Service-Learning Unit Plan Organizer

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This document is designed for educators to use as a unit template.

General Unit Information

Teacher Name: _____

Subject(s) / Course(s) / Grade(s): _____

Unit Title: _____

Unit Length: _____

Overview: _____

_____

Stage 1: Identifying Desired Results

STANDARDS
- Academic content
- Common Core
- Literacy
- Civic, character, leadership

BIG IDEAS

Statements that serve as the focal point of what is being learned, based on the standards identified above.

ESSENTIAL QUESTIONS

Open-ended, thought-provoking questions that require higher-order thinking and supporting evidence to answer.

OTHER DESIRED RESULTS

What are the pre-requisite knowledge, skills, and attitudes you will need to ensure students have?

- Vocabulary
- Skills
- Knowledge

Stage 2: Determining Acceptable Evidence

What evidence will be acceptable to show that students have met the desired results that you chose in Stage One?

How will students show they:
- Have mastered the standards?
- Have acquired the skills and knowledge previously?
- Are able to answer Essential Questions thoughtfully and with evidence?

What checkpoints (or formative assessments) might we build into the learning process to ensure that students are on the right track toward mastery by the end of the unit / project?

What assessment format would best allow for students to prove or showcase their learning?

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Formative Assessments
Title of Assessments:

Standards Addressed

Task Descriptions

How are students going to show their learning <u>throughout the process</u>?

How can you as the teacher check to make sure they are on track with the IPARD process?

What can the students do to show us they're on track to meet the standards by the end of the unit?

Components of Balanced Literacy			
☐ Reading	☐ Word Study	☐ Writing	☐ Speaking/Listening

Summative Assessment
Title of Assessment:

Standards Addressed

Task Description

How are students going to show their learning <u>at the end of the process</u>?

Components of Balanced Literacy

☐ Reading	☐ Word Study	☐ Writing	☐ Speaking/Listening

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Stage 3: IPARD

During Stage 3, students will be taking leadership to design service-learning projects.
As a teacher, you are designing engaging learning experiences that allow students to take the lead.

DESIGNING ENGAGING LEARNING EXPERIENCES		
Step of IPARD	**Student Tasks/Activities**	**Duration**
Launching the Service-Learnng Unit with Students	*What do you need to teach students about service-learning?*	
Investigation	*How will you help students <u>investigate</u>?* *How will you help students <u>decide</u> what to take action about?* *What products are the students producing on which they can be assessed?*	

Step of IPARD	Student Tasks/Activities	Duration
Planning & Preparation	*How will you help students <u>plan and prepare</u> their service-learning project?* *What products are the students producing on which they can be assessed?*	
Action	*How can you, as a teacher, help student make their <u>action</u> effective?* *As a teacher, how do you help students follow through with their plan? And how do you help students solve problems if things don't go the way they planned?* *What products are the students producing on which they can be assessed?*	

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Step of IPARD	Student Tasks/Activities	Duration
Reflection	*How will you help students <u>reflect</u> throughout the process?* *What products are the students producing on which they can be assessed?*	
Demonstration	*How will you help students <u>demonstrate</u> what they learned throughout their service-learning unit?* *What products are the students producing on which they can be assessed?*	

Instructional Resources

Instructional Strategies

Differentiation Strategies	
Extension	
Intervention	
Language Development	

Stage 4: Self-Assessment

How will you help students self-assess after the IPARD process?
Also, how will you, as a teacher, self-assess at the end of the service-learning unit?

REFLECTION
What are your takeaways from the whole process?

EVALUATION
Did we meet the learning outcomes? How do we know?

DOCUMENTATION
If another group were to do a similar project, what resources would they need?

NEXT STEPS
Now that we know what we know...
- What work still needs to be done with / for this community?
- With / for other communities?
- What additional service-learning projects could we plan next?