

# **U.S. Government**

**Service Learning Project**

**Upland High School**

**Student Handbook**

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## What is Service Learning?

Service Learning is a method by which young people learn and develop through active participation in a thoughtfully-organized service experience...

- That meets actual community needs.
- That is coordinated in collaboration with the school and community.
- That is integrated into each young person's academic curriculum.
- That provides structured time for a young person to think, talk and write about what he or she did and saw during the actual service activity.
- That provides young people with opportunities to use newly acquired academic skills and use knowledge in real life situations in their own communities.
- That enhances what is taught in the school by extending student learning beyond the classroom.
- That helps to foster the development of a sense of caring for others.
- That provides opportunities for school-to-career transitions.

(From *Standards of Quality for School-Based and Community-Based Service Learning*, Alliance for Service Learning in Education Reform, 1995.)

**A**merican democracy has been called a great experiment. Our form of government depends, for its success, upon an informed citizenry which participates confidently in the decision making process. On your eighteenth birthday or upon receiving citizenship, you will come face to face with the full benefits and responsibilities of being an American. You will be allowed to vote and may be called to serve on a jury. If you are a male you will be required to register for the draft. You will be allowed to fully utilize the legal system, to be tried as an adult should you find yourself accused of a crime and to run for political office. It is critical to the success of this constitutional democracy that each of us become conversant with the institutions which make this democracy work and that each of us contribute to society as a responsible citizen.

It is important that all who live in the United States understand how our country functions and that we all assume responsibility for the quality of life in our nation. Individuals play a vital role in the community and participatory citizenship requires that each of us is comfortable in the halls of government and in our courtrooms. Everyone should be able to evaluate what is seen and heard there and to draw their own conclusions about what they have observed.

This Service Learning project will provide you with the opportunity to be of service to America and to witness the courts, councils and boards that administer our communities. Your service to America will help you to understand what a treasure American citizenship is and what it means to be of service to the nation. The project allows you to be an independent learner as you challenge yourself to listen to the language of government in action and to carry out your work in the community. It will allow you to hone your skills as a problem solver and a skillful communicator as you analyze what you experience and produce a final project that communicates your assessment of your activities.

Your work in the community will provide you with a good feeling about yourself as a human being. You will have the occasion to observe that, though government in action is complex and sometimes confusing, it is often exciting and always meaningful. Additionally, you will fine-tune your skills, which you need as you prepare for the life that awaits you after high school. Ultimately, you will be fulfilling President Kennedy's vision of true citizenship as you do for this country and thereby do for yourself and for all Americans.

# Schoolwide Learner Outcomes

**Upland High School students will demonstrate:**

**Character** - Develop and exhibit the characteristics of respect, integrity and responsibility

**Citizenship** - Contribute positively to the global community and respect the diversity of others

**Creativity** – Explore ideas, ask inquiry questions and seek multiple solutions

**Critical Thinking** – Experiment, reflect and apply prior knowledge to new learning

**Collaboration** – Work independently as a team

**Communication** – Speak and write effectively and listen actively

## Service Learning Project Information

You will select one area of service that you will work on continuously throughout the semester. The minimum service time to spend on this project is *10 hours*.

You must attend or view **TWO** of the following Government in Action meetings and court:

- A. One full City Council meeting (some will be offered in person and some virtually)
- B. One full School Board meeting (some will be offered in person and some virtually)
- C. 2 Hours of court (this is in person **ONLY**)

Your teacher will tell you how you must view the City Council or School Board Meeting.

You may attend a single two-hour session or two separate one-hour sessions on different days.

Exception: You may *not* use either of these for your project:

- Traffic court attendance
- Any court case in which you are involved

You will be assigned one California county to research on the Internet.

Your finished project will include a 2-3 page essay (2 if typed, 3 if hand written) assessing your service to the community and a culminating activity that may contain one or more of the following components:

- A visual representation of your learning in the form of a storyboard, PowerPoint presentation, etc. (your individual teacher will provide more information on your options)
- An oral or written presentation explaining your service project and its effect on the community.

If necessary, individual teachers may modify the project where appropriate.

### Time line

Week 1	Obtain information as to the project itself and begin to explore options.
Week 2	Complete the Service Learning Review Questions worksheet.
Week 3	Return the form acknowledging that both the student and a parent have read the project handbook and understand the requirements to pass and identifying your choice of Service Learning projects(s) signed by the supervising adult verifying your future participation in the project.
Weeks 4-13	Work towards completion of 20 service hours and prepare final exhibition.
Weeks 14-15	Culminating essay and activity due.

## Supplementary Project Information

Instead of working on one major project for 10 hours, you may choose to do two or more projects for adding up to 10 hours. This might be a short event that happens only once a year or comes up suddenly after you have chosen your major project. To receive credit for those supplementary hours you would fill out the Supplementary Service Learning Completion Form in the handbook and include it in your culminating activity. Your teacher will provide more details on how this will apply in your class.

## Breakdown of Points or Percentages for Grading

Approximately \_\_\_\_\_ % of Overall Class Grade (see your teacher for points / % for your class).

Elements	Points	Percentage
Hours completed		
Culminating essay and culminating activity		
Government in Action and California county sheets		
Total		

**“I challenge a new generation of young Americans to a season of service – to act on your idealism by helping troubled children, keeping company with those in need, reconnecting our torn communities.... From this joyful mountaintop of celebration, we hear a call to service in the valley. We have heard the trumpets... we must answer the call.”**

-William J. Clinton, Inaugural Address, 20 January 1993

### **Instructions for Completing the Service Learning Project**

**1. Service Learning Review Questions.**

This worksheet is due, approximately, the Friday of the second week of the semester.

Date: \_\_\_\_\_

**2. Culminating Essay: Assessment of your service to the community.**

This is due, approximately, between the fourteenth and sixteenth weeks of the semester.

Date: \_\_\_\_\_

This essay must be 2-3 pages long (2 pages if typed, 3 pages if handwritten).

It must be in standard essay form and follow all rules of Standard English.

