

Name: _____ Date: _____

Civic Engagement Portfolio Packet

<https://goo.gl/UyRSaM>

Brought to you by Whitney Wilda and Chris Wilbur of Hinsdale Central High School,
Hinsdale, IL

As part of your experience in American Politics and as part of living in a democratic society, you will be asked to become an engaged citizen throughout the semester. This process will be a commitment towards identifying your beliefs, completing actions that show you are civically engaged, and writing about your experiences in various areas. Throughout this semester, you will be given opportunities to learn about your political ideologies and responsibilities as part of living in a representative democracy.

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

Your final portfolio in a 3-prong folder is due November 30.

All activities for this portfolio must be completed between August 15, 2018, and November 30, 2018.

Due Dates for the Civic Engagement Portfolio

<p><u>August 31, 2018</u> Advocacy Assignment (15 points) Political Typology/Ideology (10 points)</p> <p><u>September 5, 2018</u> Service Learning Contract #1 (5 points)</p> <p><u>September (Due Date TBA):</u> Project Soapbox Speech (from the Mikva Challenge) (in class or during a local governmental meeting) (40 points)</p> <p><u>October 5, 2018</u> Service Learning #1 (40 points)</p>	<p><u>October 19, 2018</u> Service Learning Contract #2 (5 points)</p> <p><u>November 9, 2018</u> Local Governmental Meeting (40 points)</p> <p><u>November 16, 2018</u> Service Learning #2 (40 points) **This MUST be on a different day than your first service learning, but it can be at the same site!**</p> <p><u>November 30, 2018</u> Final Portfolio (50 points)</p>
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Civic Engagement Portfolio Table of Contents and Checklist

Checklist Portfolio Component/Assignment

Part I: My Beliefs

_____ [Advocacy Assignment](#)

_____ [Political Ideology/Typology](#)

_____ [Project Soapbox Speech](#)

Part II: My Actions

Service Learning Assignments

_____ [Assignment description and pre-approved organization list](#)

_____ [Service Learning Contract #1](#)

_____ [Service Learning #1](#)

_____ [Service Learning Contract #2](#)

_____ [Service Learning #2](#)

_____ [Local Governmental Meeting](#)

Part III: My Reflection

_____ [Final Portfolio](#)

Name: _____ Date: _____

Advocacy Assignment (15 points)

Due Date: _____

Political/Social Issue Chosen and Discussed:

Checklist	Advocacy Assignment Steps to Follow
	Find an article from a reputable news source (<i>Chicago Tribune, BBC News, Sun-Times, center leaning on All Sides, etc.</i>) that has a current political or social topic that interests you.
	Draw attention to the article you read via social media (Facebook, Twitter, Instagram, Snapchat, etc.) by posting a link to the article and a brief description of it.
	Take a screenshot of the article you posted on YOUR social media. (If you do not have social media, post the article on a wall in the classroom, and take a photo of that).
	Discuss the article with your family and/or friends.
	Take a photograph of you having the conversation with your family and/or friends.
	Complete the advocacy assignment by typing up your answers to the questions listed below and turning in the screenshot and the picture.

Self-Reflection Questions to answer in a minimum of 11 typed lines (15 points).

Make sure that your answer is in the form of a cohesive paragraph, and **write all content in your own words.**

1. Describe the issue **in your own words**, include the who, what, where, when, why and how. (Use citations and quotation marks, if and when necessary). (minimum 3 lines)
2. Why did you choose this issue? (minimum 2 lines)
3. Summarize the actual discussion with your family/friends on this issue. (Who said what?) (minimum 3 lines)
4. What did you learn from the article **and** the discussion? (minimum 3 lines)
5. Attach the screenshot of the article link posted on your social media (or in the classroom) and the photo of you having the discussion to the same sheet as your reflection.

Name: _____

Date: _____

Advocacy Assignment Rubric (15 points)

Required Screenshot: _____ **0** _____ **2** _____

0 points if the student did not turn in the required screenshot.

2 points if the student has the required screenshot.

Required Picture/Photo: _____ **0** _____ **1** _____ **2** _____

0 points if the student did not turn in the required photo.

1 point if the student has the photo but the student is not in it.

2 points if the student has the required photo **with** the student clearly in it.

Required Issue Summary: _____ **0** _____ **3** _____

0 points if the student did not include this information in at least three full lines in his or her own words.

3 points if the student has the required information in at least three full lines in his or her own words.

Why You Chose this Issue: _____ **0** _____ **2** _____

0 points if the student did not include this information in at least two full lines.

2 points if the student has the required information in at least two full lines.

Required Discussion Description: _____ **0** _____ **3** _____

0 points if the student did not include this information in at least three full lines.

3 points if the student has the required information in at least three full lines

What did you learn from the petition/discussion? _____ **0** _____ **3** _____

0 points if the student did not include this information in at least three full lines.

3 points if the student has the required information in at least three full lines.

