

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.)

American 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

The 6 C's

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 you are enrolled in government. Hours completed prior to the semester you are enrolled in government do not count towards your 20 hours. The minimum service time to spend on this project is **20 hours**.

You must attend **TWO** of the following Government in Action events:

- A. One full City Council meeting (in person or in class with your teacher)
- B. One full School Board meeting (this is in person **ONLY**)
- C. 1 Hour of court (this is in person **ONLY**)

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

Court Exceptions: 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 a California county to research online.

Your finished project will include:

- A 2-3 page essay (2 if typed, 3 if hand written) assessing your service to the community
- A visual representation of your learning in the form of a Google Slides presentation, which may include a presentation to your peers in class

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 Google Slides/presentation due.

Supplementary Project Information

Instead of working on one major project for 20 hours, you may choose to do two or more projects adding up to 20 hours. For example, 15+5 or 10+10 hours. Your supplementary hours might be a short event that happens only once a year, or one that comes up suddenly after you have chosen your major project. To receive credit for those 5-10 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 Google Slides/Presentation		
Government in Action and California County Components		
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 include the name of the organization for which you performed service hours as well as the specific tasks that you performed for your service hours at that organization.
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 *Schoolwide Learning Outcomes* (SLOs), **choose 3** of the 6 C’s and explain how your project helped you to achieve **those three** *Schoolwide Learning Outcomes*.

- 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 the components of the 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.

PART 1: ELECTRONIC PRESENTATION

You will create a Service Learning project exhibition in Google Slides.

The Google Slides presentation must meet the following requirements:

1. Your teacher will give you specific information on what is required in your slide presentation. This may include slides pertaining to required hours, supplementary hours, your county or the Government in Action events as well.
2. The presentation should be approximately ten (10) slides.
3. The Google Slides presentation must have visual representation as well as text (graphics, photographs, video, etc.).
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 Google Slides presentation must be submitted on Google Classroom.
6. Any physical paperwork that is required by your teacher as part of your final presentation must be turned in as determined by your teacher.

PART 2: ORAL PRESENTATION

In an oral presentation to your peers in class, introduce and explain your Service Learning project.

Be sure to include:

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

Remember to:

- ❖ Incorporate your visuals (if applicable), 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.

Your peers may evaluate your presentation on a form to be collected at the end of the presentation.

Government in Action Project

You must attend/view TWO of the following three public events:

- A. One full City Council meeting (in person or in class with your teacher)
- B. One full School Board meeting (this is in person **ONLY**)
- C. 1 Hour of 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.
Students who choose to attend court, attend in person on their own.

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. These sheets will be incorporated into your culminating activity.

- A. The Upland City Council meets at 6:00 P.M. the 2nd and 4th Monday of every month. You may attend a city council meeting 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 7:00 P.M. on 1 or 2 Tuesdays in every month. You may attend a school board meeting in other cities as well. Upland Unified School District School Board meetings are 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) **OR** at one of the Upland Schools. See your Government teacher for a current list of dates and locations. 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. Remember, Traffic Court and cases in which you are involved are *not* options. You may not wear shorts, tank tops, sandals, hats or sunglasses in court. Do not bring anything that may need to be confiscated as you will go through a metal detector and may be individually searched.

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

- Thanksgiving, Winter or Spring break
- Teacher In-Service days
- Minimum days and early release days (Wednesdays and Thursdays)

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 appropriate signature on the form **and attach an agenda from their meeting.**

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. On their website, 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 the overall duties of the Board of Supervisors.
4. All counties have Boards and Commissions that report to the Board of Supervisors. On their website, 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 website to do so? What sorts of jobs are available in, or for this county? List several. Is this website 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 website reflect democratic values and American values such as liberty, economic opportunity and personal responsibility?