This essay must include the following information:

1. Describe the Service Learning project and your role in it.
2. Explain how this project had an impact on and benefited the community.
3. Do you view the community differently as a result of your service?
4. What did you learn through your service to the community?
5. Why was this a valuable experience?
6. Evaluate the importance of your contribution to American citizenship.
7. What would you change or adjust if you were doing this activity over again?
8. Would you encourage other members of the community to participate in this form of service? Why or why not?
9. Using the SLOs, explain how your project helped you to achieve each of these three optimum learning expectations.

- 3. Culminating activity: This will be a visual, written and/or oral representation of your learning.  
The purpose is to demonstrate the significance of your Service Learning activities.**

This is due, approximately, between the fourteenth and sixteenth weeks of the semester.

Date: \_\_\_\_\_

Listed below are options your teacher may choose to assign as your culminating activity. Your teacher may choose to assign a different or additional culminating activity. Your teacher will explain the complete culminating activity for your class at the beginning of the semester when you review the requirements for the project.

#### **OPTION A: STORYBOARD**

These items must be evident on or in front of your storyboard:

1. Your name and the title of your project.
2. Your culminating essay.
3. Service Learning Evaluation Form from your supervisor and log of hours.
4. Government in Action sheets and county research information.
5. Photographs or drawings illustrating the service performed, with captions.
6. Supplementary completion form(s), if applicable.

These items may also be incorporated into your exhibition:

1. Pamphlets, brochures, news articles, etc., relating to your service project, with captions.
2. Actual examples of work produced during the project, with captions.
3. Film or audio recordings.

#### **OPTION B: ELECTRONIC PRESENTATION**

You may present your Service Learning project exhibition in PowerPoint, Google Slides or Prezi format instead of Storyboard format. Other electronic formats may be allowed. Check with your teacher to see what formats are and are not allowed.

The PowerPoint, Google Slides or Prezi presentation must meet the following requirements:

1. All information required under the exhibition description above must be included in or with the PowerPoint, Google Slides or Prezi presentation.
2. Just as the storyboard is required to have visual representation (pictures, drawings, photographs, etc.), the PowerPoint, Google Slides or Prezi presentation must have visual representation as well as text (graphics, photographs, video, etc.).
3. The presentation should be approximately ten (10) slides or frames. This may include slides or frames pertaining to the Government in Action activities as well.
4. Visual images must have captions. All text must be large enough and dark enough to read from the back of the room. Sound and video are allowed but not required.
5. The PowerPoint, Google Slides or Prezi presentation must either be uploaded to Google Drive and shared with your teacher or submitted on Google Classroom. Talk to your teacher if you need a different option.
6. Talk to your teacher if you want to check your presentation in advance on the classroom equipment to be sure that everything will operate properly on the day of your presentation.
7. All paperwork that is required as part of your final presentation must be placed in a folder that you will turn in with your presentation. A hard copy of your PowerPoint or Google slides or Prezi frames *must be included* in the exhibition folder.

### **OPTION C: ORAL PRESENTATION**

In an oral presentation to the class, introduce and explain your Service Learning project and culminating essay.

Be sure to include:

1. An explanation of any visual or electronic displays
2. An overview of and highlights from the information in your culminating essay
3. Your most memorable moments. Give one or two anecdotes.
4. One or two interesting facts about your county.

Remember to:

- ❖ Incorporate your visuals (if applicable), physically into your oral presentation.
- ❖ Use note cards to assist in your presentation and practice your presentation.
- ❖ Be creative and interesting.
- ❖ Speak slowly, loudly and clearly.
- ❖ Answer questions with confidence.

Members of the audience may evaluate each presentation on a separate evaluation form to be collected at the end of the presentation.



## Government in Action Project

**You must attend/view TWO of the following three public meetings and 2 hours of court:**

- A. One full City Council meeting (some will be offered in person and some virtually)
- B. One full School Board meeting (some will be offered in person and some virtually)
- C. Two hours in court. (this is in person **ONLY**)

Exceptions: You may not use either of these for your project:

- Traffic court attendance
- Any court case in which you are involved

Your teacher will tell you how you must view the City Council or School Board Meeting.

All students must attend court in person on their own. You may attend a single two-hour session or two separate one-hour sessions on different days.

Each of the three functions has a set of corresponding sheets with questions that must be answered *in complete paragraph form*. The sheets must be signed by a designated adult at the meeting or by the Bailiff in court. It is also permissible to take a selfie with a designated adult instead of getting a signature. If you attend a virtual meeting, you must include a screenshot **of yourself with the meeting clearly in the shot**. These sheets will be incorporated into your culminating activity.

- A. The Upland City Council meets at 7:00 P.M. the 2<sup>nd</sup> and 4<sup>th</sup> Monday of every month. You may attend city council meetings in other cities as well. The Upland City Hall is located at 460 N. Euclid Ave. (across the patio from the Upland Public Library). You must attend the *entire meeting*. **If you leave early, you will not receive credit for the activity.**
- B. The Upland Unified School District School Board meets at 6:00 P.M. the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of every month. You may attend school board meetings in other cities as well. The first meeting of the month is held at the Upland Unified School District Office at 390 N. Euclid Ave. (the southeast corner of Euclid and “D” Street, across the street from the Upland Public Library.) The second meeting of the month is held at one of the Upland Schools. See your Government teacher for a current list. You must attend the *entire meeting*. **If you leave early, you will not receive credit for the activity.**
- C. The closest courthouse is located in Rancho Cucamonga. It is on Haven Ave., south of Foothill Boulevard. It is generally open Monday through Friday 9:00 A.M. to 4:00 P.M. Call the courthouse for exact times and days of operation. Other courthouses may be attended as well. You may attend one day for two hours, or you may attend two separate days for one hour each day. Remember, Traffic Court and cases in which you are involved are *not* options. You may not wear shorts, tank tops, hats or sunglasses in court.

Keep in mind that since court runs mostly during the school day you may have to attend court during the following times:

- Winter or Spring break
- Teacher In-Service days
- Minimum days

You may not miss any classes to attend court!

If you attend a City Council or School Board meeting outside the city of Upland, you must get the signature of a City Council or School Board Member or their designee and attach an agenda.

## **Understanding California and its Counties Internet Research Project**

It is important for informed citizens of California to understand the benefits that we enjoy as a result of the system of county government in our state. The average person in California moves once every three years. It is quite possible that your education and career will take you to live and work in many places throughout our state. This section of the Service Learning Project will make you more familiar with our system of county government.