_____/15 points

Political Ideology/Typology Quiz (10 points)

Learning Targets:

- 1-I can organize political ideologies on the political spectrum.
- 2-I can classify myself according to my own political ideology.

Overview: This activity will give you an opportunity to think about your political beliefs and how they relate to various issues. This is a component in your Civic Engagement Portfolio, so make sure you hang on to it!

1-Before you begin, take a few minutes to summarize your political philosophy and orientation. Do you consider yourself a Democrat, Republican, Independent, etc.? Why? (Answer in 4 full lines)

Go to <http://www.people-press.org/quiz/political-typology/>. Read the introduction, and take the survey.

2-In what group did the survey place you? _____

3-Now, describe the characteristics of your group, using your own words (from the paragraph at the top of the results page).

- A. _____
- B. _____
- C. _____
- D. _____

4-To what extent do you agree/disagree with the survey's findings? Explain in 3 full lines.

5-Look at the "ideological placement" graph on the right side of the results page. Describe where you are compared both with the general public (gray blob) and within the group that the survey put you (blue or red blob). (Answer in 2-3 lines).

Gray Blob Comparison:

Red or Blue Blob Comparison:

6-Summarize in 1-2 sentences the other 8 main views in American politics today. (You do not need to re-summarize your own group).

- a. Solid Liberals:
- b. Opportunity Democrats:
- c. Disaffected Democrats:
- d. Devout and Diverse:
- e. New Era Enterprisers:
- f. Market-Skeptic Republicans:
- g. Country-First Conservatives:
- h. Core Conservatives:
- i. Bystanders:

7-As you can see from question #6, there are many divisions within the political left and also within the political right. In your opinion, what must political parties do to unite their supporters and, therefore, strengthen their party? (Answer in 5-6 lines)

8-Do the quiz at <http://www.isidewith.com/political-quiz>. When you are done, use the tabs at the top of the page to see your similarities to both candidates and parties. What were your results? How do the results compare to the Pew survey? (Answer in 5-6 lines)

9-What, if any, questions do you still have about political ideologies after taking these two quizzes?

Name: _____ Date: _____

Project Soapbox Speech

Overview: You will be writing and presenting a 2-minute speech to class on an issue that is important to you. (You may use your Advocacy Assignment as your topic or you may pick a new topic).

What is a Soapbox?

Soapbox: A raised platform on which one stands to make an impromptu speech, often about a political subject.

What is Project Soapbox?¹

1. A soapbox speech is two-minutes long.
2. A soapbox speech is about an issue that the student identifies, not an assigned topic.
3. It includes relevant research and evidence on the issue.
4. It addresses a specific audience.
5. It includes a call to action.

Schedule of Project Soapbox Speech

Day 1

1-Intro the style of the speech and explain the rubric.

2-Watch examples of speeches in class and take notes on them.

(Good) Project Soapbox Speeches: <https://www.youtube.com/playlist?list=PLFBBxTMJlI0Nda7BrN-84XF3xJ2k57zja>

Bad speeches: Phil Davison's speech for Stark County Treasurer in Ohio is aggressive.

<https://www.youtube.com/watch?v=ORfbBCYQm-4>

The assignment for speech class was to give a bad speech. www.youtube.com/watch?v=bTKuyk5A7wQ

3-Explain what rhetorical devices are.

Homework: Project Soapbox Day 1 homework due tomorrow...Pick a topic.

Day 2

1-Research your issue in class.

2-Take notes in the provided research notes sheet. (Remember to use reputable news sources such as *BBC News*, *CNN*, *New York Times*, *Chicago Tribune*, as well as school databases such as *Global Issues in Context*, *Student Resources in Context*, etc....If you are unsure about a source's reliability or validity, please ask your teacher first).

Homework: Finish your research notes sheet for tomorrow.

Day 3

1-Write up a rough draft of your speech, using the rubric, your research notes sheet, and your rough draft guide to help you.

2-Complete your Works Cited Page.

Homework: Keep working on your rough draft.

Day 4

1-Writing day.

Homework: Finish the rough draft of your speech for tomorrow. Finish your Works Cited Page for tomorrow, too.

Day 5

1-Peer editing.

Homework: Practice speech. (It is especially helpful to record it and then watch it back). Be prepared to present on the next school day. Please bring a hard copy of your speech, your Works Cited page, as well as your rubric with you.

Day 6

1-Speech Practice

Homework: Be ready to give your speech and turn in your works cited list.

Days 7-8

Speeches delivered to the class.

¹ "Project Soapbox," Mikva Challenge, 2016, <https://mikvaactioncivicsnetwork.org/courses/project-soapbox> and <https://www.mikvachallenge.org/project-soapbox/>

Name: _____ Date: _____

Research Notes Sheet for Speech

Topic of Speech:

Part 1: Define the Problem:

Part 2: Provide at least three pieces of evidence about the CAUSES or EFFECTS of the problem, plus Works Cited info, in the boxes below.

