



Kennedy Catholic High School 2018-2019 Senior Class ISLE Requirement *Integrated Service-Learning Experience*

The Mission

Kennedy Catholic's Integrated Service Learning Experience (ISLE) facilitates student academic learning through meaningful service experiences, assisting students in responding to the Gospel call. Students will demonstrate their mastery of academic and elective pursuits as emerging faith-filled citizens who are prepared to leave their productive mark on the greater community.

"As each one has received a gift, use it to serve one another as good stewards of God's varied grace." ~1 Peter 4:10

Definition

Culminating Project—in the context of their junior Theology, senior English, and senior Social Studies classes, students will a) commit to a specific service experience, b) develop a culminating cross-curricular paper, and c) develop a panel presentation that reflects their mastery of writing, critical thinking skills, and social responsibility.

Requirements:

1. **The Service-Learning Experience**—Working with your grade 10 and 11 Theology teachers, you will connect to an organization that demonstrates an understanding of, and the ability to practice the *Seven Themes of Catholic Social Teaching* within the context of a dedicated Service-Learning Experience.
2. **The Written Paper**—As a component of your English class, you will write a paper about your topic demonstrating an ability to *communicate in writing* using Windows Word.
3. **The Presentation**—As a component of your American Government class, you will develop a presentation for the paper above designed to demonstrate an ability to *visually communicate* through the use of Microsoft PowerPoint. You will then make your presentation before a faculty panel.

"Never doubt that a small group of thoughtful, committed people can change the world. Indeed it is the only thing that ever has."
~Margaret Mead

Background Information:

What is service-learning?

"Service-Learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities."

~National Commission On Service-learning

What does the United States Conference of Catholic Bishops say about service-learning?

"There is a universal need to be more explicit in teaching the principles of Catholic social thought and in helping people apply and act on those principles. Offering both experiential learning opportunities and training and reflection on Catholic social teaching is essential."

"There is a need for Catholic educational and catechetical programs not only to continue offering direct service experiences but also to offer opportunities to work for change in the policies and structures that cause injustice."

(<http://www.nccbuscc.org/sdwp/projects/socialteaching/summary.shtml>)

What is Catholic Social Teaching?

Rooted in the Bible and developed through Church tradition, Catholic Social Teaching (CST) is the Catholic Church's articulation of its reflection upon human beings in society. CST strives to foster loving action in the world by sharing a transformative social vision. CST is not a fixed body of writings or doctrine. Rather, CST grows, develops and changes over time in order to respond to the complexities of any given age and maintain relevance in the world. CST's seven themes have been articulated by the United States Catholic Conference of Bishops (USCCB) and provide a framework through which to understand what our Catholic Church teaches us about justice.

What are the seven themes of Catholic Social Teaching?

1. The Life and Dignity of the Human Person

Life is sacred from conception to natural death; People are more important than things.

2. The Call to Family, Community, & Participation

Marriage and family are foundational to society and need to be supported; everyone has right to participate in social, economic and political life.

3. Rights and Responsibilities

Right to life; Right to conditions of decent life (education, healthcare, employment, and housing); Have duty to secure these rights not only for selves but for others.

4. Option for the Poor and Vulnerable

Society measured by how it stands with poor and vulnerable.

5. The Dignity of Work and the Rights of Workers

Right to productive work, fair wages, to organize.

6. Solidarity

One human family; Commitment to common good vs. individualism

7. Care for God's Creation

We are stewards of earth and participate in God's creation.

Step 1: The Service-Learning Experience (Theology II and III)

As a part of your graduation requirement for Kennedy Catholic you must complete the following:

- Explore various service-learning options in your Morality class & at the Service Fair
- Choose and **CONTRACT** with a specific agency/organization by **Thursday, May 24, 2018**
- Dedicate a minimum of 30 hours to this experience
- Track 30 hours on a **TIMESHEET** due **Friday, May 24, 2019** of junior year
- Keep a journal (optional but highly encouraged) detailing your service-learning experience
- These items will be verified and coordinated by your junior year Theology teacher

Choosing Your Service-Learning Experience (sophomore year):

- Generate a list of potential service opportunity contacts
- Make several contacts and ask questions (Service Fair: Spring)
- Write a resume and distribute to potential placements
- Talk to your Theology teacher and the ISLE Service-Learning Coordinator if you are stuck
- Make inquiry phone calls and send emails (written professionally!)
- Check out logistics with your parents before committing to ensure your availability
- Turn in all necessary paperwork for the agency/organization
- Turn in the ISLE Contract (**Thursday, May 24, 2018**, sophomore year)

Get the Most out of Your Experience (spring sophomore year to spring junior year):

- Set a realistic schedule and follow it
- Challenge your comfort zones and reach out to those in need
- Have an open mind & learn from others
- Attend all interviews and orientations required by your agency/organization
- Make a schedule and keep to it!
- ALWAYS show up on time!
- Represent Kennedy Catholic well (follow student handbook guidelines)
- You **must** complete your service-learning requirement (30 hours) by **Friday, May 24, 2019** (junior year)

Prepare for Writing the Paper and Generating a Presentation (fall & spring, senior year):

- **Keep a Journal:** make observations and take detailed notes (highly advised, though not mandatory)
- Take pictures and gather data
- Write, rewrite, and rewrite again!

