

November 6, 2009

Dear National Middle School Association and Proposal Board,

My name is Tristin Koch and I am a social studies teacher at Drake Middle School in Arvada, Colorado. During my seven years teaching in Arvada, I have never had a more proactive, caring, and empathetic group of student with whom to work. It has been pivotal moment in my career to have had the honor of leading this group of students through this service learning process. It is my pleasure to send you our class's proposal which highlights our research in civics and economics within our own community.

To familiarize you with Drake Middle School, I thought it would be appropriate to introduce our community and City of Arvada. Arvada, Colorado, is a breathtaking suburb northwest of Denver. We are nestled up against the Rocky Mountains and have been a thriving community since its 1870 establishment. The community has a rich history and has preserved that small town feel. Our population is a just over 100,000 people; the acres span nearly 23,000. Arvada has a sundry of small businesses and economic stability with a highly educated work force, diverse industries, and is a center for performing arts in Colorado. It is an extremely active community and one that we are very proud to be part of.

Despite our successes, we cannot dismiss the toll the hardships and cut-backs caused by the current recession. Drake's students have researched the economic climate of the area and have found that businesses are being lost, resulting in community members losing their jobs, and a diminishing quality of life. As we began looking at current economics in tandem with the demographics of the region, we began to pinpoint specific segments of the community that are getting hit hardest by the instabilities of our economy. We looked at what services already being assisted in the community and those that were still in need. Our research led us to senior citizens, specifically, those living in assisted living and retirement communities. We began reading stories about families who have already had to make some very heavy sacrifices and have had to make some very hard decisions about their loved ones living in these facilities. We have also uncovered researching showing the profound shortage of nursing staff in the state of Colorado. Based on this research, we have created a very sincere and necessary service learning project that we are calling: Connecting Generation to Generation: Weaving Hope to the Past, Through the Future.

We have participated in several classes provided by Saving Our Futures, have reviewed lessons on Program Operations Tips and Tools and will be applying, "How to Run a Meeting," "Team-Building Tips," "Field Tip Checklist," "Back-Mapping Planning," "Elevators Speeches," "Promotion and Publicity," and "Event Planning" to our committees and service learning.

Within the proposal you will find a timeline of events, a group survey to guide students into committees, a list of roles and responsibilities we have already created for the committees, a community service log and reflection, a weekly goal sheet for committees, a budget sheet, and a self analysis survey and reflection form. Most importantly, I have attached all of our learning expectations from our district planning template for history, language arts, the library, and technology standards, and have aligned them with our national benchmarks. We have carefully and purposefully designed this project to ensure that we are constantly monitoring our progress, goals, service learning, and expenditures. The beginnings of our project have already been set in motion; I have included our project's website: <http://sc.jeffco.k12.co.us/education/staff/staff.php?sectionid=27713> . The website was designed and be maintained by student's involved in the project. I hope we have inspired you to view pictures, video clips, events, fundraisers, and the service learning our class will be taking part in this November and December 2009.

My hope is that you will review our project proposal, which is rich with real life applications our community's economics and citizenship. We look forward to representing our community as one of the selected proposals.

Sincerely,
Tristin Koch and her 8th grade social studies class

PROJECT: CONNECTING GENERATION TO GENERATION

Weaving Hope: Bridging the Past, Through the Future

Objective:

The objective of this project is to apply our class knowledge on the purpose and urgency of fiscal responsibility. Our class intends to use our research, civics knowledge, economic skills, and practice and advocacy to give back to our community in Jefferson County.

Our Class and Our Strengths:

We want to tap into the students strengths while harnessing the knowledge that they have obtained over these lessons. While students will be divided up in fundraising and service groups, we want our students to participate where they have already seen success. We believe that if our students are doing something they are already gifted in, they will soar higher and challenge themselves more. Secondly, our intent is that students work in a variety of groups and learn from one another during this project.

Our Research:

Throughout the lessons of the *Saving Our Futures* curriculum, we have researched our communities needs and roots of economic problems and troubles fueled on by the recession. We have come across information and data that shows us that the elderly and families supporting the elderly of Arvada are hit hardest during times of a recession. Our data has also shown that due to the loss of jobs and nursing shortages, nursing home staffs are heavily affected. We hope to use our research as our guide to success.