<u>Evidence and Details (Stats, quotations, facts)</u>	<u>Works Cited Info</u>
1.	
2.	
3.	

Part 3: How can the community help with the problem? Give some real-life SOLUTIONS that are logical and practical...

<u>Solution</u>	<u>Works Cited Info</u>

Name: _____

Date: _____

Rough Draft Guide

INTRODUCTION: Unique Opener/Attention Grabber that Introduces the Topic and Hooks the Audience.

INTRODUCTION of the PROBLEM: The reasons why this issue is such a big deal. Use your evidence here as well as emotional appeals—personal stories and so on, to support that the issue is a significant problem.

BODY PARAGRAPH #1—CAUSES. Explain one (or two) causes of the problem. Make sure to CITE your evidence while speaking.

BODY PARAGRAPH #2—EFFECTS. Explain one (or two) effects of the problem. Make sure to CITE your evidence while speaking.

BODY PARAGRAPH #3—SOLUTIONS. Offer one (or two) solutions. How can society solve the problem and mitigate the effects? What are the tools available to work on this issue? What is already working? Make sure to CITE your evidence while speaking.

CONCLUSION: Call to Action/Unique Closer: What should the audience do now to help the solutions happen, or to encourage people in power to pursue those solutions?

Personal Rough Draft Checklist

- Attention Grabber
- Explanation of the problem
- Explanation of the causes
- Explanation of the effects
- Explanation of the solutions
- A call to action for what the audience can do
- Closer
- Rhetorical devices (3 or more for the Expert level on the rubric)
- When facts were introduced, the student cited the source
- Properly formatted Works Cited Page
- 2 minutes long (I recommend you video record yourself to assist in the self-editing process)

Examples of Rhetorical Devices

Make sure to have at least **three** rhetorical devices in your speech!

<u>Rhetorical Device</u>	<u>Definition</u>	<u>Example</u>	<u>Three Examples in your Speech</u>
Metaphor or simile	Comparison of two unlike things	"... freedom is like a beautiful kite that can go higher and higher with the breeze." —George Bush, Inaugural Address, 1989	
Imagery	Sensory details that paint a vivid picture in the audience's mind	"In the year of America's birth, in the coldest of months, a small band of patriots huddled by dying campfires on the shores of an icy river." —Barack Obama, Inaugural Address, 2009	
Alliteration	Repetition of the beginning consonant sounds of a series of words	"All for which America stands is safe today because brave men and women have been ready to face the fire at freedom's front." —Ronald Reagan, Vietnam Veterans Memorial Address	
Repetition	Continued use of certain words or phrases	"I have a dream that one day this nation will rise up and live out the true meaning of its creed...I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood ... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today." —Martin Luther King, "I Have a Dream"	
Hyperbole	Deliberate exaggeration or overstatement	"Why you got scars and knots on your head from the top of your head to the bottom of your feet. And every one of those scars is evidence against the American white man." —Malcolm X	
Storytelling	A personal story to connect with the audience		

Project Soapbox Speech Rubric

Name: _____

	Novice (2)	Emerging (2.5)	Proficient (3.5)	Expert (4)
Content of Speech (x 5)	Explains the problem, causes, effects, and solutions in a manner that is broad and/or unclear Provides no evidence of why this issue is a problem and no source citations Lacks any call to action	Explains the problem, causes, effects, and solutions minimally Provides <u>one piece of evidence with a proper source citation</u> to support the speech Contains a minimal call to action	Explains the problem, causes, effects, and solutions clearly Provides <u>two pieces of convincing evidence with proper source citations</u> to support the speech Contains a call to action	Explains the problem, causes, effects, and solutions clearly and coherently Provides <u>three pieces of convincing evidence</u> with proper source citations to support the speech Contains a passionate call to action
Volume, Clarity and Pace	Often mumbles or cannot be understood or heard. Many words are mispronounced, and the pace is frequently too fast or too slow.	Speaks indistinctly or softly some of the time, and the pace is sometimes too fast or too slow.	Speaks clearly, loudly and distinctly most of the time, and the pace is at an appropriate speed.	Speaks clearly, loudly and distinctly nearly all of the time, while keeping the pace energetic and interesting. The presentation is easy to follow.
Posture and Eye Contact	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.
Organization	Not organized, topics make no sense. Opener and closer are not present.	Some organization, topics jump around. Contains either an opener or a closer.	Organized; some topics are out of logical order, includes an identifiable opener and closer.	Well-organized and coherent. Topics are in logical sequence, and it includes an interesting opener and closer.
Rhetorical devices	Does not effectively use any rhetorical devices.	Effectively uses one rhetorical device.	Effectively uses two rhetorical devices.	Effectively uses three rhetorical devices.
Works Cited	Very little source information was cited in a Works Cited page. (*If you do not have a Works Cited page, you will earn a "0" for this).	Some sources referenced in the speech are cited correctly in the Works Cited page.	Nearly all sources referenced in the speech are cited correctly in the Works Cited page	All sources referenced in the speech are cited correctly in the Works Cited page.

