



Simon Sanchez **High School Service Learning Planning Template**

Teacher: *_ SY 2015-2016 1st Semester & 2nd Semester*

Teacher: SSHS Science Teachers: P. Manibusan, M. Heisel, V. Kamiarz, M. Blas, S. Perez, K. Pangelinan, M. Orbong, R. Napalan, A. Whittaker, J. Fielder, R. Navarrete, T. Duenas, A. _____

Content Area: Anatomy & Physiology, Biology, Chemistry, Marine Biology, Permaculture, Physical Science, Physics

Quarter to implement: [x] 1st [x] 2nd [x] 3rd [x] 4th

Unit/Topic Covered: Sustainability, Climate Change, Micronesia, and more based on Subjects

SL Project Title: SSHS Science Expo 2015 & Traveling Ocean Fair

Date: September 2014- May 2016 SSHS Science Expo Dec , 9, 10, 2015**M. Blas & K. Pangelinan will extend the dates for elementary school visits with Ocean Fair presentations.

Reviewed & Approved: _____

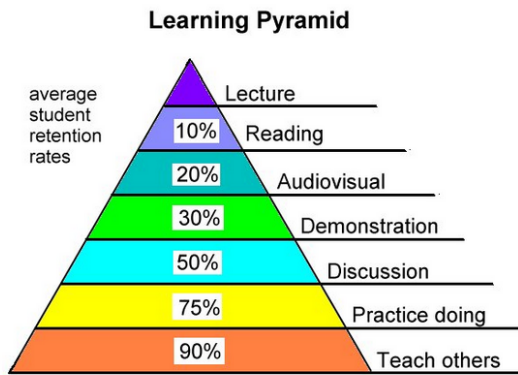
Dr. Sukola, Service Learning Assistant Principal

Science PTEP Admin R. Duenas & Service Learning Admin Dr. K. Sukola

Principal: C. Masnayan

****Teachers will share their GDOE/Common Core skills they are addressing if different from what is on this form. Teachers will inform Dr. Sukola in writing of what agency/organization they are connecting with for their educational outreach. Teachers will inform Dr. Sukola in writing the topics they will be addressing for the agency/organization.

SERVICE LEARNING COMPONENTS	Prepared by: Melanie Blas, SSHS;
<p>PREPARATION: Teaching others is a great way to learn and reinforce. According to the Learning Retention Pyramid, it makes people retain 90% of the information. It's one of the BEST ways to learn and remember. That is why SSHS has done an annual Science Expo to have students teach their peers about topics and issues that affect Guam and that connect to what we are learning in the classroom.</p>	<p>Comments: GDOE Skills/ Content Standards & Performance Indicators BI 1.6 Service Learning and Environmental Activities Demonstrate by actions in the school community caring and respect for the environment and living organisms. 2 Life Science BI 2.30 Recognize and describe how human beings are part of Earth's ecosystems and that human activities can deliberately or inadvertently, alter the equilibrium in ecosystems.</p>



Source: National Training Laboratories, Bethel, Maine

Project topics for subjects will vary depending on the subject.

Teachers will connect their topics with an agency/ organization and inform Dr. Sukola in writing.

Topics for Marine Biology with Mel and Kim and Biology with Kim Pangelinan will be about Climate Change and Micronesia and Sustainability. Mel and Kim's Topics are supported by National PETE, BSP, and PREL.

BI 2.32 Recognize and describe how the physical and chemical environment may influence the rate, extent, and nature of the way organisms develop within ecosystems.

SAT10 skills addressed:

- Draw a conclusion about the impact of humans on global ecosystems.
- Evaluate possible solutions to environmental problems.

Common Core: Improving the communication skills in reading, writing, speaking, and listening emphasized in ALL classes.

11.WHST.4 Produce clear and coherent writing—appropriate to task, purpose, audience
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ACTIVITY:

Projects may be presented with posters, boards, games, costumes, songs, brochures, models, activities, or demonstrations.