Project Summary:

Our project is multi-layered and reaches out to the community of Drake, the community of Arvada, and Colorado at large. We intend to fundraise, creating an economic awareness of cost-analysis and the use of money to better the lives and families of those that are living and working in nursing homes in Arvada. We intend to not only raise awareness and money, but will visit the nursing homes and provide them with assistance.

Fundraising:

We have set up three fundraisers to help make our service learning project successful. We have set ourselves a goal to raise \$2,000 to give back to the community. Our fundraisers include:

1. **A Penny Competition.** Our school will raise school-wide awareness of the effects on the elderly during the time of a recession. The Penny Competition will last two weeks (November 9-November 20) and the students of Drake will be participating in a friendly team competition.
2. **A Benefit Dinner.** We will be inviting community members, PTSA, and families of Drake to come to a charitable dinner (December 2) where the students will be hosting, cooking, serving, and presenting the ideas of our project. Tickets to the dinner will be sold to raise money. We will be inviting guest speakers from the nursing homes, representatives from Arvada, school board members, and district leaders. We will have a silent auction to conclude the event.
3. **Donations.** Students will be talking to local businesses and asking the community to donate goods and money to the project. The class will be crafting letters to the community sharing our research and presenting awareness to the county. The donations will be used during our time at the nursing and assisted living homes.

Service Learning:

Our service learning will take place at two locations, the first is Mount Vista. Mount Vista is an independent living, assisted living, and nursing home. The facility is located within walking distance of our school. At this location we plan to work with the director and social director to do the following:

Independent Living: Build conversations and create relationships with the residents, paint rooms, fix doors, chores and provide general help in the resident's homes.

Assisted Living: Build conversations and create relationships with the residents and decorate rooms for the holidays.

Nursing Home: We will be hosting a party, playing music and reading to the residents.

At all places at Mount Vista we will be creating a wish list of items the residents would like or need during the holidays. There will also be a time where we will be delivering items and food to the residents and staff. We also intend to help identified staff members that are struggling during this time.

Our second location will be at Colorado Lutheran Home. The Colorado Lutheran home is experiencing a unique situation where families are struggling to keep their loved ones in this nursing home due to rising living costs. With the help of the director, they have identified particular families that need financial assistance. We intend to donate money to the facility and families to help ease the cost of monthly rates at the home. The money will be donated by the class, but will be given in the name of the Drake community.

Commitment:

The class and parents of the students have already granted consent of the project and are committed to help. The students will be performing ten service hours. This will give a grand total of 250 hours of service learning to the nursing homes. Since one of the locations is located within walking distance, we will be visiting the nursing home once a week for four weeks, providing students with at least six hours of service. The other hours will need to be completed after school, during Thanksgiving break, or on the weekends. We have arranged all of our meeting times with the locations.

Website:

We will be recording all of our community events (including fundraising, community outreach, and service learning) on our website at: <http://sc.jeffco.k12.co.us/education/staff/staff.php?sectionid=27713>. The website will be managed by students within the class and will be linked to our school home page. We want our community to see our pictures, video clips, and calendar so they can see how to participate, donate, and/or be apart of our learning experience. We believe that by having this website we are also more accountable to our service. We hope that you can view our work as we take this journey.

Resources:

The resources we will be using are one of Drake's curriculum specialists, Kori Chubb. She is a former social studies teacher and will be assisting with the technology aspects of the project. Technology will be addressed at the transformative level of NETS standards. We will also be having Tristin Koch's student teacher, David Rowan, assist the class class. Lastly, we will be enlisting help with our National Junior Honors Society, Leadership class, and the community's PTSA.

Hope:

Whether our project proposal is selected or not, we will be doing this project because it is the right thing to do for our community. Our hope is to bring awareness to the community and help the residents, family and staff that are suffering because of the recession and economic instabilities. We truly believe that this project will change not only the lives that we touch during our service, but our own families and our own lives.

