

# **The Nexus Among Civic Responsibility, the California Content Standards, and Service-Learning**

California Department of Education

July 2006

This document was produced under a contract with  
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## Chapter 1

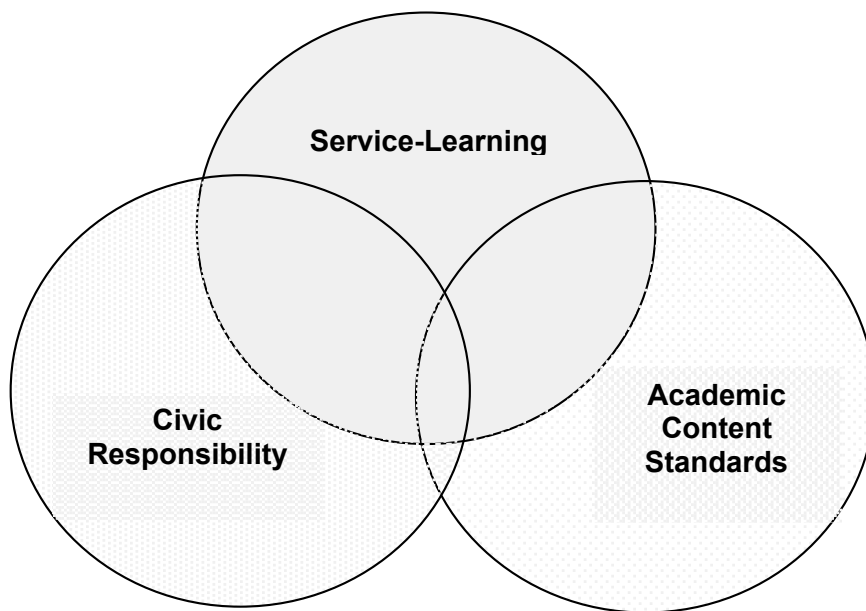
### Purpose and Background

This report is for California teachers, district service-learning coordinators, and others guiding the academic education of their students as they gain the knowledge, skills, and dispositions that lead to civic responsibility.

The report includes some examples of how teachers might integrate civic responsibility and service-learning experiences.

#### Purpose

The purpose of this publication is to provide teachers, district service-learning coordinators, and others guiding the academic education of their students with examples of how to integrate civic responsibility into service-learning experiences. To that end, this report shows the nexus among civic responsibility, service-learning, and the California academic content standards. Many content standards are identified that develop civic responsibility in students and that are best achieved through the instructional strategy of service-learning. The context of service-learning and the knowledge, skills, and dispositions critical to developing civic responsibility are also examined in this report.

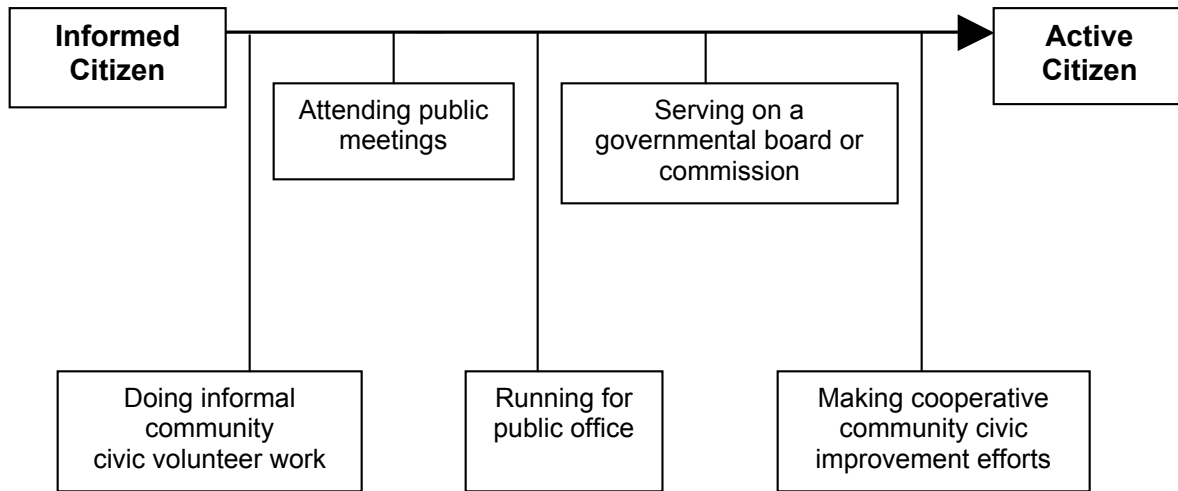


#### Background

Our democracy depends on an informed and engaged citizenry. Citizens need to go beyond acquiring information and to use the results of their studies to actively inform and influence the policymakers as they make decisions and to hold them accountable for implementing them. To develop the knowledge and commitment to be effectively engaged in the democratic process, students need experiences in early instruction and active civic participation that will serve them well as they eventually take responsibility for guiding our democratic society.

Active participation ranges from simply being an informed citizen and voting to being an elected government official at the national level. Along this continuum lie such activities as doing informal community work, becoming affiliated with a political organization, working in an election campaign, attending public meetings, contacting an official to express a viewpoint, contributing to a political campaign or cause, serving on a local governmental board or commission, and running for political office. There are many more examples, but the ones given here reflect many of the activities that make participatory democracy work.

### Examples of Civic Engagement



Recent research has shown a pattern of declining civic participation among Americans during the past four decades even as their educational level has increased.<sup>1</sup> Younger Americans have even less interest in politics than do their elders, a trend that has accelerated since 1985.<sup>2</sup> Many teachers in universities and in public and private high schools say that they emphasize social rather than political history in their classes.<sup>3</sup>

However, research also indicates that students are concerned and engaged. High school and college students are active in volunteer work.<sup>4</sup> They understand that their communities have real needs and that they can help to meet them. Creating community gardens and helping in community kitchens are among the most common community service activities. But the process of growing food and helping in the kitchen does not address the need for the kitchen. When civic leaders make political decisions and citizens work to change public policy, they can fulfill that need, demonstrating civic responsibility.

<sup>1</sup> Sidney Verba, Kay Lehman Scholzman, Henry E. Brady, *Voice and Equity: Civic Voluntarism in American Politics*. Cambridge, Mass.: Harvard University Press, 1995, pp. 436–7.

<sup>2</sup> Robert Putnam, *Bowling Alone: The Collapse and Revival of the American Community*. New York: Simon and Schuster, 2000, p. 36.

<sup>3</sup> *Smart Brief*. Alexandria, Va.: Association for Curriculum Development and Supervision, 2004.

<sup>4</sup> *Making a Difference, Not a Statement: College Students and Politics*. Monterey, Calif.: Panetta Institute, 2001.

## Previous Accomplishments That Inform This Work

In 2001 the California State Board of Education adopted the *History–Social Science Framework for California Public Schools*. One of the three foundational goals set forth is “skill attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship.” None of the three goals is developed independently of the other, and civic participation by youths provides them with a laboratory in which to gain the knowledge, skills, and dispositions to participate effectively in our democratic society.

Also in 2001 Campus Compact and the Education Commission of the States (ECS) sponsored the Educational Leadership Colloquium (ELC) in Philadelphia. Twelve teams of policymakers for kindergarten through grade twelve and higher education convened from across the country. Invited participants developed a statement about the importance of education for democracy and the interdependence of kindergarten through grade twelve and higher education in creating active citizens whose involvement in their communities goes far beyond voting. The joint agenda for action included policies, practices, outcomes, and guidelines for partnerships. Members of California’s team were Robert Corrigan, President of San Francisco State University and Chair of California Campus Compact; Delaine Eastin, then State Superintendent of Public Instruction; Juanita Haugen, past President, California School Boards Association; and Elaine Ikeda, Executive Director of California Campus Compact.

While at the colloquium, the California team conceptualized a similar type of gathering for California, bringing together teams of policymakers for kindergarten through grade twelve and higher education from throughout the state. After the team returned to California, the California Department of Education (CDE), California Campus Compact, and Youth Service California (YSCal) convened a planning team and met through conference calls during the next eight months to plan the Civic Mission of Education (CME) Forum.