Rhetorical devices include: simile, hyperbole, repetition, metaphor, storytelling, imagery, alliteration, pathos, rhetorical question

Points may be taken off if your speech is too short or too long.

_____/40 points

Service Learning

For this project, you will be service learning for 2 hours on 2 separate occasions in the community in order to experience civic engagement.

Service Learning: meaningful, secular (separation of religion and state), unpaid service that helps you better understand an issue in the community/nation/world or a theme/concept from the American Politics course and/or civic engagement

How do I complete the Service Learning experiences?

Service Learning #1 Checklist	Service Learning #2 Checklist	Service Learning Steps to Follow
		Research local service organizations. You can service learn by doing the following: <ol style="list-style-type: none"> 1. _____ Anything with the Pre-Approved Organizations (see the following pages) 2. _____ Volunteering with a service organization or charity** 3. _____ Forming a group to help solve a local problem** 4. _____ Organizing a fundraising event for a cause** <p style="text-align: center;">**You must get teacher approval <u>in advance</u> if you are not working with one of the pre-approved organizations.</p>
		Determine where you want to service learn at, based on personal interest level and days/times available.
		Sign up for your service learning by registering online, emailing, or calling the organization. (Remember, some organizations require an adult to attend with you!)
		Fill out the Service Learning Contract.
		Turn in the Service Learning Contract by the due date.
		Go to your service learning for 2 hours each time...Get a signature from an adult in attendance, and take a photograph of you there.
		Reflect on your experience by answering the required questions.
		Turn in the reflection, photograph, signature, and rubric by the appropriate due date.

In addition, remember that you are not only representing yourself, but also the Hinsdale Central community at large. Carry yourself accordingly. Say please and thank you. Basically, don't be mean. :)

Students may NOT earn the “Service Learning” credit through the following²:

- Work with for-profit businesses and corporations
- Work with religious organizations if the service does not have a secular (nonreligious) outcome
- Volunteer work that is not related to civic engagement
- Work that is financially reimbursed
- Participation in a sports team or other extracurricular activity **unless** that group designs a service-learning project that is approved by your teacher
- Assisting a teacher (i.e. correcting papers, cleaning the classroom, smashing erasers together)
- Attending a workshop, conference, or other educational event unless that training leads directly to a service project

Pre-Approved Opportunities for Service Learning

<u>Name of Organization</u>	<u>Website</u>	<u>Contact Info</u>	<u>Location</u>
Forest Preserve District of DuPage County	http://www.dupageforest.org/Volunteer.aspx One-day Restoration Work Days are also available	(630) 933-7233 volunteer@dupageforest.org	Various locations in DuPage County
Feed My Starving Children	https://www.fmssc.org/en You can sign up online at: https://volunteer.fmssc.org/Register/Default.aspx#.WO6EPIjys2x	(630) 851-0404 (Aurora phone number)	Aurora, IL Schaumburg, IL Libertyville, IL
Northern Illinois Food Bank	http://solvehungertoday.org/ You can sign up online at: http://solvehungertoday.org/volunteer-opportunities/food-sorting-packing/	(630) 443-6910	Joliet, IL Geneva, IL Rockford, IL Park City, IL

Other service learning ideas and locations: humane societies, local food pantries, assisted living organizations, partner schools to help tutor students, Big Brother/Big Sister, etc.

² Chicago Public Schools, “Restricted Service Activities,” <http://cps.edu/ServiceLearning/Pages/Guidelines.aspx>
Also, a special thank you goes out to the Social Studies Department at Metea Valley High School in Aurora, Illinois, for allowing us to use their example when we created our Civic Engagement Portfolio Project in 2016.

Name: _____ Date: _____

Service Learning Contract #1 (5 points)

Overview: You need to contact a service organization and sign up for a 2 hour (minimum) session to be completed before the due date. Please fill in the required information below.

****Feel free to attach an email confirmation of your service, if you have one.****

Nonprofit Organization/Charity/Nursing Home:

Contact Person or Attach your Confirmation Email:

(You must have already contacted the person before you may write his or her name here).