Outline of Project

Week of November 3-6

- Take survey to break into committees
- Break into committees, nominate chairs and begin projects
- Website must be up by November 6th
- Committees will include:
 - Tech/Video: Design and update website with ongoing activities; Videoing, taking pictures while doing service.
(Students that thrive with technology and photography)
 - Penny Drive: Advertising, monitoring lunches/drive, counting and public relations.
(Students that thrive in math and accounting)
 - Letters/Goals: Compose and write letters to parents/community. Establish goals for fundraising. Create benefit dinner invitations and program.
(Students that thrive in writing and goal setting)
 - Scheduler: Diving up groups during service hours. Creating classroom surveys for service. Schedule all activities and obtain approval from the principal
(Students that thrive with organization and leadership)
 - Presenters: Create dinner presentation, seating, and secure invitees. Work with Letters/Goals group.
(Students that thrive in public speaking, presenting, and in teams)
 - Dinner: Design menu, price out items and make food. Group will also need to break class up into groups based on strengths.
(Students that thrive in cooking, multi-tasking, and group work)

All committees will need to evaluate prices and budgets. They will be using their economic skills and cost-analysis information to guide decision making.

Week of November 9-13

- Penny Drive
- Groups are established for service
- Letters go out to the community
- Dates are on online calendar
- Menu is set for dinner
- Invite guest speakers for dinner
- Updating website

Week of November 16-20

- Penny Drive
- Begin four week service at Mount Vista
- Updating website
- Continue with letters to community

- Gather up funds from penny drive and evaluate our budget
- Dinner is being finalized
- Groups for dinner is established

Week of November 23-27

- Service to Mt Vista during Thanksgiving Break
- Updating website
- Follow-up phone calls to community businesses
- Follow-up phone calls to guests for dinner

Week of November 30-December 3rd

- Service to Mt. Vista week #2
- Updating website
- Establish allocation funds for Colorado Lutheran Home
- Finalize dinner
- Dinner on Wednesday
- Accounting is looked at by class and budget is finalized for gifts to CLH and Mt. Vista
- Begin shopping for residents and staff

Week of December 6-10th

- Service to Mt. Vista week #3
- Updating website
- Analyze budgets and costs of items
- Prepare baskets and gifts for residents and staff

Week of December 13th – 17th

- Service to Mt. Vista week #4
- Updating website
- Distribute money to CLH
- Deliver all baskets and gifts to residents and staff at Mt. Vista
- Analyze project
- Share results with family, community, dinner guests, and participants

Group Committee Survey

Name: _____

When taking the color survey in advisement, your dominant color is: _____

Your next shade is: _____

If you had to rank the following skills and/or characteristics about you I would rank them in this order (1 being top)

_____ Mathematics and Accounting

_____ Technology Savvy

_____ Photography

_____ Writing

_____ Public Speaking

_____ Artistic (drawing, sketching, painting)

I would consider myself: _____ Outgoing _____ In the Middle _____ Shy

If you had to rank the following personality traits in order, you would rank them in this order (1 being top)

_____ Organized

_____ A leader

_____ Self-motivated

_____ A great support

_____ A team player

Given the opportunity to work with two people from the class on your committee, what two individuals would they be:

1. _____

2. _____

OPTION QUESTIONS

In your opinion, who is the best leader in the class: _____

In your opinion, who is the best writer in the class: _____

In your opinion, who is the best speaker in the class: _____

In your opinion, who is the most trustworthy student: _____

Based on your survey results, you were selected to be a participant in: **Tech/Video Group**

You will be reporting to: Ms. Chubb in the LIC during our service learning project

- Tech/Video: Design and update website with ongoing activities; Videoing, taking pictures while doing service.
(Students that thrive with technology and photography)

During the next six weeks your roles will include:

1. Taking pictures throughout the week of service learning and fundraising.
2. Posting pictures up on the web and loading videos
3. Dividing evenly for all fundraisers and service learning so everything is covered.
4. Analyzing all the costs for the website and budget accordingly

You will be responsible for:

1. All video equipment
2. All digital photography and cameras
3. All content posted on the web for everyone to view.

Based on your survey results, you were selected to be a participant in: **Penny Drive**

- Penny Drive: Advertising, monitoring lunches/drive, counting and public relations.
(Students that thrive in math and accounting)

