

**Social Studies**  
**Service Learning**  
**Unit 1: Community and Leadership**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Active participation in community based service activities extends learning beyond the classroom and into the local community.</li> <li>▪ Healthy communities don't happen by accident.</li> <li>▪ Leadership is necessary for healthy communities to exist.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is the meaning of life?</li> <li>▪ What does leadership look like?</li> <li>▪ Who are our local community leaders?</li> <li>▪ What is the difference between followers and leaders?</li> <li>▪ How is our local town government organized?</li> <li>▪ How can students act as planners or agents of change?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Our local town government is organized into many departments and led by many people.</li> <li>▪ Our region consists of many non-profits organized and led by many people.</li> <li>▪ Students can actively be engaged in promoting positive changes in the community.</li> <li>▪ Leaders have characteristics and attributes that shape them.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ leadership, leader, follower, change agent, mentor, stewardship, ambition, innovation, courage, community, 501c3, non-profit</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Compare and contrast the roles of followers and leaders.</li> <li>▪ Describe the organization of local town government.</li> <li>▪ Explain ways in which students can act as agents of change.</li> <li>▪ Participate positively in the community and design creative solutions to meet human needs and wants.</li> <li>▪ Gain and apply knowledge across disciplines, learning contexts and real life situations with and without technology.</li> <li>▪ Apply systems thinking to understand the interaction and influence of related parts on each other and on outcomes.</li> </ul>

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<b>Related Maine Learning Results</b>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>a. Develop research questions related to a current social studies issue.</p> <p>A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussions, and ethical reasoning skills.</p> <p>a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.</p> <p>A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p>B. Civics and Government</p> <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens living under other forms of government in the world.</p> <p>e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Weekly discussions and class participation</li> <li>▪ Notes from guest speakers and lectures kept in a journal</li> <li>▪ Class wide project</li> <li>▪ Written reflections</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Student designed service learning project, final poster, press release, and action plan</li> <li>▪ Essays</li> <li>▪ Quizzes</li> <li>▪ Reflection Journals</li> </ul>

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<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ Friedman, Thomas I. <i>The World is Flat: A Brief History of the Twenty-First Century</i>. Farrar, Strauss, and Giroux, 2005.</li><li>○ Mechling, Jerry. Harvard Policy Group for Network-Enabled Services and Government. <i>Eight Imperatives for Leaders in a Networked World</i>. Available online.</li></ul></li><li>▪ <u>Other Resources:</u><ul style="list-style-type: none"><li>○ Syllabus – Leadership Class, Angus King</li><li>○ Council Chair – town government organization, services and economics, citizen role, power and policy</li><li>○ Chief Times Record Editor – local newspaper as pulse and snapshot of community construct</li><li>○ MRRA/BLRA Spokesperson – tour and explanation with BNAS redevelopment</li><li>○ Brunswick Downtown Association Executive Director</li><li>○ Mid-Coast United Way – selected Executive Directors based on student research and choice</li></ul></li></ul>
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