The CME Forum was held in April 2002 in Sacramento. More than 50 educators from kindergarten through grade twelve and from higher education; policymakers; administrators; and community leaders attended the event, representing 12 regions throughout the state. The representatives met and created action plans to implement in their regions. The CDE offered small-scale grants to the regions to implement their action plans during the 2002–03 school year. Since April 2002 ongoing regional gatherings of leaders from kindergarten through grade twelve and higher education have taken place throughout California. The CDE and YSCal continue to support the regional CME events through the network of regional service-learning leads (people who serve as service-learning conveners and resources for each of the 12 regions).

In 2003 the Center for Information and Research on Civic Learning and Engagement (CIRCLE) and the Carnegie Corporation of New York, in consultation with the Corporation for National and Community Service (CNCS), produced a report called *The Civic Mission of Schools*,<sup>5</sup> which provides a powerful vision and a framework for civic

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<sup>5</sup> *The Civic Mission of Schools*. New York: Carnegie Corporation of New York, 2003.

education in the nation's schools. It reflects a broad consensus among scholars and practitioners in that field on the key elements for effective civic education.

The report endorses six promising approaches for promoting civic education in schools:

1. Instruction in government, history, law, and democracy
2. Class discussion of current local, national, and international issues and events
3. Community service and service-learning linked to curriculum and class instruction
4. Extracurricular opportunities to get involved in the school and community
5. Participation in school governance
6. Simulations of democratic processes and procedures

The CDE's CalServe Initiative convened a California Civic Responsibility Work Group in the winter of 2002–03. Its December 31, 2003, report *Linking Service and Civics Through Service-Learning* recommends that all students, from kindergarten through grade twelve, be provided with increasingly sophisticated successive civic service experiences throughout their educational program. The report recognizes the need for ongoing monitoring on issues of community importance.

The group identified three areas of community engagement and responsibility: personal, social, and civic.<sup>6</sup> The Work Group defined the *personally responsible citizen* as one who cares for individuals and works mostly alone; the *socially responsible citizen* as one who participates in organized service (frequently social service); and the *civically responsible citizen* as one who works either alone or in groups to take responsibility for designing and implementing public policy. Although personal and social responsibility is important to students' development, the two areas have been the predominant focus of service-learning, leaving out civic responsibility.

The Center for Civic Education, in coordination with the Los Angeles County Office of Education and the CDE, has identified the California academic content standards that relate to civics and student civic development in the 2003 publication *Education for Democracy: California Civic Education Scope and Sequence*.<sup>7</sup> This book describes a

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<sup>6</sup> These definitions were grounded in the work of Joel Westheimer and Joseph Kahne and published in a paper prepared for delivery at the 2002 Annual Meeting of the American Political Science Association in Boston. In this paper the authors detail three conceptions of the "good" citizen: personally responsible, participatory, and justice oriented. Drawing on both quantitative and qualitative data from two of the programs they studied, they argue that these three conceptions embody significantly different beliefs regarding the capacities and commitments citizens need for democracy to flourish and that those conceptions carry significantly different implications for pedagogy, curriculum, evaluation, and educational policy.

<sup>7</sup> *Education for Democracy: California Civic Education Scope and Sequence*. Los Angeles: Los Angeles County Office of Education, 2003.

sequential civics education program, addressing standards-based content and skills in history–social science, including relevant standards in other disciplines, sample classroom applications, and useful resources.

The Constitutional Rights Foundation, a Los Angeles-based nonprofit, nonpartisan educational organization, received a three-year grant (2004–07) from the Carnegie Corporation to establish the California Campaign for Civic Mission of Schools (CMS) Project. A project steering committee, made up of concerned Californians and representatives of organizations whose task is to find ways to promote civic education in California, oversees the CMS Project. Consistent with the recommendations in *The Civic Mission of Schools*, this effort is intended to strengthen civic education in California’s public schools.<sup>8</sup>

Other organizations, such as the Association for Supervision and Curriculum Development, the Youth Development Institute, YSCal, and the Center for Democracy and Citizenship, have created policy statements to develop civic responsibility in students. The Los Angeles Unified School District’s Board of Education recently passed a resolution stipulating that “civic education be an integral part of the curriculum at every level” and that “every student in kindergarten through grade twelve be provided formal [civic] instruction.” The district’s superintendent was then directed to “provide a comprehensive plan to this Board of Education that addresses and fulfills the goals of ‘the civic mission of schools.’”

## **The Challenges**

A number of challenges are associated with using service-learning as an instructional method to promote the development of specific knowledge, skills, and dispositions that will enable youths to be civically responsible. The first is to identify the academic content standards that will serve as a basis for students’ learning. The intent here is to focus directly on the civic responsibility aspect of students’ development by giving attention to the California academic content standards related to civics that are best achieved through service-learning. The next challenge is to make an intentional link to these standards while addressing the standards associated with established courses of study or with textbook-driven curriculum. Educators must not try to replace the textbooks but to enhance and augment an established curriculum. Teaching civics through the use of service-learning must be integrated into the textbook curriculum. The final challenge is to implement this approach across the curriculum content areas and grade levels.

The California academic content standards contain many skills and competencies that help promote civic responsibility; for example, intellectual and participatory skills and skills in research and persuasion to be used for historical and social science analysis. Key among these areas are such participatory skills as solving problems and taking action; building coalitions; identifying needs, priorities, and resources; and listening to

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<sup>8</sup> *The Civic Mission of Schools*. New York: Carnegie Corporation of New York, 2003.

and working with others. These areas need to be addressed and included in any good instructional practice. Skills in research and persuasion are intended to move students directly into the political life of their schools and communities as they first understand their community's problems and then attend meetings and become involved with policymaking. This level of involvement will include writing letters to school and local newspapers and to members of government (student government and local, state, and national governments); applying legal remedies to personal and group interests and rights; and developing rationales about their own viewpoints.<sup>9</sup> Intellectual and participatory skills incorporate knowledge and skills and are included in other subject-matter academic content standards. Interpreting, analyzing, summarizing, and presenting information are, for example, found in the English–language arts content standards at several grade levels.

### **Five Elements of Service-Learning**

The National and Community Service Trust Act of 1993 identified five elements of service-learning. They have been rearranged from their original listing so that they can be examined according to the purpose of this report.

#### **1. Service-learning is integrated into and enhances the academic curriculum of the students.**

What civic knowledge should students demonstrate? What civic-related skills and dispositions should be revealed? As the academic content standards were examined, the standards involving the roles of citizens in civic life, politics, and government within a democracy were identified. The standards selected were those that address representative government and its obligation to respect the purposes, values, and principles of American democracy; the issues regarding the importance of world affairs; and the application of democratic processes in dealing with other nations. The intellectual skills that help participants to explain, analyze, and evaluate information; work with others; resolve conflict; and express their own ideas effectively are essential and are listed as standards to be explicitly addressed within the context of service-learning participation. Civic dispositions, such as the belief in the rights and responsibilities of individuals, are identified and are either specifically addressed or embedded in the context of knowledge-based content standards.

#### **2. Service-learning is an instructional strategy whereby students learn and develop academically and personally through active participation in thoughtfully organized service that is conducted in and meets the needs of communities.**

Basing service-learning on real community priorities ensures the close connection among students, their schools, and the community. Research into local issues can result in an assessment of needs and provide teachers and students with real opportunities for civic improvement. Partnerships in the civil sector encourage the

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<sup>9</sup> The Constitutional Rights Foundation, "Fostering Civic Responsibility Through Service-Learning," *Service-Learning Network*, Vol. 8, No. 1 (Spring 2000). [www.crf-usa.org/network/net8\\_1.html](http://www.crf-usa.org/network/net8_1.html).

building of relationships with city councils, school boards, and other policymakers and town administrators. These partnerships lead to service-learning activities that include public works. Issues such as water quality, parks and recreational facilities, policymaking, law enforcement, fire safety, and the schools themselves become possibilities for students to be involved in community development and improvement.

**3. Service-learning is coordinated with an elementary school, a secondary school, an institution of higher education, or a community service program and the community.**

A sense of community improves schooling for all students, enhancing their academic and social development and providing them with experiences necessary to prepare them for full participation in a democratic society. In addition, a sense of community may be a particularly important component of educational programs targeted at students at risk of academic failure. Developing that sense of community, through a choice of learning-related service and the successful accomplishment of useful, complex tasks, leads students toward individual confidence and resiliency.<sup>10</sup> Although frequently grounded in social responsibility, a sense of community anchors the development of civic responsibility and pride.