Telephone or Email Address of Contact: _____

Street Address of the Service Learning:

1-What do you hope to physically do while you are at this institution? (2-3 full lines)

2-While you are serving the community, what do you hope to learn from this opportunity? (2-3 full lines)

3-What social or political issue does this service learning address? (1 line)

4-How does this service learning help you better understand an issue in the community/nation/world or a theme/concept from the American Politics course and/or civic engagement? (2-3 full lines)

Your Signature: _____

Name: _____ Date: _____

Service Learning #1 (32 points for the service and reflection and 8 points for the signature and photo = 40 points total)

Due Date: _____

Signature of an adult in attendance

Printed name of an adult in attendance

Email address or phone number of adult in attendance:

Date(s) Completed:

of Hours Completed:

Self-Reflection Questions to answer in 17 lines or more

- 1-What did you do in your service to the community?
- 2-Who--people or organizations--was involved?
- 3-When did you complete the service learning?
- 4-Where did you complete the service learning? (At what place? In what town?) (Questions 1-4: At least 3 lines total)
- 5-Why did you choose this opportunity? (At least 2 lines)
- 6-What did you learn from your service learning about others or the community? (At least 4 lines)
- 7-What did you learn from your service learning about yourself? (At least 4 lines)
- 8-How did this experience reflect the definition of civic engagement? (At least 4 lines)

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

Photo of Service Learning

If you have permission from the people involved, **please attach a picture of YOU completing your service learning.** At the minimum, you need a picture of you in front of the building at the place you did the service learning.

Name: _____ Date: _____

Grading Rubric for Service Learning #1 (40 points)

Picture: 0 2 4 _____

0 points if you did not turn in the required photo (i.e.: it is just a picture of you without any reference to the service learning).
 2 points if you turned in a picture without you in it, but that is still an image of the service learning (i.e.: the building where you completed the work).
 4 points if you turned in the photo at the service learning opportunity with you in it.

Required Signature: 0 4

0 points if you did not turn in the required signature and contact information.
 4 points if you have a signature from an adult in attendance or from a parent/guardian.

	Novice (2)	Emerging (2.5)	Proficient (3.5)	Expert (4)
<p>Background of the Service Learning (At least 5 lines) (Who--people or organizations--was involved? When and where did you complete the service learning? What did you do for the service learning? Why did you choose this opportunity?)</p>	The summary is missing more than two elements of the who, what, where, when and why of the service learning.	The summary is missing two elements of the who, what, where, when and why of the service learning.	The summary provides basic evidence of the who, what, where, when and why of the service learning or is missing one of the required elements of the summary.	The summary provides detailed evidence of the who, what, where, when and why of the service learning and is not missing any elements of the summary.
<p>Analysis #1 (x 2) (At least 4 lines) What did you learn about other people from the service learning? (These should be people in the community or people using the resources).</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of others, but the analysis lacks depth.	The reflection answers the required question with <u>adequate</u> self-reflection, thought and depth. However, the student's analysis could have gone further in relation to understanding of others.	The reflection answers the required question with <u>clear self-reflection, thought, and depth</u> . The reflection analyzes how the experience contributed to student understanding of others.
<p>Analysis #2 (x 2) (At least 4 lines) What did you learn about yourself from the service learning?</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of self, but the analysis lacks depth.	The reflection answers the required question with <u>adequate</u> self-reflection, thought and depth. However, the student's analysis could have gone further in relation to understanding of self.	The reflection answers the required question with <u>clear self-reflection, thought, and depth</u> . The reflection analyzes how the experience contributed to student understanding of self.
<p>Analysis #3 (x 2) How did this experience reflect the definition of civic engagement? (See page 1 of this packet for the definition of civic engagement).</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of making one a better citizen, but the analysis lacks depth.	The reflection answers the required question with <u>adequate</u> self-reflection, thought and depth. However, the student's analysis could have gone further in relation to how the experience made the student a better citizen.	The reflection answers the required question with <u>clear self-reflection, thought, and depth</u> . The reflection analyzes how the experience contributed to the student becoming a more engaged/better citizen.
<p>Formal Communication Style</p>	Overall tone is too informal, including some or all of: "texting" abbreviations, slang, messiness, errors in spelling, punctuation, and/or grammar.	Attempt at formal communication style, but needs more editing and/or care in presentation.	Good attempt at formal communication style and editing, but a few glaring errors indicate that more careful editing is needed.	Formal communication tone used throughout; few or no glaring errors in spelling, grammar, punctuation, and/or capitalization.

_____/40 points

Name: _____ Date: _____

Service Learning Contract #2 (5 points)

Overview: You need to contact a service organization and sign up for a 2 hour (minimum) session to be completed before the due date. Please fill in the required information below.

****Feel free to attach an email confirmation of your service, if you have one.****

Nonprofit Organization/Charity/Nursing Home:

Contact Person or Attach your Confirmation Email:

(You must have already contacted the person before you may write his or her name here).