You will be assigned a specific county in California to investigate through its web site. For this county, you are to answer the following questions on separate paper with depth and detail providing facts and concrete details to support your answers.

**County:** \_\_\_\_\_

1. Print out the first page of the web site and attach it to your sheet of answers. Print out the attached county map from the Service Learning packet; locate and identify your assigned county on the map. Attach the map to your sheet of answers as well.
2. Every county administers itself through county departments. Visit two departments and describe the services that each provides. In what ways do you think these departments meet the needs of the county residents?
3. The elected officials of each county are the Board of Supervisors. Name the elected Supervisors in your county. Describe their duties.
4. All counties have Boards and Commissions that report to the Board of Supervisors. Visit one Board, Agency or Commission and describe its structure and work.
5. Counties must be prepared to respond to critical emergencies such as floods, earthquakes, droughts and fires. Describe the emergency services provided by your county.
6. If you wished to find a job working for this county or in this county, how could you utilize the web site to do so? What sorts of jobs are available in, or for this county? List several. Is this web site effective in assisting people seeking employment? Support your answer.
7. Based upon what you have learned so far, is this a county where a business would want to locate? If so, why or if not, why not? What incentives (encouragement) do this county offer to attract businesses?
8. Would you want to live in this county? Name three things that would make this county an attractive place to live and work and three things that would make this county a less desirable place to live and work.
9. How do you register to vote in this county? How else does the web site reflect democratic values and American values such as liberty, economic opportunity and personal responsibility

## California Counties' Websites

<b>County</b>	<b>Website Address</b>
Alameda	<a href="http://www.acgov.org">www.acgov.org</a>
Alpine	<a href="http://www.alpinecountyca.gov">www.alpinecountyca.gov</a>
Amador	<a href="http://www.co.amador.ca.us">www.co.amador.ca.us</a>
Butte	<a href="http://www.buttecounty.net">www.buttecounty.net</a>
Calaveras	<a href="http://www.calaverasgov.us">www.calaverasgov.us</a>
Colusa	<a href="http://www.countyofcolusa.org">www.countyofcolusa.org</a>
Contra Costa	<a href="http://www.co.contra-costa.ca.us">www.co.contra-costa.ca.us</a>
Del Norte	<a href="http://www.co.del-norte.ca.us">www.co.del-norte.ca.us</a>
El Dorado	<a href="http://www.edcgov.us">www.edcgov.us</a>
Fresno	<a href="http://www.co.fresno.ca.us">www.co.fresno.ca.us</a>
Glenn	<a href="http://www.countyofglenn.net">www.countyofglenn.net</a>
Humboldt	<a href="http://www.humboldtgov.org">www.humboldtgov.org</a>
Imperial	<a href="http://www.co.imperial.ca.us">www.co.imperial.ca.us</a>
Inyo	<a href="http://www.inyocounty.us">www.inyocounty.us</a>
Kern	<a href="http://www.co.kern.ca.us">www.co.kern.ca.us</a>
Kings	<a href="http://www.countyofkings.com">www.countyofkings.com</a>
Lake	<a href="http://www.co.lake.ca.us">www.co.lake.ca.us</a>
Lassen	<a href="http://www.co.lassen.ca.us">www.co.lassen.ca.us</a>
Los Angeles	<a href="http://www.lacounty.gov">www.lacounty.gov</a>
Madera	<a href="http://www.madera-county.com">www.madera-county.com</a>
Marin	<a href="http://www.marincounty.org">www.marincounty.org</a>
Mariposa	<a href="http://www.mariposacounty.org">www.mariposacounty.org</a>
Mendocino	<a href="http://www.co.mendocino.ca.us">www.co.mendocino.ca.us</a>
Merced	<a href="http://www.co.merced.ca.us">www.co.merced.ca.us</a>
Modoc	<a href="http://www.co.modoc.ca.us">www.co.modoc.ca.us</a>
Mono	<a href="http://www.monocounty.ca.gov">www.monocounty.ca.gov</a>
Monterey	<a href="http://www.co.monterey.ca.us">www.co.monterey.ca.us</a>
Napa	<a href="http://www.countyofnapa.org">www.countyofnapa.org</a>
Nevada	<a href="http://www.mynevadacounty.com">www.mynevadacounty.com</a>
Orange	<a href="http://www.ocgov.com">www.ocgov.com</a>
Placer	<a href="http://www.placer.ca.gov">www.placer.ca.gov</a>
Plumas	<a href="http://www.countyofplumas.com">www.countyofplumas.com</a>
Riverside	<a href="http://www.countyofriverside.us">www.countyofriverside.us</a>
Sacramento	<a href="http://www.saccounty.net">www.saccounty.net</a>
San Benito	<a href="http://www.cosb.us">www.cosb.us</a>
San Bernardino	<a href="http://www.sbcounty.gov">www.sbcounty.gov</a>
San Diego	<a href="http://www.sdcounty.ca.gov">www.sdcounty.ca.gov</a>
San Francisco	<a href="http://www.sfgov.org">www.sfgov.org</a>

San Joaquin	<a href="http://www.sjgov.org">www.sjgov.org</a>
San Luis Obispo	<a href="http://www.slocounty.ca.gov">www.slocounty.ca.gov</a>
San Mateo	<a href="http://www.smcgov.org">www.smcgov.org</a>
Santa Barbara	<a href="http://www.countyofsb.org">www.countyofsb.org</a>
Santa Clara	<a href="http://www.sccgov.org">www.sccgov.org</a>
Santa Cruz	<a href="http://www.co.santa-cruz.ca.us">www.co.santa-cruz.ca.us</a>
Shasta	<a href="http://www.co.shasta.ca.us">www.co.shasta.ca.us</a>
Sierra	<a href="http://www.sierracounty.ca.gov">www.sierracounty.ca.gov</a>
Siskiyou	<a href="http://www.co.siskiyou.ca.us">www.co.siskiyou.ca.us</a>
Solano	<a href="http://www.co.solano.ca.us">www.co.solano.ca.us</a>
Sonoma	<a href="http://www.sonomacounty.ca.gov">www.sonomacounty.ca.gov</a>
Stanislaus	<a href="http://www.co.stanislaus.ca.us">www.co.stanislaus.ca.us</a>
Sutter	<a href="http://www.co.sutter.ca.us">www.co.sutter.ca.us</a>
Tehama	<a href="http://www.co.tehama.ca.us">www.co.tehama.ca.us</a>
Trinity	<a href="http://www.trinitycounty.org">www.trinitycounty.org</a>
Tulare	<a href="http://www.tularecounty.ca.gov">www.tularecounty.ca.gov</a>
Tuolumne	<a href="http://www.tuolumnecounty.ca.gov">www.tuolumnecounty.ca.gov</a>
Ventura	<a href="http://www.ventura.org">www.ventura.org</a>
Yolo	<a href="http://www.yolocounty.org">www.yolocounty.org</a>
Yuba	<a href="http://www.co.yuba.ca.us">www.co.yuba.ca.us</a>