**4. Service-learning provides structured time for students or participants to reflect on the service experience.**

The reflection of students on their service-learning experiences can take many forms: a written reflective essay, a poem, a musical composition, a dramatic presentation, even an informal classroom discussion. Enhanced understanding of the standards is achieved in a variety of content areas, depending on the form of reflection selected by the student under the teacher's guidance. The form of the reflection addresses individual student learning references and applies the work in Howard Gardner's *Multiple Intelligences*.<sup>11</sup> The intent of this report is not to identify the specific standards achieved through each reflection strategy, but to suggest the importance of using a method of reflection appropriate to the content standard addressed. The task of knowledgeable teachers is to work with the best use of reflection in service-learning experiences and to consider the learning preferences of their students.

**5. Service-learning directly fosters civic responsibility.**

The question to ask here is, What do good citizens do? As active participants in a democratic process, students as citizens may become informed; volunteer; form committees; or perform all the actions that promote a belief in democracy, freedom, equality of opportunity, community development, and a healthy free market within

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<sup>10</sup> Stanley J. Potts and others, *2x4x8: Fostering Resiliency Through Service Learning*. Madison, Wis.: Wisconsin Department of Public Instruction, 2000, p.8.

<sup>11</sup> Howard Gardner, *Multiple Intelligences: The Theory in Practice*, New York: Basic Books, 1993; and Thomas Armstrong, *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. Alexandria, Va.: Association for Supervision and Curriculum Development, 2003.

the context of American democracy.

**A Cautionary Note: “Educate, Not Advocate”**

Within the structure of public schooling, teachers and administrators should use caution as they ensure that service-learning in the community focuses on students learning the process of democracy, not on solving the problems of society. And, in fact, only instruction that includes the unbiased presentation of multiple perspectives on a given issue is acceptable. The context of the activities is important. During the instructional day, students may not participate in advocating specific political actions to remedy political problems. The process, not the individual issue, is important. Engaging students in discourse and involvement in current political issues is essential for participation in educated decision making. Moreover, informing school administrators and other leaders about service-learning experiences is important so that students' roles in political decision making, such as doing investigative research and presenting information, harbor no surprises. Communities with the greatest and most diverse citizen participation, including that of students, are often the most resilient and the strongest.

## Chapter 2

### Identification of the California Content Standards Related to Civic Responsibility and Best Achieved Through Service-Learning

The chapters that follow provide a listing of California history–social science content standards that specifically address knowledge, skills, and dispositions for civics and that connect service-learning and civic-related academic content standards. These standards are categorized into two groups: *civic-related* standards and *supportive* standards. *Civic-related* standards uniquely address civic knowledge, skills, and dispositions that are not found in other subject-matter areas. *Supportive* standards are found in other content areas and provide aligned skills and develop relevant knowledge. A third category, *linked standards*, consists of standards found in other content areas that can be addressed through a service-learning activity and frequently involve interdisciplinary skills and knowledge.

The following selection of standards and the corresponding examples of service-learning are organized into grade-span sections. The first section, for kindergarten through grade two, focuses on interdisciplinary history–social science examples that allow young students to inform adults or peers. Grade three, because it emphasizes initial learning about local, state, and federal governments, has two examples of democracy in action. Grades four and five use an example that addresses the issue of world hunger and introduces the idea of linking science standards in an interdisciplinary experience. In grades six through eight, the study of world civilizations and government provides one example that explores civic responsibilities and a second example that links science standards and allows students to examine the issue of habitat versus development. The examples in grades nine through twelve present four projects of high-school-level service-learning that, in an age-appropriate, sophisticated manner, address the study of world history, U.S. government, and leadership.

The service-learning examples included may not address all civic-related standards listed, but those examples are intended to show how civic-related standards can be addressed in service-learning activities and to suggest further research into additional standards appropriate for planning service-learning. Some standards that support civic-related academic standards in English–language arts and mathematics and that integrate seamlessly into service-learning experiences are also noted. In addition, some standards are identified in science, visual and performing arts, and mathematics that link to any service-learning experiences and can form a basis for interdisciplinary instruction.

Each example is organized according to a system of backward design, because each description begins with a list of the standards to be addressed using a service-learning instructional strategy.<sup>12</sup> Assessment is designed before the actual service-learning experiences are developed. The service-learning instructional strategies and reflection are then planned according to the academic content standards and the assessment.

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<sup>12</sup> Grant Wiggins and Jay McTighe, *Understanding by Design*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1998.

The sequence within the planning processes may vary, but all planning includes attention to assessment and standards-based instruction in the process.

The final section is on assessment and evaluation. It contains the thoughts of some leading service-learning educators and points out some of the difficulty in determining dispositions toward civic responsibility.

At the end of the final section, some examples of checklists, continuums, and rubrics are provided that might help in evaluating the results of service-learning experiences in civics.

### **Chapter 3**

## **Interdisciplinary History–Social Science, Kindergarten Through Grade Two**

This chapter identifies a selection of standards for kindergarten through grade two in several content areas that meet criteria for the development of civic responsibility, service-learning, and academic achievement. The ethical developmental level of children aged five to seven is based on the work of Jean Piaget and Lawrence Kohlberg and helps to support the examples.<sup>13</sup> Children of this age generally understand the concept of rules but do not always follow them. They understand the world only from their perspective and thus have difficulty in presenting another viewpoint. They begin to learn how to play cooperatively. They believe it is unfair to do forbidden things. They have a strong attachment to adults and frequently obey authority figures to avoid negative consequences.

The primary focus of the examples will be from the history–social science content standards. Language arts, visual and performing arts, and mathematics provide supporting standards and allow examples to be presented in an interdisciplinary fashion. Following the standards are clear, reasonably simple service-learning experiences and assessment strategies suitable for instruction within the grade span, but adjustment to the activities and assessments is needed, depending on the teacher’s specific instructional goals.

Identified next are content standards for kindergarten through grade two that connect to civic responsibility and some examples of supporting standards from other disciplines. A focus question precedes some examples of service-learning activities. It is the bridge between the standard and the lesson the students are about to experience, and it is intended to help ground the teacher’s planning.

### ***Civic-Related Standards:***

### **History–social science standards that address civic knowledge, skills, and dispositions**

#### **Kindergarten: History–Social Science: Learning and Working Now and Long Ago**

K.1 Students understand that being a good citizen involves acting in certain ways.

K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

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<sup>13</sup> Adapted from *Kids’ Time: A School-Age Care Program Guide*. Sacramento: California Department of Education, Child Development Division, 1994.

## **Grade One: History–Social Science: A Child’s Place in Time and Space**

1.1 Students describe the rights and individual responsibilities of citizenship.

- 1.1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.
- 1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”

## **Grade Two: History–Social Science: People Who Make a Difference**

2.3 Students explain governmental institutions and practices in the United States and other countries.

- 2.3.1 Explain how the United States and other countries make laws, carry out laws . . .
- 2.3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

### ***Supportive Standards:*** **Standards found in content areas other than history–social science that provide civic skills and develop related knowledge**

## **Grade Two: English–Language Arts: Listening and Speaking Strategies**

1.0 Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### *Comprehension*

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three- and four-step oral directions.

### *Organization and Delivery of Oral Communication*

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories [or experiences], including characters, setting, and plot.
- 1.9 Report on a topic with supportive facts and details.

### **Kindergarten: Mathematics: Statistics, Data Analysis, and Probability**

- 1.0 Students collect information about objects [or people] and events in their environment.
- 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

### **Grade One: Visual and Performing Arts: Theatre**

- 2.0 Creative Expression: Creating, Performing, and Participating in Theatre  
Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

#### *Development of Theatrical Skills*

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.

#### *Creation/Invention in Theatre*

- 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.

### ***Linked Standards:***

**Standards from content areas other than history–social science that involve interdisciplinary skills and knowledge and can be addressed through service-learning**

### **Kindergarten: English–Language Arts: Writing Strategies**

- 1.0 Students write words and sentences that are legible.
  - 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.

### **Grade One: English–Language Arts: Writing Strategies**

- 1.0 Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### *Organization and Focus*

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

#### *Penmanship*

- 1.3 Print legibly and space letters, words, and sentences appropriately.

### **Grade Two: Visual and Performing Arts: Music**

- 3.0 Historical and Cultural Context  
Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### *Role of Music*

- 3.1 Identify the uses of specific music in daily or special events.

#### *Diversity of Music*

- 3.2 Sing simple songs and play singing games from various cultures.
- 3.3 Describe music from various cultures.

## **Service-Learning**

This section contains a discussion of service-learning assessment and provides three examples of service-learning experiences.