Know What's Required:

- Turn in your **CONTRACT** with proper signatures (**Thursday, May 24, 2018**, sophomore year)
- Keep a **TIMESHEET** and get proper signatures (junior year)
- Complete a minimum of 30 hours (**Friday, May 24, 2019**, junior year)




“The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.” ~Frederick Buechner

Step 2: The Written Paper (Senior English IV)

Write a six to eight-page paper using Microsoft Office in MLA format that addresses your ***Integrated Service Learning Experience***. This should be a cohesive paper in which the sections transition from one to the next in the order that is given, and where an overlying theme is fully explored. Students are expected to come prepared with a full final draft on the first day of senior year (**August 2019**).

Follow This Outline:

Describe and analyze your service-learning experience. You must include specific information that fulfills the following criteria. Devote *at least* one paragraph to each of the ten topics below (some sections may require additional paragraphs to fully cover subject matter).

- Provide an introduction that employs proper writing practice
- Describe the purpose/mission of the identified service organization
 -  What is the primary population this organization is seeking to serve?
 - What is the primary need (hunger, education, housing, environment, etc.) this organization is seeking to serve? Why does this need exist? What are the root causes of this need?
- Provide a synopsis of the organization's historical founding and background, as well as primary sources of funding
- Describe the physical aspects of the service organization in detail and describe your service commitment and/or role as a service-learner
- Analyze the effectiveness of the service you did yourself, or observed someone else doing with regards to helping the organization achieve its purpose
 -  How do your service hours work towards fulfilling the mission of your organization?
 - How do your service hours work towards eliminating the primary need the organization is seeking to serve?
- Analyze the service organization's overall impact by addressing what it does well, and what it could do better
- Link your service to one of the Seven Themes of Catholic Social Teaching
- Link your service to another one of the Seven Themes of Catholic Social Teaching
- Describe and explain how you were personally impacted by this experience
 -  What new insights, thoughts, perspectives or attitudes did you gain about yourself and/or others?
 - How did you grow in your own spirituality through serving others? How has your service deepened your understanding of Christ in the world?
 - Share specific stories, relationships, learning experiences, etc. that show how your worldview expanded
- Provide a summarizing conclusion that unifies the above criteria

Be Ready to Go on Day One of Your Senior Year:

- ✓ Read through your journal
- ✓ Organize your notes
- ✓ Find a good *proof reader*
- ✓ Write your paper over the summer; **Final Paper is Due 1st day of school senior year (August 2019)**

Step 3: The Presentation (American Government/Public Policy)

Using *Microsoft PowerPoint*, generate a presentation for your *senior Project Written Paper*. Senior Government teachers will provide instruction and guidance throughout this part of the process. Presentations will be given individually before a *faculty panel* in March. Presentations should take approximately 15 minutes.

Presentations must include specific features from the following list:

- ✓ Text—short phrases, not paragraphs
- ✓ Graphics—Drawing, clip art
- ✓ Pictures of service
- ✓ Animation
- ✓ Create at least 1 presentation slide for each section of the paper
- ✓ Transitions
- ✓ Sound
- ✓ Hyperlinks
- ✓ Video Clips

Practice Giving Your Presentation:

- In class
- Show friends and family
- Aim for 15 minutes: no more, no less
- Pay close attention to your fillers (“um” and “like”)
- Make eye contact
- Dress professional

Step 5: Evaluation and Panel Review

- Each of the three project components will be graded in the class through which they are developed. Each component must be completed in order to receive credit for the course. For example, if a student does not complete the grade 11 Service-Learning contract, credit in grade 11 Theology will be withheld until such time that the Contract is submitted. Or if a student does not write the final paper, grade 12 English credit will be withheld until it is written and receives a passing score.
- The *final drafts* of the written papers will be read and scored by the faculty.
- You will also give a formal presentation of your project before a faculty panel to determine if the project meets the minimum standard needed for graduation.
- Students whose papers and/or presentations do not meet the minimum criteria for standard will have to re-submit an improved project at an arranged date prior to graduation.

Grading Scale Scoring:

- a score of 4 represents above standard
- a score of 3 represents the meeting of standard
- a score of 2 represents below standard requiring specific, but minor improvements prior to graduation
- a score of 1 represents an unacceptable submission requiring remedial alternatives for graduation

Standardized Grading Sheets:

- Specifically designed grading sheets will be used for each step of the process

Guidelines and Rules for Successfully Choosing and Completing Your Integrated Service-Learning Experience

Your 30 hours of Service-Learning Must...

- Be with a recognized service organization such as a food bank, a homeless shelter, a hospital, your parish, the Red Cross, etc. (see attached placement list)
- Be direct service meaning you are engaging in person-to-person contact with those in need or working hands-on with an environmental issue.
- Be a service-learning activity in which you have an interest. This will enhance the experience for both you and the people with whom you work.
- Happen outside of school hours.

Your 30 hours of Service-Learning Can...

- Begin during the summer before junior year. However, the contract must be filled out and turned in to their sophomore Theology teachers before summer vacation begins.
- Begin during junior year. These students will still turn in their contracts by June of their sophomore year to the sophomore Theology teacher for final approval.

Your 30 hours Service-Learning Cannot...

- Be an extension of an existing Kennedy Catholic Organization, nor can it be linked to immediate family.
- Begin before the end of the sophomore year, but must be completed prior to the end of the junior year.
- Occur during school hours (except for those with prior approval for camp counseling only).

Consequences...

- Students who do not have their contracts turned in fall of junior year will receive a failing grade in Theology for Semester One until the contract is submitted. This will be stated in the course syllabus given out the first day of class.
- Students who do not have their service learning experience completed by the spring of junior year will receive a failing grade in theology for Semester Two until the 30 hours are completed and verified. This will also be stated in the course syllabus given out the first day of class.