# CALIFORNIA



## **Service Learning in Government Classes**

The following projects are listed as examples. You may use your own contacts as well.

### **SERVICE LEARNING PROJECTS MEETING EDUCATION NEEDS:**

Cross-age tutoring and/or peer tutoring set up through an organization, school, teacher, etc.  
Working with non-profit organizations which help children; e.g., daycare, nursery,  
pre-schools, after-school programs, educational programs at religious institutions, etc.  
Volunteering to assist teachers after school.  
Organizational work for school programs such as History Day  
Literacy program at Upland Public Library

### **SERVICE LEARNING PROJECTS MEETING ENVIRONMENTAL NEEDS:**

Beautification of the community: school, district, city (Upland parks and recreation), etc.  
U.S. Forest Service  
Inland Empire Resource Conservation District  
Chino Basin Water Conservation Program  
Rancho Santa Ana Botanical Gardens

### **SERVICE LEARNING PROJECTS MEETING SAFETY NEEDS:**

Conflict mediation programs in the schools  
Volunteer activities with law enforcement or fire department  
Certain activities with Explorer Scout program  
DARE  
Neighborhood Watch program  
SADD/Friday Night Live

### **SERVICE LEARNING PROJECTS MEETING POLITICAL/GOVERNMENTAL NEEDS IN A DEMOCRACY:**

Voter registration  
League of Women Voters  
Working in campaign or political offices  
City government/city hall  
District Attorney's office  
Commissions (city, school, county)  
Upland City programs  
Poly Corps (Cal Poly Americorps)

## **SERVICE LEARNING PROJECTS MEETING HUMAN NEEDS**

Language translation

Hours spent in organizations and/or collection for food drives, clothing drives, etc.

Assistance League's dental clinics, Operation School Bell, etc.

Senior citizens: nursing, convalescent & retirement homes (Shea, Christian Heritage, Pilgrim Place, San Antonio Gardens, etc.) Meals on Wheels

Disabled: Lanterman Hospital, reading for the blind

Medical: San Antonio Community Hospital, Upland School District Healthy Start program

Homeless shelter – Foothill Family Shelter, Pacific Lifelines

Food banks, soup kitchens, holiday baskets

Holiday toy/gift programs: Toys for Tots, Santa Claus Inc.

Salvation Army, Red Cross, Goodwill Industries, Le Roy's Boys Home, World Vision, AIDS Project, Habitat for Humanity

Coaching/officiating youth sports: AYSO, Hilltoppers, Little League, Rancho roller hockey, Pop Warner, NJB, etc.

Animal shelters

*Important: Projects should engender good will within the community!*

## Commonly Asked Questions

*Must I use one of the organizations listed in this handbook for my Service Learning project?*

No. You may plan your own project based upon your personal interests and local community organizations. Always check with your teacher if you are unsure if an activity would qualify.

*May I work with a partner or in a group?*

It depends. Some projects may lend themselves to working with more than one person. If you are interested in working with a partner or group, you must first discuss it with your teacher and get permission as well as details on how to alter the project for a group presentation.

*May I work on Service Learning during breaks?*

Yes. In fact, breaks are an excellent time to get in many of the required 20 hours. Additionally, breaks are a good time to get the courthouse observation as well.

*It is considered Service Learning if I get paid?*

No. Paid experiences do not qualify for Service Learning.

*May I get Service Learning credit for tutoring my friends or relatives?*

No. You may do a tutoring project only within an organized tutoring program. This could be through the school or public library, a local elementary or junior high school or a high school program such as CSF or Peer Helping.

*Is it considered Service Learning if I receive class credit?*

No. Hours do not qualify for Service Learning if you are working as a teacher's aide or for an ROP class or a peer counseling class for example.

*May I get Service Learning credit for working overtime for my employer without getting paid?*

No. That would be free labor to a business, not service to the community as a whole.

*May I get Service Learning credit for doing odd jobs or baby-sitting for my friends, neighbors or family?*

No. All Service Learning projects must provide both an educational experience to you and a service to the community as a whole, not to just one individual or family.



*May I get Service Learning credit for working in my church?*

It depends. Working on a community project with your church, such as a food bank or a day care program, would qualify as Service Learning. Doing weekly janitorial work or doing weekly religious activities, such as being an altar boy or reading scriptures, would not qualify.

*May I work on a Service Learning project that is related to a club or an organization that I am already in?*

It depends. You may work on a Service Learning project that is established through organizations such as the Boy/Girl Scouts, Key Club, Rotary Club, Assisteens, etc. However, you may not get credit for a service activity in which you receive tangible school awards or honors. So you may count service hours you perform for ASB for example but NOT CSF or NHS.

*Can I pass this class without completing this project?*

Yes. Part of your grade in this course will be this project. However, like most other class requirements, it is technically possible to fail the project, but still earn enough points to pass the class.

*Can I graduate without completing this project?*

No. You must complete this project to graduate. If you pass the class without completing the project, you will be given the opportunity to redo the project prior to graduation, if time permits.

*If I fail the class, but complete the project, do I have to complete the project again when I repeat the class?*

No. Once your teacher verifies that you have satisfactorily completed the Service Learning project, you are finished with that graduation requirement, even if you have to repeat the class.