### **Assessment**

1. Students will demonstrate knowledge of their community and its people by writing questions to gather information and by producing a booklet about their school.

Students' understanding of civic responsibility and the achievement of standards are measured by evaluating students' products and testing students' skills and knowledge according to the teacher's preferred method. Using criteria embedded in the content standards and appropriate rubrics, the teacher might examine the quality of information gathering, the questions students ask, or materials like an illustrated booklet, pictures, or picture graphs.

2. Students will demonstrate by their behavior whether they can follow rules, solve problems, and play fairly. Teachers and trained playground supervisors can record students' behavior as they determine how well students can perform the preceding activities. Positive reports of good sportsmanship and respect for others can be recorded for each student as he or she participates in games and activities on the playground, both those that are organized and those that allow free play.
3. Students will demonstrate knowledge of the rights and responsibilities of citizenship by recounting a rule-making process. Students' achievement of the history–social science civic-related standards regarding forms of government is measured by having each student demonstrate knowledge by using appropriate terminology and identifying examples from different parts of the world and in different times in history, developing simple, age-appropriate conclusions, and using supportive facts and details.
4. Students will demonstrate knowledge of other children by writing a dramatic presentation that includes cultural information and music. A student dramatic presentation can be evaluated as a performance assessment demonstrating understanding of the application of what they have learned about laws and relationships to their world.
5. Criteria for successful achievement of standards for writing strategies and for oral language are embedded in the English–language arts standards. Teachers use appropriate rubrics to evaluate students' work.

### **Service-Learning Experiences**

In example 1 students learn about the roles and responsibilities of people in their school. In example 2 students learn about the development of and need for rules at school. In example 3 students compare the form of government in the United States with that of other countries.

### **Kindergarten Through Grade Two: Example 1**

Beginning with a focus question, What do citizens, and especially leaders, do in American

democracy? kindergarten students look at the roles of people in their school.<sup>14</sup> In their beginning study of citizenship, students develop questions and interview the principal, members of the school site council, their parents or guardians, several teachers and classified staff, and members of the student council to learn what roles these people play in the school and ways in which school policies (rules and the consequences of breaking them) are made and implemented. They create an illustrated booklet about the roles and responsibilities of people in the school and include school policies.<sup>15</sup> They publish their work and present their findings to their peers on the student council and to the school site council. The students then give the booklet to the school library.<sup>16</sup> (H/SS: K.1, K.3, 1.1, 2.3.1; ELA: K.1.0, 1.1.0, 1.1.1, 2.1.0; Math: K.1.0)

### **Kindergarten Through Grade Two: Example 2**

As a part of the study of school safety, service-learning project students from the East Bay Conservation Corps Charter School in Oakland, California, examine the rights and responsibilities of school citizenship. They investigate the rule-making process in their school and its relationship to a direct or a representative democracy. They establish rules for their classroom, using a democratic process. As they look at schoolwide rules, especially at those pertaining to the playground, they identify needs, write a proposal, and make recommendations for change to reflect the purposes, values, and principles of a basic American democratic system. They make posters to communicate the playground rules and post them in school hallways. In a reflective activity students write and perform a dramatic presentation about sportsmanship for the safe schools assembly. (H/SS: K.1,1.1; ELA: 1.1.0, 2.1.0; VPA: Theatre, Music 2.0, 2.3, 3.0)

### **Kindergarten Through Grade Two: Example 3**

Students from Bowman Elementary School in Anchorage, Alaska, compare and contrast an American republican form of government and such other forms of government as parliamentary, dictatorship, and so forth. They learn about people who are leaders in each form of government, past and present, and the ways in which they lead their nations. They study national anthems and cultural music from various parts of the world. They learn about their community government. They read a variety of materials about children in many lands and then sit in small groups and retell stories about children who live under different forms of government. They also share music from these different cultures. Students invite a city council member to visit the classroom and listen to students along with the teacher, an aide,

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<sup>14</sup> Parkside Elementary School in partnership with the graphic arts class at Analy High School in Sebastopol, California. More recently, this partnership has been joined by nearby Pinecrest Elementary School, community partner the Laguna Project and government partner California Department of Fish and Game to create field guides to the Uplands of the Laguna de Santa Rosa. The Laguna de Santa Rosa is a large ancient lakebed that includes historical, geographical, and geological areas of interest in Sonoma County. This service-learning activity also allows related content standards in science to be added to the list mentioned previously.

<sup>15</sup> San Ramon Elementary School, Novato, California.

<sup>16</sup> In a similar service-learning project, second grade students in the Tahoe Truckee Unified School District, educated their community about the benefits of bats, wrote bat facts, and poetry and created visual scenes of the area with roosting spots for bats for the Tahoe City Library. They were involved in a habitat restoration project and installed two bat boxes on the school campus to provide safe roosting spots for bats when they migrate into the area in the spring.

and trained volunteer parents who sit in each group and record students' achievement of the standards. During this study students might identify an issue having to do with children in the United States and in the rest of the world, such as lack of immunization against childhood illnesses or hunger.<sup>17</sup> They might prepare a classroom report and write letters to people in appropriate governmental agencies, drawing attention to the need for action on the selected issue.<sup>18</sup> They become "people who make a difference." (H/SS: 2.3; ELA: K.1.0,1.1.0, 2.1.0)

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<sup>17</sup> Art Academy, Lone Tree Elementary School, Beale Air Force Base, Marysville, California. Students identified a need for art supplies for schoolchildren in Iraq. They collected supplies and planned to ship them to Iraq through the facilities at Beale Air Force Base. At the last minute, shipment was denied because of military restrictions, so the supplies were redistributed to local hospital units with children.

<sup>18</sup> A similar service-learning project was also accomplished by fifth grade students at Bel Aire School in Tiburon, California. The students identified the bald eagle as a symbol of the United States that is in trouble in many ways: hunters may mistake them for other birds, electrical poles and wires cause electrocution, pesticides can kill them, and so forth. They wrote letters to the governor, advocating the establishment of American Eagle Day to draw attention to the problems facing these birds.

## **Chapter 4**

### **Interdisciplinary History–Social Science**

### **Grade Three**

This section identifies a selection of grade three academic standards in several content areas that meet criteria for the development of civic responsibility, service-learning, and academic achievement. Children aged eight through ten play by rules, and they believe in conventional social rules and fair treatment. Children of this age can agree to adjust rules in a democratic way. They believe strongly in law and order and feel that it is unfair if one person is treated differently than any other.<sup>19</sup>

The content standards for grade three identified in this section deal with civic responsibility with some examples of how they can apply in a service-learning activity. The focus of the example for grade three is on history–social science. Some clear, reasonable, simple service-learning experiences and assessment strategies suitable for instruction within the grade span are described, but depending on the teacher’s specific instructional goals, some adjustment to these activities and assessments will be needed.

A focus question precedes some examples of service-learning activities. It is the bridge between the standards and the lesson the students are about to experience, and it is intended to help ground the teacher’s planning.

#### ***Civic-Related Standards:***

#### **History–social science standards that address civic knowledge, skills, and dispositions**

#### **Grade Three: History–Social Science: Continuity and Change**

- 3.3.3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.
- 3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
  - 3.4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
  - 3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).

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<sup>19</sup> Adapted from *Kids’ Time: A School-Age Care Program Guide*. Sacramento: California Department of Education, Child Development Division, 1994.

- 3.4.4 Understand the three branches of government, with an emphasis on local government.

***Supportive Standards:***  
**Standards found in content areas other than history–social science  
that provide civic skills and develop related knowledge**

**Grade Three: English–Language Arts: Reading Comprehension**

2.0 Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). . . . In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

*Structural Features of Informational Materials*

2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

*Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.

2.3 Demonstrate comprehension by identifying answers in the text.

2.4 Recall major points in the text and make and modify predictions about forthcoming information.

2.5 Distinguish the main idea and supporting details in expository text.

2.6 Extract appropriate and significant information from the text, including problems and solutions.

**Grade Three: English–Language Arts: Writing Strategies**

1.0 Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

*Organization and Focus*

- 1.1 Create a single paragraph:
  - a. Develop a topic sentence.
  - b. Include simple supporting facts and details.

