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**Learning Standards**



**Alternative Standards for Students with Severe Disabilities**

**Visually Impaired and PDF formats:**

[http://higherred.nysed.gov/kiap/PCPPU/service\\_learn/standards/standards.htm](http://higherred.nysed.gov/kiap/PCPPU/service_learn/standards/standards.htm)

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“If at first you don’t succeed; you are  
running about average.”

M. H. Alderson



## The View

### **Addressing the New York State Learning Standards Through Service Learning Activities**

Service learning activities are a powerful means of helping teachers and students meet the NYS Learning Standards. When planning units of study teachers and facilitators must pay close attention to how their planned activities connect with the standards for their subjects.

Such service learning—Learning Standards connections can powerfully cross grade levels. Often students in two different grades or different school districts carry out activities cooperatively. An example of this cooperation is the water quality testing completed by second and sixth grade partners in an Albany City magnet school. Another example is the Improving Reading Partnership of Albany fourth graders and Scotia-Glenville ninth graders.

This chapter illustrates how service learning activities connect to the standards across all grade levels and curricula. Charting your own activities in the manner presented in this chapter will enable you to better plan and organize the learning of your students.

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“Their quality of a person’s life is in direct proportion to their commitment to excellence.”

## Chapter One



## English Language Arts Learning Standards

The NYS English Language Arts Learning Standards emphasize the critical importance of communication skills in the 21st century. Technology not only offers humans from every far reaching point on the Earth instant access to each other, it also demands that they communicate effectively in a manner that brings understanding and cooperation. A world that is so connected also demands that every individual not only has the ability to read and write, but also to understand and draw conclusions from that reading and writing. Service Learning suggests a myriad of exciting possibilities for addressing the Language Arts Standards. Older students assisting younger students in reading is a centuries old service activity that recent research has demonstrated is beneficial to both students. Service learning presents a wide variety of opportunities for students to practice language arts skills in a meaningful way in the real world. Such practice creates memorable learning.

### English Language Arts Standards

#### 1. Language for Information and Understanding

Students will listen, speak, read and write for information and understanding as listeners and readers; students will collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conversations of the English language to acquire, interpret, apply and transmit information.

**[continued]**

**Chapter One**



**English Language Arts  
Learning Standards**

**2. Language for Literary Response and Expression**

Students will read and listen to oral, written and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English for self expression and artistic creation.

**3. Language for Critical Analysis and Evaluation**

Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers , they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their own opinions and judgements on experiences, ideas, information and issues.

**4. Language for Social Interaction**

Students listen, speak, read and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communications with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

**Chapter One**

**PROVEN English Language Arts  
Service Learning Activities**



<b>Subject</b>	<b>Activity</b>	<b>Grade Level</b>	<b>Standards</b>
<b>Reading</b>	• Creating Pop up books	5-8 for PreK-2	1-4
	• Reading Buddies	5-12 for PreK-4	1-4
	• Discovery Box	4-6 for PreK-3	1-4
	• Reading for the blind	7-12	1-4
<b>Writing</b>	• Pen Pals (older and younger students)	2-12	4
	• Pen Pals (students and elders or Vets)	2-12	1, 4
	• Peer Mentors	4-12 for younger	4
	• Museum brochures and guides	6-12	1, 3
	• Advocacy letters	2-12	1-4
<b>Listening</b>	• Oral histories of elders	2-12	1, 4
<b>Speaking</b>	• Storytelling	3-12 for younger	1-4
<b>Drama</b>	• Docu-dramas	4-12	1, 4
	• Entertaining sick or elderly	PreK-12	1, 4

## Chapter Two

### **Languages Other Than English Learning Standards**



Current world situations cry out for people who can communicate respectfully and effectively with each other. As technology connects all of the peoples of Earth so closely, it is imperative that the youth of our nation become conversant in more than one language. Service learning activities based in languages other than English vividly demonstrate the value and reward of becoming a multi-language speaker. Non-English speakers can be found living and going to school in nearly every community. Activities that assist them in their lives not only help students in their language skills but also help them develop understanding and appreciation for cultures other than their own.