## Procedures

- **Read all directions carefully.** Be sure you fully understand what is required and ask your teacher if you have any questions.
- **Follow the time lines exactly.** Failure to meet a deadline will result in a lower grade on the project and a lower, possibly failing, grade in the class.
- **Choose your project thoughtfully.** You will be spending 15-20 hours on this project over the course of the next 15 weeks. It should be an activity that interests you!
- **Budget your time wisely.** Be sure that you give yourself enough time to complete this project as well as your regular homework in this and all other classes. Keep in mind the time you also spend on student activities, sports, music, drama, clubs, jobs, etc. *You will not receive credit for any Service Learning performed during regular school hours!*
- **Plan ahead.** You must arrange all of your own transportation.
- **Double-check your work.** Be sure that you have completed all of the components before turning in your finished project.
- **Do not wait** until the last minute to attend the required meetings or to have forms completed and signatures collected. If something happens at the last minute that prevents you from attending a meeting or getting a signature or finishing a paper, you will be unable to complete your project and will therefore receive a failing grade.

## Reminders

- **Be Dependable.** Show up when expected unless you have called to make other arrangements.
- **Be Punctual.** This will reflect well on you and benefit the organization when you are performing Service Learning.
- **Be Flexible.** It is possible that a task planned for you will change. Adapt to the needs of the organization.
- **Dress Appropriately.** You are not only representing yourself and Upland High School but the organization you are working with as well. Your clothing should be appropriate for the activity while reflecting pride in yourself and the school and organization you are representing.
- **Be Polite.** Always speak politely to the people you are working with. Make eye contact and stand up straight when addressing someone. Use correct titles, such as Mrs. or Dr. Always say “please” and “thank you”. In general, show good manners.

## Possible Contacts for Service Learning Projects

The following is a partial list of organizations you may contact for Service Learning projects. You are not restricted to these agencies for your projects.

### Upland Unified School District

Each school needs volunteers to work with students in reading and math, as well as in after-school academic and recreational programs. You may contact the principal at the appropriate school and volunteer your services.

#### Baldy View Elementary

979 West 11<sup>th</sup> Street, 982-2564  
Principal: Mrs. Angela Huerta

#### Cabrillo Elementary

1562 West 11<sup>th</sup> Street, 985-8619  
Principal: Mr. Jerry McCanne

#### Citrus Elementary

925 West 7<sup>th</sup> Street, 949-7731  
Principal: Ms. Shayna Golbaf

#### Foothill Knolls Elementary

1245 Veterans Court, 949-7740  
Principal: Ms. Jennifer Morris

#### Magnolia Elementary

465 West 15<sup>th</sup> Street, 949-7750  
Principal: Caryn Sanchez

#### Pepper Tree Elementary

1045 West 18<sup>th</sup> Street, 949-9635  
Principal: Ms. Becki Modereger

#### Sierra Vista Elementary

253 East 14<sup>th</sup> Street, 949-7780  
Principal: Ms. Roxanne Rubert

#### Upland Elementary

601 North 5<sup>th</sup> Avenue, 949-7800  
Principal: Mrs. Leila Dodge

#### Valencia Elementary

541 West 22<sup>nd</sup> Street, 949-7830  
Principal: Mrs. Rachael Emery

#### Pioneer Junior High

245 West 18<sup>th</sup> Street, 949-7770  
Principal: Mr. Charles Neighbours

#### Upland Junior High

444 East 11<sup>th</sup> Street, 949-7810  
Principal: Mrs. Stacey Wickum

#### Hillside High School

1558 West Ninth Street, 949-8400  
Principal: Mr. Jerry Adams

#### Upland High School

565 West 11<sup>th</sup> Street, 949-7880  
Principal: TBD

#### Sycamore Elementary

1075 West 13<sup>th</sup> Street, 982-0347  
Principal: Mrs. Qiana Jackson

### Upland Unified School District

#### Instructional Materials Center

Foothill Knolls Elementary School  
1245 Veterans Court, 949-7740

### Social Services Agencies/Organizations

Upland USD Outreach for Success (Homeless Education) .....949-7719

### Food Resource Centers

#### Upland

“His Hands” St. Joseph’s Church  
937 North Campus .....981-6010  
Upland Church of Christ  
331 West 9<sup>th</sup> Street .....982-1676  
Upland Community Center  
Magnolia Park, 15<sup>th</sup> Street (between Euclid & San Antonio).....931-4281

**Ontario**

Hope	
213 North Fern Avenue .....	983-5783
SOVA Center (Council of Churches)	
635 South Taylor .....	391-4882

**Chino**

Aletheian Christian Foundation	
12801 North Oaks Street .....	627-3635
Isaiah's Rock	
13031 7 <sup>th</sup> Street .....	628-0966

**Guasti**

Catholic Charities	
221 Turner .....	390-2424

**Pomona**

BETA Center (Council of Churches)	
1095 West Grand Avenue .....	622-7278
Catholic Charities	
808 North Garey .....	622-3466
Pomona Neighborhood Center	
999 West Holt Ave .....	620-2368
Inland Valley Council of Churches .....	622-3806
Inner-City Volunteers.....	865-8853

**San Bernardino County**

Community Service Department:	
Food Bank.....	386-5011
Senior Meal Delivery.....	387-2283

**Meals on Wheels**

Claremont .....	621-4018
Montclair .....	625-9456
Pomona .....	627-8306

**Housing**

Foothill Family Shelter (Upland) .....	920-5568
Habitat for Humanity .....	596-7098

**Community/Senior Services**

Oakmont of San Antonio Heights (senior living).....	614-4135
George Gibson Senior Center, Upland.....	981-4501
Jim Brulte Senior Center, Rancho Cucamonga.....	477-2780
Ontario Senior Center.....	395-2021
Joslyn Senior Center, Claremont .....	399-5488
Fontana Community Senior Center.....	854-5151
United Way .....	823-1317
Foothill AIDS Project .....	800- 448-0858
Salvation Army .....	986-6748
Red Cross, Pomona .....	622-1348
Frazer Community Center .....	889-4424
Inland Counties Legal Services .....	884-8615
San Bernardino County Department of Veterans Affairs. ....	387-5516
Volunteer Center of Greater Pomona Valley .....	623-1284
American Cancer Society Discovery Shop .....	981-7466
Loma Linda Hospital.....	478-8022