***Linked Standards:***  
**Standards from content areas other than history–social science that involve interdisciplinary skills and knowledge and can be addressed through service-learning**

**Grade Three: Visual Arts: Creative Expression**

Creating, Performing, and Participating in the Visual Arts

- 2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

*Communication and Expression Through Original Works of Art*

- 2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
- 2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

**Grade Three: Mathematics: Mathematical Reasoning**

- 2.0 Students use strategies, skills, and concepts in finding solutions:
  - 2.1 Use estimation to verify the reasonableness of calculated results.
  - 2.2 Apply strategies and results from simpler problems to more complex problems.
  - 2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.

**Service-Learning**

This section contains ways to assess service-learning and provides two examples of service-learning experiences.

**Assessment**

Teachers determine students' achievement of standards, using a variety of strategies in each discipline and evaluating each product or project according to the appropriate criteria. Students' understanding of civic responsibility will be measured both by students' projects and behavior. The development of classroom rules and the application of how government works should provide ample evidence of whether students understand the concept. Criteria

will vary according to the product and the rubric that the teacher uses. Some examples of criteria for assessing students follow:

1. Students demonstrate knowledge of their community by identifying important local landmarks on a map.
2. Students demonstrate knowledge of American symbols and values by passing an appropriately designed test.
3. Students demonstrate skills and strategies in English–language arts, mathematical reasoning, and visual and performing arts by writing a booklet, speaking publicly, illustrating a booklet, and creating a model, map, or diagram.

### **Service-Learning Experiences**

In the first example students learn about the history of their community. In the second example students apply the principles of democracy in their classroom.

**Focus Question: How does our government, established by the U.S. Constitution, represent the purposes, values, and principles of American democracy?**

### **Grade Three: Example 1**

After studying the preamble to the U.S. Constitution and the self-evident truths, students apply their learning to their community and county. They visit their library to investigate the origin of their community, and they visit historical sites in their area. They visit the local museum or cemetery to discover significant people in their community's history. They study cultural diversity in their community, both past and present.<sup>20</sup> They seek out descendents of the original settlers and interview them.<sup>21</sup> They find photographs and other artifacts that belong to an earlier time.<sup>22</sup> They identify controversial issues, past and present, and find out which issues were resolved in the past, which issues are being addressed in the present, and the ways in which the community is doing so. They meet and interview local leaders.<sup>23</sup> They reproduce the symbols of their community as art projects.<sup>24</sup> They find or draw a series of maps of the community as it changed over the years, as roads became highways and farmland turned into housing. They design a variety of graphs noting population growth, economic change, and other statistical information. As a culminating project they design and

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<sup>20</sup> Bessie Owens Elementary School, Bakersfield, California.

<sup>21</sup> This service-learning activity is also a focus of the seventh grade language arts students in Bayside, California. They write interview questions relevant to the elders' life histories and conduct formal group interviews. They document the responses with tape recordings and written notes. The Humboldt County Public Library's Humboldt Room receives the benefit of their work.

<sup>22</sup> Sebastopol Elementary School in partnership with the art classes at Analy High School, Sebastopol, California.

<sup>23</sup> Forestville Elementary School, Forestville, California.

<sup>24</sup> Farallone View Elementary School, Montara, California. All students participate in painting on the exterior walls of the school murals depicting their local marine environment. These students have also explored and mapped large sections of nearby Montara Mountain.

publish a book for the historical society or make a table model for the library.<sup>25</sup> (H/SS: 3.0, 3.3.3, 3.4.2; ELA: Reading Comprehension 3.2.0; Writing 3.1.0; Math Reasoning: 1.1.3; Visual Arts: 3.2.3, 3.2.4)

### **Grade Three: Example 2**

Students develop a democratic classroom that includes three branches of government and carry out their governance system throughout the year. They develop classroom structure, set rules and regulations, elect officers, and establish consequences and processes for hearings, trials, and appeals. They even impose appropriate punishment where necessary. They develop classroom expectations, using a democratic process for making and changing their “laws” and discussing and modifying them as necessary. Students post the resulting expectations prominently in the classroom. They develop a written summary of the classroom governmental system for the student council, and by presenting and sponsoring a formal resolution through to adoption, they propose that all classrooms in the school adopt a similar process.<sup>26</sup> (H/SS 3.4.2, 3.4.4; ELA 3.1.0, 3.1.1)

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<sup>25</sup> Gig Harbor Elementary School, Gig Harbor, Washington.

<sup>26</sup> East Bay Conservation Corps Charter School, Oakland, California.

## **Chapter 5**

### **Interdisciplinary History–Social Science Grades Four and Five**

This chapter identifies a selection of standards in several content areas in grades four and five that meet criteria for the development of civic responsibility, service-learning, and academic achievement. Children aged eight through ten play by rules, and they believe in conventional social rules and fair treatment. They begin to think logically and can understand how something works and why. Science experiments are useful because students of this age display a natural curiosity.<sup>27</sup>

Some history–social science content standards for grades four and five that deal with civic responsibility are identified, and some examples of service-learning are provided. The focus of the single example for grades four and five is on a garden project and its relationship to ensuring adequate supplies of food and water. This ongoing service-learning experience links to many subject-matter areas. Content standards for science, English–language arts, visual and performing arts, and mathematics can be blended or included in an interdisciplinary fashion. Some clear, reasonably simple service-learning experiences and assessment strategies suitable for instruction within the grade span are described, but adjustment to the activities and assessments will be needed, depending on the teacher’s specific instructional goals. A focus question precedes some of the service-learning activities. It is the bridge between the standard and the lesson the students are about to experience, and it is intended to help ground the teacher’s planning.

#### ***Civic-Related Standards:***

#### **History–social science standards that address civic knowledge, skills, and dispositions**

#### **Grade Four: History–Social Science: California: A Changing State**

- 4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
  - 4.1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.
  - 4.1.4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
  - 4.1.5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

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<sup>27</sup> Adapted from *Kids’ Time: A School-Age Care Program Guide*. Sacramento: California Department of Education, Child Development Division, 1994.

- 4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.
  - 4.2.1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
  - 4.2.5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
- 4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.
  - 4.4.3. Discuss immigration and migration to California between 1850 and 1900 . . .
  - 4.4.4. Describe rapid American immigration, internal migration, settlement and the growth of towns and cities. . . .
  - 4.4.7. Trace the evolution of the California water system into a network of dams, aqueducts, and reservoirs.
- 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
  - 4.5.1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
  - 4.5.2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.
  - 4.5.4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
  - 4.5.5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).

**Grade Five: History–Social Science: United States History and Geography: Making a New Nation**

- 5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

- 5.3.4. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
  - 5.3.5. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
- 5.6 Students understand the course and consequences of the American Revolution. [Among the other important standards, these directly relate to the study of hunger.]
- 5.6.4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
  - 5.6.6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and the impact of those policies on American Indians' land.

***Linked Standards:***  
**Standards from content areas other than history–social science that  
 involve interdisciplinary skills and knowledge and can be  
 addressed through service-learning**

**Grade Four: Life Sciences**

- 2. All organisms need energy and matter to live and grow. As a basis for understanding this concept:
  - a. Students know plants are the primary source of matter and energy entering most food chains.
  - b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem.
  - c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
- 3. Living organisms depend on one another and on their environment for survival. As a basis for understanding this concept:
  - a. Students know ecosystems can be characterized by their living and nonliving components.
  - b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all.

- c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter.
- d. Students know that most microorganisms do not cause disease and that many are beneficial.

### **Grade Five: Earth Sciences**

- 3. Water on Earth moves between the oceans and the land through the processes of evaporation and condensation. As a basis for understanding this concept:
  - d. Students know that the amount of fresh water located in rivers, lakes, underground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water.
  - e. Students know the origin of the water used by their local communities.

### **Grade Four: Science: Investigation and Experimentation**

- 6. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands [physical science, life science, earth science], students should develop their own questions and perform investigations. . . .  
(For the activities in this chapter, this standard is applicable to grades four and five.)

## **Service-Learning**

This section contains a discussion of service-learning assessment and provides three examples of service-learning experiences.

### **Assessment**

Strategies to assess students' achievement on an extensive service-learning project range from using traditional tests and quizzes to providing opportunities for students to demonstrate their knowledge, as outlined in the California content standards. Rubrics are useful in assessing students' achievement in writing and public speaking. Performance assessment strategies may be used to test students' achievement of visual and performing arts standards. Much will depend on the specific activities that the teacher selects and on student voice as it contributes to learning in appropriate ways.

### **Service-Learning Experiences**

In the first example, for grades four and five, students participate in a community garden project. In the second example fourth grade students do research on the life of Cesar Chavez. In the third example fourth grade students study the geography of local watersheds.