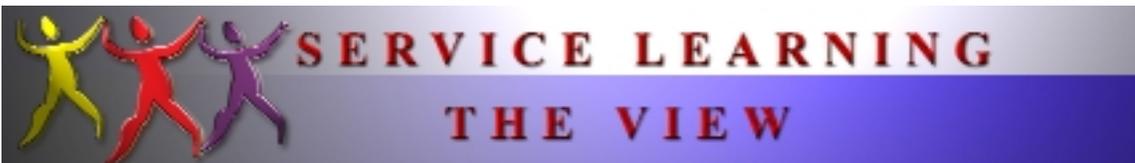
#### Languages Other Than English Standards

##### **1. Communication Skills**

Students will be able to use a language other than English for communication.

##### **2. Cultural Understanding**

Students will develop cross-cultural skills and understandings.



**Chapter Two**    **PROVEN Languages Other Than English Service Learning Activities**



Subject	Activity	Grade Level	Standards
<b>Language Skills</b>	• Creating safety/local resource guides in languages other than English	3-12	1
	• Tutoring	3-12	1, 2
	• Visiting and/or corresponding with non-English speakers in hospitals/nursing homes	3-12	1, 2
	• Pen Pals	3-12	1, 2
	• Translating at school and/or community events	5-12	1, 2
	• Creating pop-up books in languages other than English	7-12	1, 2
<b>Culture</b>	• Hosting international/pot luck dinners and inviting community members	4-12	2
	• Conducting migrant worker outreach projects	5-12	1, 2
	• Holding international crafts, arts and dance festivals	4-12	2
	• Adopting a foreign student/family	4-12	2
	• Sponsoring a diversity day	5-12	2
	• Making presentations to younger students on choosing a language	5-12	2

## Chapter Three **The Arts**



### **Learning Standards**

When all other forms of communications fail, the Arts remain. We connect with prehistoric peoples through the arts; we connect with those whose lives are in every way foreign to us through the arts. Indeed it is the Arts that offers us a path to the previously unreachable autistic child. Through service learning in the arts, students come to understand that what is often an intensely personal learning reaches out and gives to others and that this is a profoundly rewarding experience. Service learning through the arts offers every student a rich, life sustaining experience.

#### **The Arts Standards**

##### **1. Creating, Performing and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts. (dance, music, theater and visual arts) and participate in various roles in the arts.

##### **2. Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

##### **3. Responding To and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

##### **4. Understanding the Cultural Contributions of the Arts**

Student will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

**Chapter Three** **PROVEN The Arts**  
**Service Learning Activities**



<b>Subject</b>	<b>Activity</b>	<b>Grade Level</b>	<b>Standards</b>
<b>Visual Arts</b>	• Creating a permanent peace wall	PreK-12	1, 2
	• Researching, designing + building a Holocaust Wall	5-12	1, 2, 4
	• Creating placemats for Meals-On Wheels elders	PreK-8	1, 2
	• Researching and making book pins	7-12	1, 2, 4
	• Taking photos for school/community publications	7-12	1, 2, 4
	• Painting + framing portraits of elders for senior centers/nursing homes	3-12	1, 2, 4
	• Intergate teams creating narrative paintings that advocate or enrich	3-12	1, 2, 3, 4
	• Intergate teams painting scarves w/matching haiku	9-12	1, 2, 3
	• Intergate partners viewing, discussing art works on field trip and then developing response booklet for institution	7-12	1-4
	• Creating a community mural	5-12	1-4
<b>Performing Arts</b>	• Teaching art appreciation to younger students	5-12	1-4
	• Assisting w/arts + crafts at local agencies	5-12	1, 2
	• Participating in intergenerational choruses	1-12	1, 2
	• Performing for community events	PreK-12	1, 2
	• Teaching dance to elders and/or younger students	7-12	1, 2, 4

## Chapter Four

# Mathematics, Science and Technology Learning Standards



In this world in which we live and work, it is becoming increasingly important for the citizens to be able to use mathematical, scientific and technological concepts and principles to participate fully in the technology oriented society of today and to be prepared to meet the challenges of the future. The standards in each of the three areas—mathematics, science and technology—emphasize the need for students to recognize and apply concepts, principles and theories to real life situations. Many of these real life examples have been used in classrooms at every level of education for many years. Children learned principles of addition, subtraction and money systems by having a store in their classroom. Junior high and high school students have grown vegetables and flowers as a science experiment and high school technology students learned basic carpentry and mathematical and even computer skills during the construction of storage shed. Any of these classroom projects could easily be used in conjunction with the six critical elements of service learning to provide real world experiences and problem solving.