Telephone or Email Address of Contact: _____

Street Address of the Service Learning:

1-What do you hope to physically do while you are at this institution? (2-3 full lines)

2-While you are serving the community, what do you hope to learn from this opportunity? (2-3 full lines)

3-What social or political issue does this service learning address? (1 line)

4-How does this service learning help you better understand an issue in the community/nation/world or a theme/concept from the American Politics course and/or civic engagement? (2-3 full lines)

Your Signature: _____

Name: _____ Date: _____

Service Learning #2 (32 points for the service and reflection and 8 points for the signature and photo = 40 points total)

Due Date: _____

Signature of an adult in attendance

Printed name of an adult in attendance

Email address or phone number of adult in attendance:

Date(s) Completed:

of Hours Completed:

Self-Reflection Questions to Answer in 13 lines or more

- 1-What did you do in your service to the community?
- 2-Who--people or organizations--was involved?
- 3-When did you complete the service learning?
- 4-Where did you complete the service learning? (At what location? In what town?) (Questions 1-4: At least 3 lines)
- 5-Why did you choose this opportunity? (At least 2 lines)
- 6-Describe one concept of democracy. (At least 2 lines)
- 7-Explain how this concept of democracy (that you described in #6) relates to this particular service learning. (At least 2 lines)
- 8-Compare and contrast your two service learning opportunities in terms of what you found out about the community and/or world at each one, using at least two similarities and two differences for each. (At least 4 lines)

Photo of Service Learning Completed

If you have permission from the people involved, **please attach a picture of YOU completing your service learning**. At the minimum, you need a picture of you in front of the building at the place you did the service learning.

Name: _____

Date: _____

Grading Rubric for Service Learning #2 (40 points)

Picture: 0 2 4

0 points if you did not turn in the required photo (i.e.: it is just a picture of you without any reference to the service learning).

2 points if you turned in a picture without you in it, but that is still an image of the service learning (i.e.: the building where you completed the work).

4 points if you turned in the photo at the service learning opportunity with you in it.

Required Signature: 0 4

0 points if you did not turn in the required signature and contact information.

4 points if you turned in the signature from an adult in attendance or from a parent/guardian.

	Novice (2)	Emerging (2.5)	Proficient (3.5)	Expert (4)
Background of the Service Learning (Who, people or organizations, was involved? When and where did you complete the service learning? What did you do for the service learning? Why did you choose this opportunity?) (At least 5 lines)	The summary is missing more than two elements of the who, what, where, when and why of the service learning.	The summary is missing two elements of the who, what, where, when and why of the service learning.	The summary provides basic evidence of the who, what, where, when and why of the service learning or is missing one of the required elements of the summary.	The summary provides detailed evidence of the who, what, where, when and why of the service learning and is not missing any elements of the summary.
Concept of Democracy Describe a concept of democracy. (At least 2 lines)	The reflection does not answer the required question.	The reflection briefly mentions a concept of democracy.	X	The reflection clearly and accurately describes a concept of democracy.
Analysis: Concept of Democracy (X 2) Now, explain how this concept of democracy relates to this particular service learning. (At least 2 lines)	The reflection does not answer the required question.	The reflection vaguely relates the chosen concept of democracy to the service learning.	The reflection adequately relates the concept to the service learning. The connection is clear.	The reflection clearly and accurately relates the chosen concept of democracy to the service learning. The connection is specific and logical.
Analysis #2: Compare and Contrast (X 3) Compare and contrast your two service learning opportunities in terms of what you found out about the community and/or world at each one, using at least two similarities and two differences for each. (At least 4 lines)	The reflection does not answer the required question or minimally answers the required question.	The reflection only compares OR contrasts the service learning experiences in terms of what you found out about the community/world at each place. The reflection was adequate in the comparison or contrast.	The reflection describes two similarities and one difference (or two differences and one similarity) of what you found out about the community and/or world at each service learning experience. The essay answers the required question with <u>adequate</u> self-reflection, thought and depth. However, the student's analysis could have gone further in relation to how the experience differed and stayed the same from the first experience.	The reflection describes two similarities and two differences of what you found out about the community and/or world at each service learning experience. The essay answers the required question with <u>insightful and thorough self-reflection, thought, and depth.</u>
Formal Communication Style	Overall tone is too informal, including some or all of: "texting" abbreviations, slang, messiness, errors in spelling, punctuation, and/or grammar.	Attempt at formal communication style, but needs more editing and/or care in presentation.	Good attempt at formal communication style and editing, but a few glaring errors indicate that more careful editing is needed.	Formal communication tone used throughout; few or no glaring errors in spelling, grammar, punctuation, and/or capitalization.

_____/40 points

Name: _____ Date: _____

Attendance at a Local Governmental/Political Meeting (36 points for attending the local meeting and the reflection and 4 points for the signature and photo = 40 points total)

Due Date: _____

Checklist	Attendance at a Local Governmental Meeting Steps to Follow
	Research local governmental meetings including, school board, city council, or other municipal (forest, library, College of DuPage, etc.) gatherings as well as political events that have the primary purpose of informing voters--debates, town hall meetings, rallies, etc.
	Determine which type of governmental meeting best suits your personality and your schedule.
	Find the local governmental meeting online. (School district website, village hall website, etc.)
	Attend the meeting for two hours: take notes on what was said/done, get a signature from an adult in attendance, and take a photograph of you there.
	Reflect on your experience by answering the required questions.
	Turn in the reflection, photograph, signature, and rubric by the appropriate due date.

What meeting did you attend for 2 hours?