People Place.....	626-5186 or 624-4113
Christian Heritage Center .....	985-0924
Pacific Lifeline.....	931-2624
San Antonio Regional Hospital (long-term volunteers only) .....	985-2811
Pomona Valley Hospital .....	865-9669
Adopt-a-Buddy Program, Community Extended Care Hospital-Montclair.....	621-4751
Montclair Handy Helpers (for senior citizens) .....	625-9462
Montclair Intergenerational Program .....	625-9462

### **Disability Services**

Casa Colina Rehabilitation Center, Pomona .....	596-7733
Easter Seals .....	981-4668
Rancho Cucamonga..476-5747, Ontario..946-9430 & 923-3352	
Braille Institute .....	800-272-4553
	323-663-1111
Recording for the Blind.....	213-664-5525
	310-536-5301
	800-732-8398
Learning Disabilities Association of California.....	818-355-0240
Pomona Valley Workshop.....	624-3555
Alzheimer’s Association of Riverside & San Bernardino.....	484-3252

### **Youth Services**

AYSO-Upland.....	982-6200
Boy Scouts California Inland Empire Council .....	793-2463
Girl Scouts of Greater Los Angeles (Upland Office).....	213-213-0123
City of Rancho Cucamonga youth sports program .....	477-2780 ext.2374
McKinley Children’s Center-San Dimas.....	599-1227 ext.2104
Youth Court.....	william@we-reachout.org

### **Boys and Girls Clubs**

Fontana .....	822-4988
Camp Fire Inland Southern California .....	982-5400

### **YMCA**

Upland .....	946-6120
Pomona Valley .....	623-6433
YWCA .....	622-4432, 983-9923

### **Library and City Services**

Upland Public Library, 450 N. Euclid Avenue .....	931-4212
Upland High School Library, 565 W. 11 <sup>th</sup> Street.....	949-7880
San Bernardino County Literacy Program.....	387-5730
Upland City Hall, 460 N. Euclid Avenue .....	931-4100
Upland Chamber of Commerce .....	931-4108
Upland Animal Shelter .....	931-4185
Inland Valley Humane Society .....	623-9777
Rancho Cucamonga Public Library .....	477-2720
(also tutoring services).....	948-9900
Literacy Programs .....	981-6801, 590-5227, 624-6402
Upland Parks and Recreation.....	931-4281
West End Animal Shelter (No-Kill) .....	947-3517
Graffiti Removal L.A.....	213-253-2687

**Spanish Language Needs**

Inland Valley Volunteers .....	629-1187
Volunteer Vital English .....	622-2453
Montclair Bilingual Volunteer Program .....	625-9453

**Other**

Cooper Regional History Museum .....	982-8010
The DA Center for the Arts (art gallery volunteer) .....	397-9716
Project Hero .....	www.projecthero.org

*Many other agencies are listed in the front section of your telephone book under “Community Services.”*

**“And so, my fellow Americans:  
Ask not what your country can do for you – ask  
what you can do for your country.”**

**-John F. Kennedy, Inaugural Address, 10 January 1960**

# **Service Learning Forms**

**Supplementary Service Learning Completion Form (Copy 1)**  
**For smaller – 10 hours or fewer – secondary project**

Your Name: \_\_\_\_\_  
Date(s) of the Activity: \_\_\_\_\_  
Hours devoted to the activity: \_\_\_\_\_

Answer each question in a full paragraph:

*Describe the Service Learning activity and your role in it.*

*Explain how this activity benefited the community.*

*What did you learn through your service to the community?*

*Would you encourage others to participate in this form of Service Learning? Why or why not?*

Student Signature \_\_\_\_\_  
Signature of the Adult Who Supervised  
this Service Learning Activity \_\_\_\_\_  
Phone Number of Above Adult \_\_\_\_\_



**Supplementary Service Learning Completion Form (Copy 2)**  
**For smaller – 10 hours or fewer – secondary project**

Your Name: \_\_\_\_\_  
Date(s) of the Activity: \_\_\_\_\_  
Hours devoted to the activity: \_\_\_\_\_

Answer each question in a full paragraph:

*Describe the Service Learning activity and your role in it.*

*Explain how this activity benefited the community.*

*What did you learn through your service to the community?*

*Would you encourage others to participate in this form of Service Learning? Why or why not?*

Student Signature \_\_\_\_\_  
Signature of the Adult Who Supervised  
this Service Learning Activity \_\_\_\_\_  
Phone Number of Above Adult \_\_\_\_\_

## Service Learning Evaluation Form

Student: \_\_\_\_\_

Supervisor (print name): \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Agency: \_\_\_\_\_

Phone: \_\_\_\_\_

Date: \_\_\_\_\_

Total Hours Completed: \_\_\_\_\_

For each of the statements below, please assess the student volunteer's ability or performance using the following scale:

5	Superior
4	Above Average
3	Average
2	Below Average
1	Minimally Acceptable
0	Failure to Perform at a Minimum Level
N	No Opportunity to Rate this Aspect

- \_\_\_\_\_ 1. Student reports punctually at the agreed upon time.
- \_\_\_\_\_ 2. Student notifies you in advance when a scheduling conflict arises.
- \_\_\_\_\_ 3. Student's attire and grooming are appropriate.
- \_\_\_\_\_ 4. Student is productive at the tasks you assign.
- \_\_\_\_\_ 5. Student works well with supervisor, staff and others.
- \_\_\_\_\_ 6. Student accepts help and is willing to learn and improve.
- \_\_\_\_\_ 7. Student communicates well, listens carefully and responds appropriately.
- \_\_\_\_\_ 8. Student is resourceful in recognizing and resolving problems.
- \_\_\_\_\_ 9. Student takes the initiative in determining what tasks need to be accomplished and in beginning those tasks when appropriate.
- \_\_\_\_\_ 10. Student has developed a good rapport with the "clients" of your agency.
- \_\_\_\_\_ 11. Student has an accurate sense of his/her own abilities and talents.
- \_\_\_\_\_ 12. Your overall evaluation of the service provided by the student.

