: 09

Course	Teacher	1st	2nd	Exam	3rd	4th	Exam	Final & Cum. Abs
Algebra II Period: 1	Mize, Joshua D. Crs#:330M Credits: 1.00 Exc/Unexc abs	C 0/0	C 0/4	B	/	/		/
English 9 - G/T Period: 2	Leland, Erin S. Crs#:102M Credits: 1.00 Exc/Unexc abs	C 0/0	B 0/4	B	/	/		/
US History-GT Period: 3	Garner, Joshua Crs#:220M Credits: 1.00 Exc/Unexc abs	B 0/0	A 0/2	B	/	/		/
Earth & Space Sci-G/T Period: 4	Regis, Paul J. Crs#:400M Credits: 1.00 Exc/Unexc abs	B 1/0	A 0/1	B	/	/		/
Lifetime Fit 9- S1 Period: 4	Trunzo, Nicole Crs#:7000 Credits: 0.50 Exc/Unexc abs	A 0/0	A 0/2	A	/	/		A /
Spanish I Period: 5	Kittleman, Haley E. Crs#:5400 Credits: 1.00 Exc/Unexc abs	A 1/0	B 0/5	B	/	/		/
Art I: Found of Studio Period: 6	Hereth, Edward C. Crs#:6000 Credits: 1.00 Exc/Unexc abs	A 1/0	B 0/0	A	/	/		/

Cumulative Unweighted GPA: 0.00

Unweighted Q2 GPA: 3.29

Cumulative Weighted GPA: 0.00

Weighted Q2 GPA: 3.71

Completed Service Requirement: YES

Completed World of Work Requirement: NO

YTD: Present: 90.0000 Absent: 4.00 Tardy: 0

Congratulations
You Made Honor Roll

School Message: Congratulations to our 867 students, who made honor roll first quarter, and to those second quarter honor roll students as well!

Quarter 3 Interims will be issued on 3/4/16.

TO THE PARENTS/GUARDIANS OF:

Howard County Evaluation Codes: The following symbols indicate the teacher's evaluation of the student's performance in relation to achievement goals set for him/her.

A	Consistently at the highest level of achievement
B	A high level of achievement
C	Acceptable level of achievement
D	A low quality of achievement
E	Unsatisfactory level of achievement
I	Incomplete
N	Greater than 5% absence; no credit awarded
W	Withdrawal
X	Late enrollment; no credit awarded
Z	Exam not taken; no credit awarded

Appendix H
Individual Service
Learning Form

HOWARD COUNTY PUBLIC SCHOOL SYSTEM

Student Service Validation

Please print:

Name _____ School _____ Grade: _____

Activity: _____

Type: (please circle one) Direct Indirect Advocacy Start date: ____/____/____ Finish date: ____/____/____

Sponsoring Class/Organization _____

Adult Site/Project supervisor _____ Phone (____) _____ Service hours _____

Student Service is comprised of three elements:

PREPARATION is a four stage process: a) identify and analyze problems, b) select a service project, c) learn service skills, and d) plan service activities.

Preparation: Describe how you prepared or received training for this type of service. _____

ACTION: There are three types of actions: Direct Service, Indirect Service, and Advocacy. Direct Service activities put students face-to-face helping someone. Indirect service activities are performed "behind the scenes" such as food and clothing drives. Advocacy projects require students to lend their voices and talents and is the work of citizenship.

Action: Direct, Indirect, Advocacy. Circle appropriate action. Briefly explain what you did and where. _____

REFLECTION: The third element of an effective service program is reflection. Reflection enables students to learn from their service experience and is most effective when regularly scheduled during the course of the service project. Reflection can take many forms from essays to small group discussions.

Reflection: a) What did you do to evaluate the effectiveness of your service? (Example: Journal writing, group discussion, presentation, etc.)
b) How did you and your community benefit from your service?.

Student Signature _____ Date ____/____/____

Adult Site/Project Supervisor Signature _____ Date ____/____/____

Principal/Designee Signature _____ Date ____/____/____

White copy - student file

Yellow copy - parent file

Pink copy - school file

IFAS 3952-1004