Bulldawg Block Unit Design - Lauren Pasanek
Sixth Grade Change Makers: A Service-Learning Experience

Blurb for Student Choice Google Form <mark>(needs work)</mark>:
How can YOU make a difference in our community? In this course, you will work as a team to identify an issue you would like to focus on and learn more about. The choice is yours! You will research and speak to experts in the field, and then design and carry out a service project that addresses your issue.

Unit Timeline *(based on Need in Deed's My Voice framework)*	MP *(varies)*	Days *(based on approximate 15 class meetings - can be extended as needed)*
Stage 1: Value Your Voice Students decide on broad issue for service-learning project.		3
Stage 2: Open Your Issue Students use a variety of resources to explore the causes and effects of their issue and select one they would like to address through service.		2 (may be extended)
Stage 3: Identify Your Objective Students use a variety of resources to learn more about their chosen cause and effect and determine how they would like to address it through service.		3 (may be extended)
Stage 4: Conduct Meaningful Service Students conduct meaningful service that addresses a cause or effect of their issue.		6 (may be shortened depending on previous stages)
Stage 5: Evaluate and Celebrate Students reflect upon and evaluate their efforts and celebrate their successes.		1-2

Unit Overview
This unit provides students with the opportunity to engage in student-driven service learning.
The unit begins with students identifying their own gifts and talents, and then asks them to broaden their persective to the greater community. As students discuss the strengths and challenges of our community, they will identify and choose one general social issue to research and learn more about. Students will examine the causes and effects of their chosen issue and focus in on one specific area to address through service. They will then work together to research how they may best address this issue through service. Students will work together as a team to design, plan and carry out this service project for a determined audience. The unit will conclude with reflection, evaluation and celebration.
Unit Design based on the My Voice framework for service-learning

Enduring Understandings
Will develop content-specific EUs with students as they choose an issue to focus on
● Eleven, twelve and thirteen year olds can have a positive impact on their community.

Essential Questions

Will develop content-specific EQs with students as they choose an issue to focus on
- What are the social issues affecting our community?
- How can we connect with experts to learn more?
- What do we need to know, understand or figure out to help address this issue?
- How will our project design positively impact our community?

NJSLS

Additional content specific standards may be added based on student topic choice

LA.W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LA.SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

LA.SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Interdisciplinary Connections

Connections to Science/Social Studies/Language standards will be determined based on chosen student topic

Technology Standards

TECH.8.1.8.A.2: Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.C.CS4: Contribute to project teams to produce original works or solve problems.

TECH.8.1.8.C.CS2: Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Themes/Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

<u>Instructional Strategies and Learning Activities</u>
- Individual Ten-line poem
- Community Walk
- Neighborhood interview
- Community partner visits (or Skype)
- Cause and effect brainstorm

- Resource Exploration Graphic Organizer
- Class Task Organizer
- Service-Learning Action Plan
- Culminating Event Project Design

Formative Assessment
Journal entries and reflection activities
Questions generated for research and community partner visits
Student artifacts (products created as part of service-learning project)

Summative Assessment
Students will work collaboratively to plan, create and lead a final service-learning project. This final project may take many forms based on class-decided topic and student interests; projects must incorporate and/or use technology and include a writing, speaking and presentation component. Students will self-evaluate using a service-learning project rubric.

Resources and Technology
- My Voice framework resources
- Community members (vary depending on topic chosen)
- Classroom MakerSpace materials, as needed
- Additional resources and technology dependent upon topic chosen by class

Pull down menus on OC for:
Differentiated Instruction
ELL
Special Ed
At Risk
504
Gifted and Talented