*Please add additional comments regarding the student's Service Learning project on the reverse of this page or attach additional pages if desired.*

# Service Learning Log

Organization: \_\_\_\_\_

Student Volunteer: \_\_\_\_\_

Date	Time In	Time Out	Total Time	Job Responsibilities	Approval Signature

## Government in Action: City Council Observation Form

Student Name: \_\_\_\_\_

Observation Date: \_\_\_\_\_

Observation Time: \_\_\_\_\_

*Describe City Hall.*

*Describe the City Council Chambers.*

*Describe what you observed each of the following people at the City Council meeting doing, explaining their functions and duties. Include their names where indicated.*

Mayor (name)

City Council Members (names)

City Manager (name)

Press and public

*Explain the proceedings that you observed. What types of matters were taken up by the City Council? How was the meeting conducted? What took place?*

*How did the members of the public conduct themselves?*

*What were the critical issues before the City Council? How were they presented? How were they resolved?*

*What did you learn about local government as a result of attending this meeting of the City Council?*

*What do you believe are the strengths of this form of government?*

*What suggestions would you make to improve this system of government?*

**City Council Verification**  
**Signature of CITY COUNCIL MEMBER OR DESIGNEE:**

**Signature:** \_\_\_\_\_

## Government in Action: School Board Observation Form

Student Name: \_\_\_\_\_

Observation Date: \_\_\_\_\_

Observation Time: \_\_\_\_\_

*Describe the setting of the School Board meetings. Discuss how the room was arranged and where the people sat:.*

*Describe what you observed each of the following people at the School Board meeting doing, explaining their functions and duties. Include their names where indicated.*

President of the School Board (name)

Board Members (names)

Superintendent (name)

*Explain the proceedings that you observed. What types of matters were taken up by the School Board? How was the meeting conducted? What took place?*

*How did the members of the public conduct themselves?*

*What were the critical issues before the School Board? How were they presented? How were they resolved?*



*What did you learn about local government as a result of attending this meeting of the School Board?*

*What do you believe are the strengths of this form of government?*

*What suggestions would you make to improve this system of government?*

**School Board Verification**  
**Signature of SCHOOL BOARD MEMBER OR DESIGNEE:**

**Signature:** \_\_\_\_\_

## Government in Action: Courtroom Observation Form

Student Name: \_\_\_\_\_

Observation Date(s): \_\_\_\_\_

Observation Time(s): \_\_\_\_\_

Courthouse Location: \_\_\_\_\_

Judge: \_\_\_\_\_

*Describe the Courthouse.*

*Describe the Courtroom..*

*Describe what you observed each of the following people in the courtroom doing, explaining their functions and duties.*

Judge

Court Clerk

Bailiff

Court Reporter

Attorneys

*Explain the proceedings that you observed. What type of case was being presented? What were the facts? Was the proceeding criminal or civil? Who were the parties? What took place?*

*How did the attorneys in the courtroom conduct themselves?*

*How did the plaintiff/petitioner and the defendant/respondent conduct themselves?*

*What did you learn about our justice system?*

*What do you believe are the strengths of this system?*

*What suggestions would you make to improve the justice system?*

### **Courtroom Verification**

**Signature of Bailiff:** \_\_\_\_\_

**Date(s):** \_\_\_\_\_

**Time(s):** \_\_\_\_\_

# Government in Action: City Council Pre-Write and Verification Form

Student Name: \_\_\_\_\_

Observation Date: \_\_\_\_\_ Observation Time: \_\_\_\_\_

Please PRE-WRITE your answers to the questions below in the spaces provided. You may want to write out some ideas that will help you answer these questions. You should be answering these questions while the meeting is taking place. Once the meeting is completed, please THOROUGHLY ANSWER the questions below on a SEPARATE SHEET OF PAPER.

1. *Describe City Hall.*
  
2. *Describe the City Council chambers.*
  
3. *Describe what you observed each of the following people at the City Council meeting doing, explaining their function and duties. Include their names where indicated.*
  - A. Mayor (name)
  - B. City Council Members (names)
  - C. City Manager (name)
  - D. Press and public
  
4. *Explain the proceedings that you observed. What types of matters were taken up by the City Council? How was the meeting conducted? What took place?*
  
5. *How did the members of the public conduct themselves?*
  
6. *What were the critical issues before the City Council? How were they presented? How were they resolved?*
  
7. *What did you learn about local government as a result of attending this meeting of the City Council?*
  
8. *What do you believe are the strengths of this form of government?*
  
9. *What suggestions would you make to improve this system of government?*

**PLEASE OBTAIN A SIGNATURE ON THE LINE BELOW. INCLUDE THIS SHEET WITH YOUR TYPED INFORMATION ABOVE.**

**City Council Verification**  
**Signature of CITY COUNCIL MEMBER OR DESIGNEE:**

**Signature:** \_\_\_\_\_

# Government in Action: School Board Pre-Write and Verification Form

Student Name: \_\_\_\_\_

Observation Date: \_\_\_\_\_ Observation Time: \_\_\_\_\_

Please PRE-WRITE your answers to the questions below in the spaces provided. You may want to write out some ideas that will help you answer these questions. You should be answering these questions while the meeting is taking place. Once the meeting is completed, please THOROUGHLY ANSWER the questions below on a SEPARATE SHEET OF PAPER.

1. *Describe the setting of the School Board meetings. Discuss how the room was arranged and where the people sat.*
  
2. *Describe what you observed each of the following people at the School Board meeting doing, explaining their function and duties (include their names where indicated).*
  - A. President of the School Board (name)
  - B. Board Members (ALL names)
  - C. Superintendent (name)
  
3. *Explain the proceedings that you observed. What types of matters were taken up by the School Board? How was the meeting conducted? What took place?*
  
4. *How did the members of the public conduct themselves?*
  
5. *What were the critical issues before the School Board? How were they presented? How were they resolved?*
  
6. *What did you learn about local government as a result of attending this meeting of the School Board?*
  
7. *What do you believe are the strengths of this form of government?*
  
8. *What suggestions would you make to improve this system of government?*

**PLEASE OBTAIN A SIGNATURE ON THE LINE BELOW. INCLUDE THIS SHEET WITH YOUR TYPED INFORMATION ABOVE.**

**School Board Verification**  
**Signature of SCHOOL BOARD MEMBER OR DESIGNEE:**

**Signature:** \_\_\_\_\_

# Government in Action: Courtroom Pre-Write and Verification Form

Student Name: \_\_\_\_\_

Observation Date(s): \_\_\_\_\_ Observation Time(s): \_\_\_\_\_

Court Location: \_\_\_\_\_ Judge(s): \_\_\_\_\_

Please PRE-WRITE your answers to the questions below in the spaces provided. You may want to write out some ideas that will help you answer these questions. You should be answering these questions while the court session is taking place. Once your TWO hours are completed, please THOROUGHLY ANSWER the questions below on a SEPARATE SHEET OF PAPER.