California Counties' Websites

County	Website Address
Alameda	www.acgov.org
Alpine	www.alpinecountyca.gov
Amador	www.co.amador.ca.us
Butte	www.buttecounty.net
Calaveras	www.calaverasgov.us
Colusa	www.countyofcolusa.org
Contra Costa	www.co.contra-costa.ca.us
Del Norte	www.co.del-norte.ca.us
El Dorado	www.edcgov.us
Fresno	www.co.fresno.ca.us
Glenn	www.countyofglenn.net
Humboldt	www.humboldtgov.org
Imperial	www.imperialcounty.org
Inyo	www.inyocounty.us
Kern	www.co.kern.ca.us
Kings	www.countyofkings.com
Lake	www.co.lake.ca.us
Lassen	www.co.lassen.ca.us
Los Angeles	www.lacounty.gov
Madera	www.madera-county.com
Marin	www.marincounty.org
Mariposa	www.mariposacounty.org
Mendocino	www.co.mendocino.ca.us
Merced	www.co.merced.ca.us
Modoc	www.co.modoc.ca.us
Mono	www.monocounty.ca.gov
Monterey	www.co.monterey.ca.us
Napa	www.countyofnapa.org
Nevada	www.nevadacountyca.gov
Orange	www.ocgov.com
Placer	www.placer.ca.gov
Plumas	www.plumascounty.us
Riverside	www.rivco.org
Sacramento	www.saccounty.net
San Benito	www.cosb.us
San Bernardino	www.sbcounty.gov
San Diego	www.sdcounty.ca.gov
San Francisco	www.sfgov.org
San Joaquin	www.sjgov.org
San Luis Obispo	www.slcoounty.ca.gov
San Mateo	www.smcgov.org
Santa Barbara	www.countyofsb.org
Santa Clara	www.sccgov.org

Santa Cruz	www.co.santa-cruz.ca.us
Shasta	www.co.shasta.ca.us
Sierra	www.sierracounty.ca.gov
Siskiyou	www.co.siskiyou.ca.us
Solano	www.solanocounty.com
Sonoma	www.sonomacounty.ca.gov
Stanislaus	www.co.stanislaus.ca.us
Sutter	www.co.sutter.ca.us
Tehama	www.co.tehama.ca.us
Trinity	www.trinitycounty.org
Tulare	www.tularecounty.ca.gov
Tuolumne	www.tuolumnecounty.ca.gov
Ventura	www.ventura.org
Yolo	www.yolocounty.org
Yuba	www.yuba.org

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 religious activities, such as being an altar server, reading scriptures, or singing in the choir 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. Some project requirements may be slightly different with each teacher.
- **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 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

Always exhibit Respect, Responsibility and Integrity

- **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 11th Street, 982-2564
Principal: Mrs. Angela Huerta

Cabrillo Elementary

1562 West 11th Street, 985-8619
Principal: Mrs. Trisha Banks Noble

Citrus Elementary

925 West 7th Street, 949-7731
Principal: Ms. Tanisha Hawkins

Foothill Knolls Elementary

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

Magnolia Elementary

465 West 15th Street, 949-7750
Principal: Caryn Sanchez

Pepper Tree Elementary

1045 West 18th Street, 949-9635
Principal: Mr. Chris Deegan

Sierra Vista Elementary

253 East 14th Street, 949-7780
Principal: Ms. Roxanne Rubert

Upland Elementary

601 North 5th Avenue, 949-7800
Principal: Mrs. Leila Dodge

Valencia Elementary

541 West 22nd Street, 949-7830
Principal: Mrs. Allyson Wisz

Pioneer Junior High

245 West 18th Street, 949-7770
Principal: Mr. Chris Kotlewski

Upland Junior High

444 East 11th Street, 949-7810
Principal: Mr. Hector Vasquez

Hillside High School

1558 West Ninth Street, 949-8400
Principal: Mr. Sergio Chavez

Upland High School

565 West 11th Street, 949-7880
Principal: Dr. Martin Gomez

Sycamore Elementary

1075 West 13th Street, 982-0347
Principal: Mrs. Susan Holstrom

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 Campus981-6010
Upland Church of Christ
331 West 9th Street982-1676
Upland Community Center
Magnolia Park, 15th 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 th 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
Warrior for Children, Upland	931-9499
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 th 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
For smaller – 10 hours or fewer – secondary project

Your Name: _____
Name of the Organization _____
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.

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: _____

Observation Time: _____

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: _____

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 the Upland Unified School District 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.

Parent/Guardian Signature: _____

Student Signature: _____

Date: _____

Letter to Director

Dear Director,

This letter provides information regarding the Upland Unified School District's Service Learning program. We 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 and Upland Unified School District 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 C’s of the Schoolwide Learner Outcomes (SLOs)? Which of the 6 C’s 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 18-21. 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 15-16. 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 17. List the five 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 22.

- 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 _____