**Focus Question:**            **How has California become a leading state in providing food for the United States and the world?**

## Grades Four and Five: Example 1

As a means to study the importance of an adequate food supply and the issue of hunger, a community garden project can be the vehicle for achieving several standards.<sup>28</sup> This type of project can build knowledge about the community and world, build useful skills for the present and the future, and serve an area's needs as students think globally and act locally. Specific standards at each grade level can best be achieved through a strategy of service-learning. For example, an ongoing community garden project can provide a hands-on laboratory for students to learn the science standards throughout the fourth and fifth grades. The garden project will connect the students to a real-world study of food as a social and political issue; involve them in contributing to local activities; and, perhaps, influence long-term policy on hunger as students study the topic, contact leaders, and express their opinions on policy.

Students identify a plot of ground and prepare it for planting. They study various world climates and the evolution of farming technology in different regions. To see how plants grow and thrive in different conditions, the students might designate one area for preparation with organic material and another for no soil enrichment. They study local water supplies and the best methods of irrigation. The instruction focuses on establishing a scientific research project, which consists of a question, a hypothesis, the data, a clear explanation of methodology, and the findings.

In the context of the garden project, students study the U.S. Constitution and its significance. Fourth graders study the western water conflict as a continuing issue. They describe water rights and understand conflicting interests. They examine California water issues as they seek to understand the relationship between state and federal rights. They link their community garden project to the study of California mission life and to the daily lives of people in that era.

Fifth graders continue the study of water and its important role in the West.<sup>29</sup> They investigate various treaties with American Indians. They also explore the conflicts and resolutions between the U.S. Government and the American Indians and the influence of these events on today's issues.<sup>30</sup> They examine state versus federal rights and the Western Water Wars. They use the Internet to research information on the international food supply and world hunger. They link their garden project to the study of past, present, and future

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<sup>28</sup> This is an ongoing kindergarten through grade eight service-learning project at Guerneville School in Guerneville, California. The service-learning incorporates garden activities that involve students, teachers, staff, and parents at the school in a year-round continuing community effort.

<sup>29</sup> At Millville Elementary School in Millville, California, service-learning takes form as a whole-school project to supply mosquito-eating fish to local ponds.

<sup>30</sup> In the Klamath-Trinity School District in Hoopa, California, students in kindergarten through grade twelve investigate the issues surrounding water distribution in the Klamath River drainage system and the conflicting needs of agriculture and fishing. Alternative suggestions are presented to the local tribal council.

needs, issues, and government policies regarding the production and distribution of food within the U.S. and worldwide.

The class donates produce from the garden to the local food bank, and students serve in the community kitchen. But their major focus is communicating with local, state, national, and international organizations to analyze and evaluate information, inform policymakers, and encourage them to design and implement public policy that will lead to adequate world supplies of food and water.

### **Grade Four: Example 2**

Fourth grade students in the Galt Joint Union Elementary School District researched and summarized the life of Cesar Chavez. Students wrote papers and performed, before a studio audience of kindergarteners, a reenactment of his life. As a service, students performed cleanup and planting at Consumnes River Preserve to show respect for life, nonviolence, education, and service to others.<sup>31</sup>

### **Grade Four: Example 3**

Fourth grade students at Jacoby Creek School in Bayside, California, studied the geography of local watersheds and examined issues of adaptability and habitat health. Salmon and steelhead were incubated and released in a neighboring creek. Students participated in such other watershed restoration activities as planting trees on eroding stream banks. They completed several academic exercises relating to the project, such as drawing maps and identifying watershed features, identifying plants and animals living in watersheds, and studying the life cycles of salmon and the importance of adaptability. They took a comprehensive test covering the academic content of the project and compiled notebooks to showcase their academic assignments.

## **Other Civic-Related Standards**

The preceding examples cannot cover all the important standards in history–social science relating to civics included the content standards at these grade levels. A more extensive list of civic-related standards for the fourth and fifth grades follows:

- 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
  1. Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
  2. Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution.

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<sup>31</sup> *CalServe Final Evaluation Report*. Galt, Calif.: Galt Joint Union Elementary School District, 2004, p. 10.

3. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
  4. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials.
  5. Describe the components of California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).
- 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.
  2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
  3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
  4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
  5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.
  6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
  7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.
- 5.5 Students explain the causes of the American Revolution.
1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
  3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
- 5.6 Students understand the course and consequences of the American Revolution.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
  6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
- 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
1. List the shortcomings of the Articles of Confederation as set forth by their critics.
  2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
  3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
  4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.
  5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

## **Chapter 6**

### **Interdisciplinary History–Social Science and Science Grades Six through Eight**

This chapter identifies a selection of standards grounded in history–social science and includes several content areas in grades six through eight that meet criteria for the development of civic responsibility, service-learning, and academic achievement. Children aged eleven through thirteen begin to make ethical decisions for themselves. They understand the concept of social justice, are willing to work for a cause, and might like to work at their level on an informational project. They believe that everyone must agree on the rules, but if the rules are harmful, they will break them or work to change them. They are interested in the adult world; will talk for hours about social, political, or environmental issues; and want to help solve them.<sup>32</sup>

Many examples of service-learning that illustrate the nexus of civics, service, and academic content are available for students at this level of development. These students need to acquire a number of important skills, such as the ability to work together for a common goal, present well-thought-out arguments and appropriate alternatives, evaluate sources of information and make judgments about their validity, and address public issues through participation in community organizations or other appropriate groups. A focus question may precede some examples of the service-learning activities. It is the bridge between the standard and the lesson the students are about to experience, and it is intended to help ground the teacher’s planning.

#### ***Civic-Related Standards:*** **History–social science standards that address civic knowledge, skills, and dispositions**

##### **Grade Six: World History and Geography: Ancient Civilizations**

6.2–6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of . . . [Early Civilizations, India, China, Ancient Greece, Rome]

6.7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

##### **Grade Seven: World History and Geography: Medieval and Early Modern Times**

7.2–7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of . . . [Medieval Europe, Islam, China, Ghana and Mali, Medieval Japan]

7.9 Students analyze the historical developments of the Reformation.

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<sup>32</sup> Adapted from *Kids’ Time: A School-Age Care Program Guide*. Sacramento: California Department of Education, 1994.

- 7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
- 7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries . . .

**Grade Eight: United States History and Geography: Growth and Conflict**

- 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
  - 8.3.6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).
  - 8.3.7. Understand the functions and responsibilities of a free press.

**Supportive Standards:  
Standards found in content areas other than history–social science  
that provide civic skills and develop related knowledge**

**Grade Six: English–Language Arts**

**2.0 Reading Comprehension (Focus on Informational Materials)**

*Structural Features of Informational Materials*

- 2.2 Analyze text that uses a compare-and-contrast organizational pattern.

*Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

*Expository Critique*

- 2.8 Note instances of unsupported inferences, fallacious reasoning . . .

**1.0 Writing Strategies**

- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast. . . .

**2.0 Writing Applications (Genres and Their Characteristics)**

- 2.3 Write research reports. . . .

## **Grade Seven: English–Language Arts**

### **2.0 Reading Comprehension (Focus on Informational Materials)**

#### *Structural Features of Informational Materials*

- 2.2 Locate information by using a variety of . . . documents.
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

#### *Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text.

### **1.0 Writing Strategies**

#### *Organization and Focus*

- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

## **Grade Eight: English–Language Arts**

### **1.0 Writing Strategies**

#### *Organization and Focus*

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

- 2.4 Deliver persuasive presentations. . . .

#### ***Linked Standards:***

**Standards from content areas other than history–social science that involve interdisciplinary skills and knowledge and can be addressed through service-learning**

## **Grade Six: Focus on Earth Science**

### **Ecology (Life Sciences)**

- 5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

- c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.
- e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

## **Investigation and Experimentation**

- 7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands [physical science, life science, earth science], students should develop their own questions and perform investigations. Students will:
  - a. Develop a hypothesis.
  - b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
  - c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
  - d. Communicate the steps and results from an investigation in written reports and oral presentations.
  - e. Recognize whether evidence is consistent with a proposed explanation.
  - f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
  - g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
  - h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

## **Grade Seven: Life Sciences**

### **Genetics**

- 2. A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept:

- a. Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.
- b. Students know sexual reproduction produces offspring that inherit half their genes from each parent.
- c. Students know an inherited trait can be determined by one or more genes.
- d. Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.
- e. Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.