Signature of an adult in attendance (or guardian if she or he dropped you off)

Printed name of an adult in attendance and/or your parent/guardian

Email address or phone number of adult in attendance or your guardian:

Date(s) Completed: _____

Hours Completed: _____

Self-Reflection Questions to Answer in at least 19 lines or more

- 1-What meeting did you go to?
- 2-When did you go to the meeting?
- 3-Where was the meeting held?(In what location? In what town?)
- 4-Why did you choose this meeting to attend? (Questions 1-4: At least 3 lines)
- 5-What happened at the meeting? Be specific about what was discussed and who was discussing it. (At least 4 lines)
- 6-What did you learn about your community from your attendance at this meeting? (At least 4 lines)
- 7-What did you learn about yourself from your attendance at this meeting? (At least 4 lines)
- 8-What impact did your attendance at this meeting have on your interests regarding politics or organizations? (At least 4 lines)

Photo of Attendance at a Local Meeting

Please attach a picture of YOU at the governmental/political meeting. At the minimum, you need a picture of you in front of the building where you attended the meeting.

Name: _____ Date: _____

Grading Rubric for Attendance at a Local Governmental Meeting (40 points--2 points for the photo, 2 points for the signature, and 36 points for the reflection)

Picture: 0 1 2

0 points if you did not turn in the required photo (i.e.: it's just a picture of you with no reference to the meeting).

1 point if you turned in a picture without you in it, but that is still an image of the local governmental meeting.

2 points if you turned in the required photo with you in it.

Required Signature: 0 2

0 points if the student did not turn in the required signature and contact information.

2 points if the student has the required signature (from your parent/guardian or an adult in attendance) and contact info.

	Novice (2)	Emerging (2.5)	Proficient (3.5)	Expert (4)
<p>Details of the Meeting What meeting did you go to? When and where did you go to the meeting? Why did you choose this meeting? (At least 3 lines)</p>	The summary is missing more than two elements of the who, what, where, when and why of the local meeting.	The summary is missing two elements of the who, what, where, when and why of the local meeting.	The summary provides basic evidence of the who, what, where, when and why of the local meeting or is missing one of the required elements of the summary.	The summary provides detailed evidence of the who, what, where, when and why of the local meeting and is not missing any of the elements of the summary.
<p>What happened at the meeting? Describe what was discussed by the members of the Board or committee involved. (At least 4 lines)</p>	The reflection does not answer the required question.	The reflection is vague in what happened at the meeting.	The reflection answers the required question with <u>adequate</u> detail, thought and depth. The reflection analyzes how the experience contributed to student understanding of the meeting.	The reflection answers the required question with <u>clear detail, thought, and depth</u> . The reflection analyzes how the experience contributed to student understanding of the meeting.
<p>Analysis #1 (X 2) What did you learn about your community from your attendance at this meeting? What are the people like in your community? (At least 4 lines)</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of others, but the analysis lacks depth.	The reflection answers the required question with <u>adequate</u> self-reflection, thought and depth. However, the student's analysis could have gone further in relation to understanding of others.	The reflection answers the required question with <u>clear self-reflection, thought, and depth</u> . The reflection analyzes how the experience contributed to student understanding of others.
<p>Analysis #2 (x 2) What did you learn about yourself from your attendance at this meeting? (At least 4 lines)</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of self, but the analysis lacks depth.	The reflection answers the required question with <u>adequate</u> self-reflection, thought and depth. However, the student's analysis could have gone further in relation to understanding of self.	The reflection answers the required question with <u>clear self-reflection, thought, and depth</u> . The reflection analyzes how the experience contributed to student understanding of self.
<p>Analysis #3 (x 2) What impact did your attendance at this event have on your interests regarding politics <u>or</u> organizations? (At least 4 lines)</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of self, but analysis lacks depth.	The reflection answers the required question with <u>adequate</u> self-reflection, thought and depth. However, the student's analysis could have gone further in relation to understanding of self.	The reflection answers the required question with <u>clear self-reflection, thought, and depth</u> . The reflection analyzes how the experience contributed to student understanding of self.
<p>Formal Communication Style</p>	Overall tone is too informal, including some or all of: "texting" abbreviations, slang, messiness, errors in spelling, punctuation, and/or grammar.	Attempt at formal communication style, but needs more editing and/or care in presentation.	Good attempt at formal communication style and editing, but a few glaring errors indicate that more careful editing is needed.	Formal communication tone used throughout; few or no glaring errors in spelling, grammar, punctuation, and/or capitalization.

_____/40 points

Name: _____ Date: _____

Final Portfolio Checklist

Illinois Learning Standards

SS.IS.7.9-12: Articulate explanations and arguments to a targeted audience in diverse settings.

SS.IS.8.9-12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

SS.IS.9.9-12: Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.