Booths will be interactive with students having interactive activities for the guests and dynamically educating their peers about their topic. Students will NOT earn SL hours for sitting behind their boards. Students will NOT earn SL hours for being aloof and unapproachable. Students will NOT earn SL hours for sitting down and zoning out. Students will be REQUIRED to seek out guests to visit their booths and to lure guests to come and learn from them. Students will NOT give out free stamps without a learning experience. Students will NOT give out anything that is not allowed to distribute to students during class time. (in other words, just like in all science expos—students are NOT allowed to distribute sugary drinks, candy, food that is not approved by the healthy snacks guidelines . Approved healthy snacks can only be distributed with advance approval by the admin in writing and it might only be after lunch (as per food vendor contract guidelines).

of Hours for activity

Up to 4hours for Mini-Ocean Fairs, Mini-Science Expos (only presenters get SL hours, guests do not earn SL hours)

-Visiting students will be given passports to attend the event and participate at the booths. These passports will allow the teacher to track the time usage of their students by the amount of stamps that they earn. Teachers MUST remain with their students at the Expo.

-**We may also try and do a Science Expo for FBLG. We did it last year and traveled to FBLG with all of our materials. We walked over.

-Students will present projects at the Science Expo during their class period. December 9, 10 2015..

(Decided by consensus at a science dept meeting)

**M. Blas and K. Pangelinan will also be taking trips to Elementary schools. We are trying to schedule most of them for November and December. More trips planned in January and February and March (possibly)

**Blas and Pangelinan will also be taking their students to Untalan Middle School and possibly BMS or Jose Rios.

Pam Legdesog of PREL will be accompanying us on school visits. Christian Benitez of BSP and Anna Simeon of BSP might also stop by. Teachers will also take photos and select good examples to make copies of work and share with the agencies that we are assisting in their outreach.

Up to 2 hours for FBLG Science Expo (1 hour per visit)

Up to 2 hours for SSHS Science Expo

M. Blas and K. Pangelinan's Elementary School Visits and Middle School Visits (2 hours per school)

Up to 24 hours for School Visits. (at least 8 elementary schools planned and at least 2 more middle school planned)

Maximum Total Hours: 32 hours for Blas and Pangelinan's classes*

Maximum Total Hours all other classes: 8 hours

REFLECTION:

-Students are required to write a reflection based on their experience at the Science Expo (It may be a one-page reflection, a tri-fold brochure, a movie, a song, etc.) and fill out a science expo evaluation form.

- Students will share their experiences at the Science Expo with the class. Many comments will be how exhausted they are, frustrated by students who don't want to learn but just want to get stamps, how hot it is outside, how much fun they had, how happy people were to get prizes, A-ha moments when students understood and were amazed, how many times they talked about their topic, how they have

Comments:

<p>memorized their information by the countless conversations, how frustrated they were with their group, how happy they were that their group worked well together and supported each other, etc.</p> <ul style="list-style-type: none"> ➤ Feedback is similar to how teachers feel and what teachers go through every single day. ➤ This helps them to appreciate teachers and our struggles. 😊 <p>Students will be provided service learning hours based on the completion of assignments and quality of work provided because they will be doing educational outreach for the agencies.</p>	
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<p>CELEBRATION: at least one of these will be applied.</p> <ul style="list-style-type: none"> ➤ Teachers will show pictures/ videos that they created of this year's expo for students to watch and make a video for next year's students to preview to hype up and prepare for next year's expo. (Also submit for accreditation) <p>Teachers will also share copies of their best work and photos with the agencies that they are assisting with educational outreach</p> <p>Students will <u>share their experiences</u> with the class upon the first day back. Teacher will share his/her own stories about the adventure and narrate with the <u>slideshow of photos</u> to share with the class.</p> <p>Teachers will share pictures taken at the event with the students and post some on the wall.</p>	