## Mathematics, Science and Technology Standards

### 1. Analysis, Inquiry and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions.

### 2. Information Systems

Students will access generate, process and transfer information using appropriate technologies.

**[continued]**

**Chapter Four**

**Mathematics, Science and Technology  
Learning Standards**



**3. Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings and be solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

**4. Science**

Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

**5. Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

**6. Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science and technology and apply the themes to these and other areas of learning.

**7. Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science and technology to address real life problems and make informed decisions.

**Chapter Four**

**PROVEN Mathematics, Science and Technology Service Learning Activities**



Subject	Activity	Grade Level	Standards
<b>Math</b>	• Designing + maintaining a school store	3-12	1-3, 5, 7
	• Conducting research surveys on school/community issues + analyzing and reporting data	6-12	1-3, 6, 7
	• Creating math-based story books for grades 1-4	6-18	1-7
	• Designing and implementing landscaping for schools/community (Japanese meditation garden, butterfly garden, public parks, flowers + veggies for needy)	K-12	1-7
<b>Science</b>	• Conducting research and reporting on local water quality	2-12	4, 6, 7
	• Advocating awareness and/or action for any science related issue (endangered species, environment, health, public safety)	K-12	1-4, 7
	• Making soap or candy for elders (use chemistry)	6-12	1-7
	• Designing + maintaining a school recycling program	K-12	5-7
<b>Technology</b>	• Instructing elders and shelter guests in computer skills	4-12	5-7
	• Building/repairing projects (bird houses, homeless shelters, adaptations for handicapped, garden frames, display boards, "helping hands" for elders)	4-12	1-7

**Chapter Five**



**Social Studies**  
**Learning Standards**

Democracy is a participatory system of government. Along with the rights grants by the constitution comes the responsibility to be an active, contributing member of the community. No where does service learning fit better into the curriculum than into the social studies standards. In our opinion, the study of government and history is not complete without some service learning activities. When students help with voter registration or serve as interns at the local historical society, they are gaining meaningful knowledge and understanding of what it means to be a citizen of this country. They will be learning the skills necessary for this country's compassionate leadership in the 21st century.

**Social Studies**

**1. History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

**2. World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**3. Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national and global—including the distribution of people, places and environments over the Earth's surface.

**[continued]**

**Chapter Five**



**Social Studies**  
**Learning Standards**

**4. Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated instructions to allocate scarce resources, how major decision-making units function in the United States and other national economies and how an economy solves the scarcity problem through market and non-market mechanics.

**5. Civics, Citizenship and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

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“We cannot learn from one another until we stop shouting at one another—until we speak quietly enough so that our words can be heard as well as our voices.”

President Richard M. Nixon

**Chapter Five**

**PROVEN Social Studies  
Service Learning Activities**



Subject	Activity	Grade Level	Standards
<b>General Social Studies</b>	• Field Trip w/ diverse populations (elders, disabled, those different in ethnicity, age, etc.)	K-12	1-5
	• Conducting web research to benefit or inform	4-12	1-5
	• Studying/cleaning up cemeteries	4-18	1, 2, 3, 5
	• Writing letters for advocacy or friendship	3-12	1, 2, 3, 5
	• Individual Field Trips	4-12	1-5
<b>History</b>	• Creating + playing historical BINGO w/elders or younger students	5-12	1, 2, 5
	• Conducting oral history interviews w/elders (Using results to create community calendars, books, poems, art works)	5-12	1, 2, 5
	• Creating a Holocaust Hall to teach others about bigotry, discrimination and effects on society	5-12	1, 2, 5
	• Reenacting historical moments to teach others	K-12	1, 2, 5
	• Creating a time capsule	K-12	1, 2, 5
	• Researching city or town history + sharing results	K-12	1, 3, 4, 5
	• Playing + sponsoring a dance (swing, prom, folk) for elders	5-12	1, 2, 5
	• Celebrating and informing about other cultures	K-12	2, 3, 5
	• Honoring vets (creating Walls of Honor, poetry tributes, memorials, etc.)	3-12	1, 2, 3, 5

