

New Course Proposal Template

Course Title: Service and Citizenship

Names(s): Phil Ourada Building: High School

RATIONALE	
A. Data or needs that support the new course proposal:	<p>Service-learning is a teaching method that engages students in solving problems within their schools and communities as part of their academic studies.</p> <p>Service-learning is an effective instructional pedagogy which asks students to use their abilities and skills to make their school, local, and global communities stronger.</p> <p>Service-learning is a key strategy in developing 21st century skills which will lead to a prepared workforce and a civically engaged citizenry.</p> <p>Service-learning actively engages participants in meaningful and personally relevant service activities.</p>
B. Expected impact on student achievement:	The students enrolled in service and citizenship will develop leadership skills and personal integrity by performing numerous volunteer functions. They will also demonstrate helpfulness, respect for others and understand the value of individual responsibility and hard work.
Expected impact on student scheduling:	There will be no impact on student scheduling because these students will meet before school four times per semester.
Expected impact on student subsequent course opportunities:	Being involved in volunteer activities is one of the distinguishing factors when students apply to college.
Anticipated budgetary implications associated with the implementation of this course. (Total Costs from Budget Sheet)	There should be no cost to the district because there are no anticipated costs for materials.
C. What research supports this curriculum change?	<p>Research has shown that service-learning has an enduring positive impact on students' academic achievement, civic engagement, and personal and social development.</p> <p>A review of research (Furco, 2007) indicates that high quality service-learning, because of its utilization of effective, experiential learning strategies, can enhance academic outcomes in such content areas as reading, writing, mathematics, and science. A variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in prosocial behaviors.</p> <p>A review of data from the National Educational Longitudinal</p>

	<p>Study of 1988 (NELS) suggested that:</p> <ol style="list-style-type: none"> 1. Civic engagement activities raised the odds of graduation and improved high school students' progress in reading, math, science and history. 2. Students who participated in service-learning activities in high school were 22 percentage points more likely to graduate from college than those who did not participate. 3. Students who participated in service-learning scored 6.7 percent higher in reading achievement and 5.9 percent higher in science achievement than those who did not participate in service-learning. <p><i>Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</i></p> <ol style="list-style-type: none"> 1. Service-learning has clearly articulated learning goals. 2. Service-learning is aligned with the academic and/or programmatic curriculum. 3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another. 4. Service-learning that takes place in schools is formally recognized on student transcripts.. <p>Reflection</p> <p><i>Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.</i></p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants' knowledge, skills, and/or attitudes. 2. Service-learning reflection occurs before, during, and after the service experience. 3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions. 4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens. 5. Service-learning reflection encourages participants to examine a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life. <p>Each student developing a portfolio where they reflect on their leadership skills and citizenship is something that will carry over with them after they graduate from high school.</p>
<p>D. How does the proposed course compare to practices in other districts or schools with comparable programs?</p>	<p>Burlington High School has a similar course available for students.</p>

COURSE PLANNING GUIDE DESCRIPTION

Write a 2-3 sentence description of the proposed course geared towards parents and students.	This course uses the standards and expectations from two service organizations (Rotary International and Kiwanis). Students will learn and experience: Volunteering, Service Learning, Citizenship, and Collaboration. Students will volunteer in the community; develop service projects that engage the community in the WBSD, and model citizenship. Students will develop a portfolio that demonstrates these four standards and their experiences. This course is advised by both teachers and administrators and meets during zero hour four times per semester.
Length of Course:	Semester course for ¼ credit (35 hours of service learning required). This is a Pass/Fail course and the grade is not calculated into the student's GPA. Students are encouraged to be involved in Service Learning over all four of their high school years. Students can earn a maximum of 2 credits of service learning, however a maximum of one credit of Service Learning may be applied to the 22 credits required for graduation.
Grade Levels:	9-12
Wisconsin Model Academic Standards addressed:	<p style="text-align: center;"><u>Model Academic Standards for School Counseling</u></p> <p>Content Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to successful learning in school and across the life span.</p> <p>Content Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</p> <p>Content Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <ul style="list-style-type: none"> • Core Performance Standard 1: Understand how to relate school to life experiences. <p>Content Standard G: Students will acquire the self-knowledge necessary to make informed career decisions.</p> <ul style="list-style-type: none"> • Core Performance Standard 1: Develop the ability to make informed career decisions based on self-knowledge. • Core Performance Standard 2: Develop positive interpersonal skills necessary to be effective in the world of work. • Core Performance Standard 3: Integrate personal growth and change into career development. • Core Performance Standard 4: Establish a balance between personal, leisure, community, learner, family, and work activities. <p>Content Standard H: Students will understand the relationship between educational achievement and career development.</p> <ul style="list-style-type: none"> • Core Performance Standard 1: Attain educational achievement and performance levels needed to reach personal and career goals. • Core Performance Standard 2: Participate in ongoing, lifelong learning experiences to adapt to and excel in a diverse and changing economy.
Prerequisite Courses:	None

COURSE EVALUATION

How do you plan to collect the following data over the next three years?

Enrollment History	Enrollment in the course will be tracked using skyward sections each year.
Impact on Student Achievement	Each student will create a portfolio that documenting their experiences in their volunteer opportunities.
How will you use evaluation results to modify or refine this course?	We will evaluate the course yearly to make changes to the format if needed. We will evaluate the student generated portfolio's that students create by critiquing their organizational and leadership enhancement.

** Note: Course Evaluation results, including Student and Faculty Surveys, will be presented to the Curriculum Council every 3 years.*

New Course Proposal

PROGRAM BUDGET

Course Title: Service and Citizenship Date: _____

Department: English and Counseling Credits: 1/4

Teachers (s) Initiating Proposal Phil Ourada, Stephanie Stuve and Jen Sroka

☒ New Course ☐ Course Revision ☐ Duration ☒ Semester ☐ Year

Anticipated # of Sections 1

START-UP COSTS

BUDGET (OBJECT)	DESCRIPTION	COST	FUNDING SOURCE
400 – Non-Capital Objects (include training needs for instructors or aides)		0	
435 – Texts		0	
500 – Capital Objects		0	
000 – Other Expenses (Facility Usage, Maintenance, Utilities, Other)		0	

TOTAL COST: \$ 0.00

Course Development Proposal

ANNUAL ON-GOING COSTS

PLEASE PROJECT ON-GOING COSTS AND IDENTIFY FUNDING SOURCE:

BUDGET (OBJECT)	DESCRIPTION	COST	FUNDING SOURCE
400 – Non-Capital Objects (include training needs for instructors or aides)		0	
500 – Capital Objects		0	
000 – Other Expenses (Facility Usage, Maintenance, Utilities, Other)		0	

TOTAL COST: \$ ____0.00____