

2015/2016 DELRAN HIGH SCHOOL COMMUNITY SERVICE PROJECT

*"Ask not what your country can do for you - ask what you can do for your country."
John F. Kennedy*

*"You make a living by what you get. You make a life by what you give."
Winston Churchill.*

"By its very definition, civic responsibility means taking a healthy role in the life of one's community, state, and nation. That means that classroom lessons should be complemented by work outside the classroom. Service-learning does just that, tying community service to academic lessons." Commission Chairman Senator John Glenn



Serve. Lead. Inspire.

As part of the Delran High School, all United States History II students will complete a community service assignment by June 1st 2016. This year our students may choose either the traditional fifteen hours of volunteering or a Service Learning Project. The traditional project allows students to pursue the service activities of their own choosing; however, the activity must be approved by their US History II Teacher or by an Assistant Principal. DHS will also provide several on-site opportunities throughout the school year, which will enable students to satisfy their fifteen-hour requirement. After the completion of the student's community service, a two-page reflection paper will be due to the US History II teacher. (A specific rubric regarding details are included within this packet) In the event that the student has difficulty finding a service activity or organization, the student is encouraged to contact their US History II Teacher, Mr. Stolarick, or Mrs. Galati. We provide a list of some suggested organizations and activities on our website. This requirement is designed to enable students of Delran School District the opportunity to foster a deeper sense of social and civic responsibility.

Some Activities accomplished within the 2014/15 School Year

Activities will be posted on the DHS Community Service webpage under the Students Tab

- *Animal Walking- Animal Lovers Club- Meeting Sunday Mornings throughout the year*
- *Environmental Club Cleanups- Various times throughout Spring and Fall*
- *Relay For Life- May/June- Students raise money prior to and then participate in the event*
- *Delran Summer Camp- See website for August 2015 camp*
- *Student Clubs- DHS Clubs took on numerous service projects and students participating can use those hours towards their 15-hour requirement. Talk to your advisor*
- *Red Cross Blood Drive-*
- *See the Burlington County Volunteer Center Website for activities within Burlington County*
www.volunteercenterburlingtoncounty.org

****THIS PAPER GETS SUBMITTED TO YOUR TEACHER WITH YOUR REFLECTION PIECE****

DHS COMMUNITY SERVICE PROJECT TIMESHEET

NAME of STUDENT _____

DATE	Number of Hours	ACTIVITY	CONTACT PERSON SIGNATURE	Phone Number of Person Signing

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DHS Community Service Reflection

Students who have completed their 15 hours of community service must also create a reflection piece as the final component of their community service project. This reflection piece will be, for most students, a short essay. Alternative reflection pieces may be considered (a photo collage, for example); however, students wishing to do an alternative reflection piece must seek prior approval from the program coordinator.

A typical reflection piece will be an essay approximately 2 pages in length. It will be of a standard 12 point font, double-spaced, with one inch margins. The essay should be a narrative in which the student reflects upon the service that they completed. (Don't just "answer" the questions or statements below with a "yes" or "no" answer, or, necessarily in the order they are listed below...Tell a story about your service from its beginning to its end.) The narrative might address some or all of the following:

- A description of the service activity (or activities)
- The location and duration of the activity
- The purpose of the organization that you assisted
- Stories or reflections on a specific person you met during your service
- Stories or reflections on a specific event that happened during your service
- How you felt during your service or at the completion of your service
- Reflections on how this may (or may not) have changed your opinion on community service
- Would you help this organization again in the future?
- Is there another organization that this service has inspired you to help?
- Did your opinion of the school's assignment change as a result of your service?
- Any other personal comments or stories about your service...

"Grading" Rubric

A "Superior Essay"

- Two full pages
- Addresses most of the topics listed
- Follows the correct formatting
- Is proof-read for structure, grammar, spelling
- Contains numerous personal reflections/insights Addresses all of the service activities completed

An "Acceptable Essay"

- Might be more than one full page in length
- Addresses some of the topics listed
- Follows most of the formatting guidelines
- May contain some structural, grammatical, or spelling errors
- Contains some personal reflections but could have more
- Contains some details about the project
- May address one, but not all aspects of the service

A "Poor Essay"

- Is less than one full page
- Addresses few topics listed
- Has numerous formatting problems
- Has numerous structural, grammatical, or spelling errors
- Contains few personal reflections/insights
- Contains few details about the service project

Note: The project coordinator (or designee) may require a student to redo a "poor essay" in order to fulfill the service project requirements.