### **Investigation and Experimentation**

7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands [physical science, earth science, life science], students should develop their own questions and perform investigations [such as the following]:
  - a. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
  - b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.
  - c. Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.
  - d. Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure).
  - e. Communicate the steps and results from an investigation in written reports and oral presentations.

### **Service-Learning**

This section shows ways in which to assess service-learning and provides two examples of service-learning experiences.

### **Assessment**

1. Students will demonstrate knowledge of such early civilizations as those of India, China, Ancient Greece, and Rome by writing a report describing the concept of civic duty in each civilization (grade six).
2. Students will demonstrate knowledge of Islamic culture, cultures in medieval Japan, Africa, China, and Europe and the political and economic changes in the sixteenth, seventeenth, and eighteenth centuries by writing reports describing civic responsibility, including civic duty in each civilization (grade seven).
3. Students will demonstrate their knowledge of the American political process and civic responsibility by developing an issue statement consisting of several options for preserving endangered and threatened species (e.g., salamanders) and informing the community political leaders.
4. Students will demonstrate their knowledge of ecosystems by recording data on an ecosystem. They will analyze their data and draw conclusions. Their analysis and results will be examined for misconceptions and accurate conclusions.
5. Students will demonstrate their knowledge of genetics and structure and function in living systems by developing and maintaining a breeding colony of salamanders in the classroom; writing a class report on salamanders in their local area, including the health of the salamander community; mapping local salamander territory with indicators of population variation; and identifying political issues, such as real estate development, that might affect the survival of the salamander. They will present at least two opposing sides of the issue.

### **Service-Learning Experiences**

In the first example, sixth and seventh grade students study past civilizations to learn about the citizens' civic participation and duties. Eighth grade students learn about the civic rights and duties of citizens of an American democracy.

#### **Example 1**

As a suggested service-learning activity, sixth graders might study ancient civilizations, with an emphasis on civic participation and duty. They might compare and contrast the participation of citizens in government in the various civilizations and examine such civic duties as voting, serving on juries, or paying taxes. Each student might write a formal report on the topic. Seventh graders might study medieval civilizations in much the same way, comparing and contrasting the various governments and the privileges and requirements of citizens. Eighth grade students might concentrate on American democracy and select a service project (either individually, in small groups, or as a whole class) having to do with civic rights or civic duties or both. Examples of such projects are working with the county judicial office to create a video production about jury service for use in high schools or jury rooms or both; working with the county controller's office to investigate how county taxes are generated and spent and presenting those findings and recommendations to the county board of supervisors;

working with the county clerk's office to increase voter registration; educating high school students on how individual votes make a difference; or producing a pamphlet about the need for balanced media coverage of election news. (H/SS: 6.2–7, 7.2–6, 8.3)

## Example 2

**Focus Question:**                    **Which is more important: preservation of habitat for wild species or development of the land for human use?**

Many issues lead students to discover their ability to inform and influence public opinion and the decisions of policymakers. One of the most controversial dilemmas is that of choosing whether to preserve habitat or to develop land for human use. Because students are interested in environmental issues, choosing a service-learning experience that directly addresses an environmental question with many answers is quite appropriate.

Middle school students study salamanders in their science laboratory and collect data as they make scientific observations.<sup>33</sup> Students study adaptation as they seek to understand the relationships between salamanders and their wetland environment and the need for growth and development to serve the human population. They study myths and facts about salamanders and read literature that further extends their understanding of the importance of natural habitat for various species. Working with experts from the California Department of Fish and Game, the students participate in ongoing studies of local and regional salamander populations and help to establish counting points in their area, gathering data and relaying it to scientists. Students create a map of salamander habitat in their area. They identify relationships, analyze information, and seek patterns that might encourage successful salamander colonies.

Students seek examples of coexistence between endangered species and a growing human population. Students also study the need for construction and development as human population increases. They understand the difficulties that arise from conflicting needs in society. They evaluate benefits and costs as they seek to understand and propose solutions to the many economic and political issues between environmentalists and developers. They can reasonably discuss both sides of the issue.

Students study salamanders more deeply by establishing a breeding program.<sup>34</sup> They observe and collect data on changes in the salamanders' environment that cause varying success in producing healthy offspring. They observe and collect data on the various stages of growth of salamanders. As they identify influential people, they meet

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<sup>33</sup> Willowside Middle School, Santa Rosa, California. Eighth grade students in Scott Carlson's science class breed, raise, and sell oxaotls, endangered Mexican salamanders. They study the local food sources and also study the local salamanders by partnering with California Fish and Game experts to monitor and record salamander health and activity.

<sup>34</sup> For information about a salamander breeding project, contact Scott Carlson, science teacher, Willowside Middle School, Santa Rosa, California. Willowside Middle School, in the Oak Grove School District, is one of the partnership in service-learning districts under the leadership of the West Sonoma County Union High School District.

with experts from the California Department of Fish and Game and local policymakers. They visit local habitat to collect data on the numbers of local salamanders and on what might affect the success of a salamander population and what might cause problems. They investigate cloning and genetic manipulation, discussing the controversy with responsible adults before each student forms an opinion and develops a point of view.

### **Civic Engagement**

As a result of their study, the students meet with such local governmental bodies as the school site council, the California Department of Fish and Game, the school board, and the county board of supervisors to inform and advise the representatives on a plan for increasing the protection of endangered species, including the local salamander, while respecting the needs of the growing human population. (H/SS: 8.3, 8.6, 8.7; ELA: 1.1, 2.5; Life Science: 6.7.5, 6.7.6, 7.2.7)

## **Chapter 7**

### **Interdisciplinary History–Social Science**

### **Grades Nine Through Twelve**

Because most high schools in California are departmentalized by content area, only history–social science standards are addressed in this chapter. The standards are intended to develop and enhance students’ civic responsibility and academic achievement. The service-learning activities and student assessments provided in this section should be used as examples and adjusted to meet specific instructional goals.

#### ***Civic-Related Standards:***

#### **History–social science standards that address**

#### **civic knowledge, skills, and dispositions**

#### **Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century**

- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

#### **Grade Twelve: Principles of American Democracy**

- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

## **Examples of Secondary-Level Projects and Student Assessment Strategies for Service-Learning**

Students at the high school level will demonstrate their achievement of standards in more sophisticated and complex ways. Strategies for assessment of student achievement may vary from using traditional testing methods to using appropriate rubrics for the assessment of student products (essays, video productions posters, and so forth).

### **Examples of Service-Learning**

#### **Example 1. Voting Today and Tomorrow**

Eleventh and twelfth grade students at Eureka High School in Eureka, California, participate in a service-learning experience called Voting Today and Tomorrow. They work with the League of Women Voters to develop interactive lessons that address voting issues. The students then share those lessons with classes from local elementary and middle schools, performing skits and puppet shows, holding mock elections, and leading discussions about civic issues. The goal is to recognize that individual votes make a difference. (H/SS: 11.10, 11.11, 12.2.4, 12.6.1, 12.6.4, 12.6.6)

#### **Example 2. Developing a Voter Participation Project**

Students at El Molino High School in Forestville, California, studied the founding principles of American democracy, the democratic process, and the historical trends in voter participation. Eleventh grade students interview at least ten voting-age adults to better understand their participation or lack thereof in the voting process. They also distribute voter registration forms and observe the election process through the news media in preparation for discussion and analysis. Students reflect by summarizing their opinions. They prepare and send a formal letter to their congressional representative, explaining their project and presenting findings and conclusions from their study. (H/SS: 11.10, 11.11, 12.8)

#### **Example 3. Learning Well by Doing Good**

Irvington High School in Fremont, California, is one of 66 schools awarded a White House commendation for excellent service-learning curricula in 2000.<sup>35</sup> The school provides plenty of opportunities for academics with practical applications. One class simulated a sweatshop shoe factory, with some students playing exploited workers, some the bosses, and others the union organizers. The sweatshop produced refurbished shoes for a homeless shelter. Meanwhile, the students learned about the history of work and the labor movement and wrote essays about who might have walked in the shoes they fixed up. (H/SS: 11.1, 12.3)

In another project four students investigated ways to resolve a deteriorating situation at

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<sup>35</sup> National Education Association, "Learning Well by Doing Good," *NEA Today*. <http://www.nea.org/neatoday/0011/probsolu.html> (accessed April 19, 2006).