1. *Describe the Courthouse.*
2. *Describe the Courtroom.*
3. *Describe what you observed each of the following people at the Courtroom doing, explaining their functions and duties.*
  - A. Judge
  - B. Court Clerk
  - C. Bailiff
  - D. Court Reporter
  - E. Attorneys
5. *Explain the proceedings that you observed. What type of case was being presented? What were the facts? Was the proceeding criminal or civil? Who were the parties? What took place?*
6. *How did the attorneys in the courtroom conduct themselves?*
7. *How did the plaintiff/petitioner and the defendant/respondent conduct themselves?*
8. *What did you learn about the justice system?*
9. *What do you believe are the strengths of this system?*
10. *What suggestions would you make to improve the justice system?*

**PLEASE OBTAIN A SIGNATURE, DATE AND TIME IN THE SPACES BELOW. INCLUDE THIS SHEET WITH YOUR TYPED INFORMATION ABOVE.**

## Courtroom Verification

**Signature of Bailiff:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_

# Service Learning Acknowledgement and Verification Form

## Upland High School

Please complete the following information and return to YOUR TEACHER by: \_\_\_\_\_

STUDENT NAME \_\_\_\_\_

### **PLEASE COMPLETE THE QUESTIONS BELOW:**

What project have you chosen for service learning? \_\_\_\_\_

What is the name of the organization? \_\_\_\_\_

Where will the service learning be performed? \_\_\_\_\_

What is your tentative schedule for service? \_\_\_\_\_

What types of tasks do you anticipate performing in your service? \_\_\_\_\_

\_\_\_\_\_

### **SIGNATURES**

Supervisor's Printed Name: \_\_\_\_\_

Supervisor's Signature/Date: \_\_\_\_\_

Supervisor's Phone Number: \_\_\_\_\_

Name of Organization (**PLEASE PRINT**): \_\_\_\_\_

(Please attach a business card from the organization if possible)

## PARENT ACKNOWLEDGEMENT

**We have read and understand the requirements for completing the Upland High School Government Service Learning Project. We understand that this project is a graduation requirement set forth by Upland High School and that students will need to complete ALL AREAS of this project in order to graduate. A complete description of the service learning project can be found on the Upland High School website at [www.uplandhigh.org](http://www.uplandhigh.org).**

Parent/Guardian Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Letter to Director

Dear Director,

This letter provides information regarding Upland High School's Service Learning program. I hope to inform you briefly of the structure and goals of our program.

A general overview of the program includes the following points:

- Approximately 800 Upland High School seniors will be involved in volunteer service throughout the school year as a part of their U.S. Government class. Twenty hours of service is required to complete the project. At the end of the semester they will participate in a culminating activity presenting their service projects as part of their course grades.
- This project provides students the opportunity to become better connected to the community they live in, to develop personal connections for their future, to learn and practice responsibility and cooperation, and to acquire useful training and leadership skills.
- This project will enable the students to meet the criteria necessary to be a successful Upland High School graduate. Through Service Learning projects they will become more skillful communicators, better problem solvers and responsible citizens.

We appreciate any help you might be able to provide as we educate quality citizens for our community's future. We do request that students are not assigned to work with or alongside individuals who are serving court ordered community service. If you have any questions regarding this program, please call the principal at (909) 949-7880.

Sincerely,

Social Studies Department, Upland High School

**Service Learning Review Questions**      **Name:** \_\_\_\_\_

The questions below are to be answered following your reading of the Service Learning Handbook. Please answer these questions in the spaces provided or on another sheet of paper if necessary.

1. What is the definition of “service learning” (see page 3)? Why is this definition of service learning important?
  
2. Read the essay about American Democracy. Why is it important that every citizen or person who lives here perform service for the community?
  
3. What are the six Schoolwide Learner Outcomes (SLO)? Which SLO do you think is best addressed by your project?
  
4. What is a supplementary project and why might you do one?
  
5. This project is \_\_\_\_\_% of your grade in Government.
6. How many hours of service must you provide in order to complete this project? \_\_\_\_\_ Hours.
7. Read the possible projects on page 19-22. List 5 projects that may interest you.
  - 
  - 
  - 
  - 
  -
  
8. Read about the Culminating Essay. What must be included in this final essay? When do you write this essay?
  
9. The project requires you to view the following meetings. Identify the meeting times and location for each.
  - a. City Council
  - b. School Board
  - c. Court
  
10. What is proper clothing and behavior for these meetings?

11. What are the 5 kinds of needs that service learning meets? Give one example of each need being met?

- 
- 
- 
- 
- 

12. Read through the commonly asked questions on pages 16-17. Answer these questions:

- a. If you want to do a project that is not listed in the packet, what should you do first?
  
- b. Can you get paid for service learning?
  
- c. Can you work for your employer for free for service learning?
  
- d. Can you get service learning credit for work that you do for another class or club?

13. Read the list of reminders on page 18. List the six important reminders in their order of importance to you.

- 
- 
- 
- 
- 
- 

14. What skills could you bring to a project?

15. How might this project prepare you for future academic work and/or a future career?

16. Review the service learning forms that start on page 23.

- a. Who must sign the supplementary verification form? \_\_\_\_\_
- b. Who must sign the courtroom observation form? \_\_\_\_\_
- c. Who must sign the school board observation form? \_\_\_\_\_
- d. Who must sign the city council observation form? \_\_\_\_\_
- e. Which two adults must sign the service learning verification and acknowledgement form?

\_\_\_\_\_  
\_\_\_\_\_

### MAJOR DUE DATES

Verification and Acknowledge Form \_\_\_\_\_

Culminating Activity \_\_\_\_\_