Common Core Objectives

WHST.9-10.4: Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.10: Range of Writing: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Checklist	Portfolio Item (Items must be in this order in the portfolio)	Points Earned
	1-Visually appealing title page with title and author's name	/1 point
	2-Content is in an attached folder with three prongs.	/1 point
	<p>3-Final 2 Page Reflection (If you choose an audio or visual option [5-6 minutes in length], please make sure to share the video clip or podcast with a viewable link).</p> <p>Requirements: Individually, answer all 4 of the mandatory questions and at least 2 of the additional questions in a formal 2 page essay. (Double-spaced, Times New Roman, 12 point font) –OR– via podcast or video.</p> <p>You should use your portfolio to answer these questions with thought and insight. This means that you must look over the components of your portfolio <i>before</i> starting the reflection.</p> <p>Mandatory questions (All 4): 1-What did you learn from your semester of civic engagement about yourself? 2-What did you learn from your semester of civic engagement about your community? 3-What impact has this project had on your interests regarding American politics and/or civic engagement? 4-Choose one of the five concepts of democracy, and relate that concept to two of the activities that you completed as part of the civic engagement project.</p> <p>Additional Questions (2 of the 4) Further, answer at least two of the following questions: 1-What would you change about what you did? 2-What areas do you still need to work on when it comes to civic engagement? 3-What are you proudest/happiest with regarding this portfolio? 4-What will you do in the future to continue your civic engagement?</p>	<p>/36 points</p> <p>(Please see attached rubric)</p>
	4-Graded Political Typology Worksheet	/2 points
	5-Graded Advocacy Assignment, including the screenshot or photo (1 point---reflection, 1 point--photo and screenshot)	/2 points
	6-Graded Project Soapbox Assignment (2 points)	/2 points
	7-Graded Service Learning Assignment #1, including the photo (1 point--- reflection, 1 point--photo)	/2 points
	8-Graded Service Learning Assignment #2, including the photo (1 point--- reflection, 1 point--photo)	/2 points
	9-Graded Attendance at a Local Government Meeting, including the photo (1 point--reflection, 1 point-- photo)	/2 points

Total: _____ /50 points

Name: _____

Final Reflection Rubric

	Novice (2)	Emerging (2.5)	Proficient (3.5)	Expert (4)
<p>Analysis #1 (x 2) 1-What did you learn from your semester of civic engagement about both yourself <u>and</u> your community?</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of self or the community, but the analysis lacks depth.	The reflection answers the required question with adequate self-reflection, thought and depth. However, the student’s analysis could have gone further in relation to understanding of self and the community.	The reflection answers the required question with clear self-reflection, thought, and depth . The reflection analyzes how the experience contributed to student understanding of self and the community.
<p>Analysis #2 (x 2) 1-What impact has this project had on your interests regarding American politics <u>and/or</u> civic engagement?</p>	The reflection does not answer the required question.	The reflection attempts to analyze the experience to understanding of politics or civic engagement, but the analysis lacks depth.	The reflection answers the required question with adequate self-reflection, thought and depth. However, the student’s analysis could have gone further in relation to understanding of politics or civic engagement.	The reflection answers the required question with clear self-reflection, thought, and depth . The reflection analyzes how the experience contributed to student understanding of politics and/or civic engagement.
<p>Analysis #3 (x 2) Choose <u>one</u> of the five concepts of democracy, and relate that concept to <u>two</u> of the activities that you completed as a part of the civic engagement project.</p>	The reflection does not answer the required question. The linkage of two activities to a concept of democracy is inaccurate, irrelevant, or nonexistent.	The reflection attempts to relate one concept of democracy to two activities completed, and/or only successfully relates one concept of democracy to one activity.	The reflection answers the required question with adequate thought and depth. However, the student’s analysis could have gone further in terms of the relationship between one concept of democracy and two activities completed.	The reflection answers the required question with clear thought and depth . One concept of democracy is relevantly related to two activities the student completed.
<p>Analysis #4 (x 2) In addition, answer <u>at least two</u> of the following questions: 1-What would you change about what you did? 2-What areas do you still need to work on when it comes to civic engagement? 3-What are you proudest/happiest with regarding this portfolio? 4-What will you do in the future to continue your civic engagement?</p>	The reflection does not answer the required questions.	The reflection attempts to analyze the experience to understanding of self, but analysis lacks depth, or the student only answers one of the required questions.	The reflection answers the required questions with adequate self-reflection, thought and depth. However, the student’s analysis could have gone further in relation to understanding of self.	The reflection answers the required questions with clear self-reflection, thought, and depth . The reflection analyzes how the experience contributed to student understanding of self.
<p>Formal Communication Style</p>	Overall tone is too informal, including some or all of: “texting” abbreviations, slang, messiness, errors in spelling, punctuation, and/or grammar.	Attempt at formal communication style, but needs more editing and/or care in presentation.	Good attempt at formal communication style and editing, but a few glaring errors indicate that more careful editing is needed.	Formal communication tone used throughout; few or no glaring errors in spelling, grammar, punctuation, and/or capitalization.

_____/36 points