the local park, where 1,000 pounds of goose droppings per day were keeping people at bay. The “Geese Brigade” set out to learn why the local geese population was growing. The culprits, they discovered, were people who feed the geese during the dry months, when natural food is scarce, causing the geese to stop migrating and attracting passing flocks. Each goose, the students learned from park rangers, produces about a pound of waste per day. The students wrote an elaborate report containing graphs and photos to document the worsening condition. The Geese Brigade then gave out flyers to educate offenders. Most goose feeders, students reported, accepted the leaflets, but some were annoyed and irritated. Children, the students added, were very responsive and appreciated the junior park ranger stickers they received as rewards. The goose investigation led to a campaign to improve the environment, with the investigation itself incorporating an array of mathematics and science academic content standards. (H/SS:11.10, 11.11)

#### **Example 4. Exploring Civic Engagement and Leadership**

Students in a leadership class for grades nine through twelve at El Molino High School in Forestville, California, broke into three groups and investigated voter apathy, environmental pollution, and prevention of tobacco use. To start the process, they brainstormed characteristics of a good leader, read and critiqued the article by Westheimer and Kahne, “What Kind of Citizen?” and identified an issue for local action.<sup>36</sup> Team one chose to investigate and take action on voter apathy among high school seniors. They surveyed senior classes to find out why eighteen-year-olds do not vote. One reason they discovered was the difficulty of registering. To solve that problem, the students placed voter registration forms on campus. Team two chose environmental pollution and coordinated the cleanup of a large beach and visited local elementary schools to promote recycling and litter abatement. Team three worked with a campus club called Tobacco Prevention and made presentations to other high schools and middle schools concerning the problems with smokeless tobacco and tobacco use in general. (H/SS: 11.11, 11.10, 12.3)

#### **Example 5. Advocating Policy Change**

Students from the international law class at James Monroe High School in Los Angeles discovered that the Los Angeles Unified School District (LAUSD) purchases 800 soccer balls per year. Since many of the members of the class were soccer players, they took particular interest in the use of child labor in this industry and produced an issue paper on the subject, which they presented to the LAUSD Board of Education. On the basis of what the students wrote, one of the members proposed a resolution forbidding the LAUSD to purchase any goods made by children. At a board meeting the students made a presentation supporting the resolution. They were asked very tough questions, but were well prepared. The resolution passed unanimously. The district’s policy received widespread publicity and has become a model for other cities. As a result of the students’ endeavor, their high school may purchase gym clothing produced only under sweatshop-free working conditions. (H/SS 12.3, 12.9, 12.10)

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<sup>36</sup> Joel Westheimer and Joseph Kahne, “What Kind of Citizen? The Politics of Educating for Democracy,” *American Educational Research Journal*, Vol. 41, No. 2 (Summer 2004), 237–69.

## Chapter 8

### Student Assessment and Academic Achievement

This chapter explores assessment strategies to measure students' achievement of the civic-related history–social science content standards and ways in which to use these data to help inform program evaluation. For purposes of this discussion, *assessment* and *evaluation* are defined as follows: *Assessment* is testing students' knowledge, skills, and dispositions, and it provides data on students' understanding and achievement of the academic (and other) content standards. *Evaluation*, on the other hand, provides information on the effectiveness of instruction and the overall program delivery. It implies judgment or documentation and is a means of gathering information to monitor and adjust the educational environment and the learning experience. Both student assessment and evaluation are necessary to implement high quality service-learning activities and to build this teaching strategy into the district's overall instructional delivery system.

Students demonstrate their knowledge and skills of academic standards through participation in service-learning that meets a recognized community need and improves the lives of the members of a community. Whether a student has successfully achieved the knowledge and skill-based standards is determined by strategies specific to the knowledge or skill. For example, in English–language arts successful skill in writing a paragraph is determined by judging a writing sample, using a rubric containing criteria that describe a paragraph's quality and that are appropriate for the developmental level of the student. The factual content of the paragraph is used to evaluate a student's knowledge of a topic. If a student constructs a model or other artistic product for a visual arts project, the teacher might use a rubric that describes the appropriate standard at a variety of developmental levels, and the teacher determines achievement of mastery appropriate to the age and ability of students. In mathematics, constructing a bar graph or other mathematical chart would relate to the appropriate mathematics content standard(s).

Assessing disposition is entirely different. *Disposition* is a person's usual mood or temperament, natural tendency, leading quality of character, and habit of mind. A teacher can observe disposition from a student's discussion of issues or behavior in a variety of settings or from the content of a written reflection. Some indicators of disposition are the demonstration of a student's ability to self-assess and self-correct, to cope with ambiguity, to interpret information and develop perspective, to show empathy for others, and to exhibit a sense of justice.

The Fresno Youth Service Council, led by John Minkler, defines a person with a disposition for civic responsibility as one who engages in civic service and reflects on civic implications, researches political issues (community, state, nation, world), is a well-informed citizen, engages in public dialogue of current political issues, respects multiple perspectives, and participates politically and democratically (voting, advocating, belonging to civic organizations, running for or serving in a political office).

City Works, a Los Angeles organization led by Marshall Croddy and affiliated with the Constitutional Rights Foundation, used surveys and group interviews in a research

project that showed gains in civic disposition among young people. The surveys and interviews attempted to measure students' sense of efficacy, confidence in government, and participation in community civic life. This research shows significant gains in an orientation toward formal participation, including voting, serving on a jury, attending city council meetings, and getting involved to solve community problems.

The importance of community and its relationship to civic engagement also contribute to measuring civic responsibility. Suggestions for measuring civic engagement that might illustrate civic responsibility are from Jeff Hohensee of Treepeople and emphasize community:

- Let's measure civic engagement by who notices a problem in the community and rallies the neighbors to work through the system to fix it.
- Let's measure civic engagement according to how many students know which existing regulations are designed to protect their neighborhoods and ensure their health and safety.
- Let's measure civic engagement by who has working relationships with the neighbors, local businesses, city government, and agency staffs.

In a classroom setting, applying standards-based assessment strategies to obtaining evidence of students' understanding of civic responsibility and to the growing development of this understanding can also be accomplished through the use of a common writing prompt or benchmark task over several grade levels. A student's response to the same thought-provoking question asked each year can demonstrate a student's developing understanding of issues. Considering, reflecting on, and writing or speaking about such dilemmas as majority rule and individual rights, liberty and equality, state and national authority in a federal system, civil disobedience and the rule of law, freedom of the press and the right to a fair trial, or the relationship of religion and government can illustrate students' understanding and reveal misconceptions.

Portfolios of such work often show growth in students' thinking along with depth and breadth of understanding as students cope with ambiguity. Such benchmark tasks as illustrating changing national attitudes through the development of a history of popular songs can provide a platform for students' interpretation and perspective. Such a project could be donated to a museum or shared in an assembly along with other significant projects.

Another disposition that can be assessed individually over time is empathy. Asking a student to assume the role of another person, someone in different circumstances or with different cultural beliefs, provides a way in which to teach and measure empathy. Empathy can also be assessed through service-learning experience that involves tutoring or being tutored, teaching someone else something, or asking for help in understanding something. Oftentimes asking for help is more difficult than giving it.

Many assessment strategies can be used. Declarative knowledge does not involve processes or steps and is frequently best measured by such traditional means as paper and pencil tests. Procedural knowledge is skills-based and usually assessed by

students' demonstration or performance.<sup>37</sup> Performance or benchmark tasks should address both content knowledge and skills. These tasks are best measured through a performance-based assessment. Rubrics are a set of criteria used to judge quality and need to be specific and developed according to the context of the activity. The main point here is that the assessment strategy should be designed ahead of or along with planning the service-learning. Otherwise, the result is wonderful, interesting service activities that do not achieve the content standards.

Evaluating the quality and effectiveness of a service-learning activity is another important and necessary undertaking. Use of a continuum to ensure high quality service-learning based on the five elements listed in Chapter 1 is helpful. The effectiveness of a service-learning activity requires gathering data from a variety of sources. At a minimum the activity should include the following:

- A description of the student population
- The way in which the community need or priority was identified
- A description of the service-learning experience that makes a clear link to the civic-related academic content standards
- The results of students' achievement of each academic content standard being addressed in the service-learning activity
- A description or example of the student assessment instrument(s) used (unit test, survey, project criteria, rubric, and so forth)

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<sup>37</sup> Robert Marzano, *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, Va.: Association for Supervision and Curriculum Development, 1992.