**[continued]**

**Chapter Five**

**PROVEN Social Studies  
Service Learning Activities**



<b>Subject</b>	<b>Activity</b>	<b>Grade Level</b>	<b>Standards</b>
<b>History</b>	• Volunteering a local museum, developing a response booklet for an exhibit	5-12	1, 2, 3, 5
	• Restoring/recording a historic cemetery	6-12	1, 2, 3, 5
	• Creating narrative guides for historical societies and sites	6-12	1-5
<b>Advocacy</b>	• Promoting awareness/solutions for issues that need to be addressed such as: child abuse, child labor, smoking, drugs, environmental concerns, Amnesty International	5-12	3, 4, 5
	• Educating political bodies (county/ city/town boards, state + federal legislators)	4-12	3, 4, 5
	• Visiting community agencies + sharing knowledge gained in presentations or booklets for school or community	4-12	3, 4, 5
	• Presenting "Voices of Service Learning"	4-12	5
	• Organizing/conducting a community events study promoting voter registration	4-12	5
	• Volunteering for public or private community agency (shelter, soup kitchen, public health, Habitat for Humanity)	8-12	4, 5
	• Serving on community problem solving team	9-12	4, 5
	• Hosting an Intergenerational Seminar	10-12	4, 5

**Chapter Six**



**Health, Physical Education, and  
Family and Consumer Science  
Learning Standards**

By meeting the NYS standards in this area, the students are expected to gain knowledge that will allow them to live healthy, safe lives and manage their resources both personal and community most effectively. Inherent in this set of standards is the need for students to share their knowledge with others, to maximize the learning. As students become teachers of the information they have gained in their schools and communities, they need the opportunity to reflect and process their thoughts in an organized fashion to integrate the learning into their lifestyles.

**Health, Physical Education, and  
Family and Consumer Science**

**1. Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

**2. A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

**3. Resource Management**

Students will understand and be able to manage their personal and community resources.

**Chapter Six**

**PROVEN Health, Physical Education, and  
Family and Consumer Science  
Service Learning Activities**



<b>Subject</b>	<b>Activity</b>	<b>Grade Level</b>	<b>Standards</b>
<b>Health &amp; Family and Consumer Science</b>	<ul style="list-style-type: none"> <li>• Save the Children (Advocate awareness + action for Shaken Baby Syndrome, Child Abuse, SIDS, Migrant Children Rights, Child Labor, Missing Children, Neighborhood Safety)</li> </ul>	K-12	1-3
<b>Health &amp; Physical Education</b>	<ul style="list-style-type: none"> <li>• Developing and carrying out a Physical Fitness Campaign</li> <li>• Researching, writing, disseminating a sports readiness booklet to help young athletes avoid injuries</li> <li>• Teaching modified exercise class for elders</li> <li>• Nutrition projects (sponsoring a "Hunger Banquet", researching nutrition for elders and price comparisons for local stores and reporting results at senior centers, promoting "healthful food" choices at school)</li> <li>• Hand making mini-Teddy Bears for ill children</li> </ul>	<p>K-12</p> <p>K-12</p> <p>9-12</p> <p>K-12</p> <p>5-8</p>	<p>1-3</p> <p>1-3</p> <p>2</p> <p>1-3</p> <p>1</p>

Chapter Seven



**Career Development and Occupational Studies Learning Standards**

**Career Development and Occupational Studies**

**1. Career Development**

Students will be knowledgeable about the world of work, explore career options and relate personal skills, aptitudes and abilities to future career decisions.

**2. Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the work place and other settings.

**3. Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the work place.

**4. Career Majors**

Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post secondary programs.

Workforce Preparation  
and Continuing Education

**PROVEN Career Development and Occupational Studies Service Learning Activities**

By definition, service learning activities demonstrate the application of academic knowledge and skills in the real world. Also by definition they include the universal foundation **Skills and Competencies**. In addition, they provide students multiple opportunities to explore career options.