You will be reporting to: Ms. Koch in the classroom during our service learning project

During the next six weeks your roles will include:

1. Organizing a school wide fundraiser to raise awareness of our project and community needs.
2. Organize all of the counting and accounting for the entire service project
3. Analyze other committee budgets and expenditures
4. Advertising for the entire fundraiser – will go on announcements
5. Deciding all money that goes to the CLD and who they go to
6. You will also be running the auction at the dinner

You will be responsible for:

1. All of the money in the account
2. All of the receipts
3. Dinner receipts and amount received for tickets
4. Auction money made

Based on your survey results, you were selected to be a participant in: **Letter and Goals**

- Letters/Goals: Compose and write letters to parents/community. Establish goals in fundraising. Will create benefit dinner invitations and program (Students that thrive in writing and goal setting)

You will be reporting to: Ms. Koch in the classroom during our service learning project

During the next six weeks your roles will include:

1. Drafting a letter for every student in the class, spreading the word about our service project.
2. Talking with groups on figuring out a target goal for each fundraiser
3. Creating invitations for the dinner
4. Creating a program for the dinner
5. Advertising for the dinner
6. Creating and selling tickets for the dinner

You will be responsible for:

1. Checking in with students and businesses for donations
2. All printed material that goes to the community
3. All printed material that is part of the entire dinner

Based on your survey results, you were selected to be a participant in: **Scheduler**

- Scheduler: Will be diving groups up during service hours. Creating classroom survey for service. Schedule all activities and approve by principal (Students that thrive with organization and leadership)

You will be reporting to: Ms. Koch and Ms. Chubb in the LIC during our service learning project

During the next six weeks your roles will include:

1. Creating a class calendar for events
2. Gaining approval from Ms. Rice on all proposed dates
3. Creating a class survey for student service hours
4. Keeping track of class hours and leading groups to Mt. Vista

You will be responsible for:

1. Recording all events taking place during the service learning
2. Group survey and groups going to Mt. Vista
3. Will all need to be present during the dinner

Based on your survey results, you were selected to be a participant in: **Presentation**

- **Presenters:** Students will be creating the dinner presentation, seating, and secure invitees. They will be working with Letters/Goals group. (Students that thrive in public speaking, presenting, and in teams)

You will be reporting to: Ms. Chubb in the LIC during our service learning project

During the next six weeks your roles will include:

1. Creating the entire dinner presentation including power point.
2. Working with the goals group to secure invitees
3. Working with the technology group and showing off the website
4. Displaying all of our work at both Mount Vista and Colorado Lutheran Home

You will be responsible for:

1. Speaking and being the MC's of the evening of the dinner.
2. Introducing all of the speakers
3. Being the host and hostesses to the tables and handing out pamphlets

Based on your survey results, you were selected to be a participant in: **Dinner**

- **Dinner:** Students will need to design menu, price out items and make food. Group will also need to bring class up into groups on strengths. (Students that thrive in cooking, multi-tasking, and group work)

You will be reporting to: Mr. Rowan in the LIC during our service learning project

During the next six weeks your roles will include:

1. Prepare a menu
2. Do cost analysis on menu and items
3. Group students up for the dinner and acquire numbers of attendees
4. Organize a time table for the night of the dinner

You will be responsible for:

1. Running the kitchen
2. Table setting
3. Clearing tables
4. Leads on cooking and serving

Self Analysis Survey

This tool is to guide you through reflection of the work you and your committee have completed.

1. Are you working well as a team? Explain.
2. How are you contributing to the group? Is it enough?
3. What are the areas of improvement or growth for your group?
4. If there are problems, what are the ways you see to solve it?
5. What do you feel are the strengths of your group and what are you doing well?

Self Analysis Survey

This tool is to guide you through reflection of the work you and your committee have completed.

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COMMUNITY SERVICE LOG & REFLECTION

NAME _____

WEEK	DAY/TIME SPENT	TYPE OF WORK	REFLECTIONS & HIGHLIGHTS

COMMITTEE _____

**Weekly Goal Sheet
Committees**

Name: Tristin Koch & Kori Chubb

Subject/Grade: Social Studies/8th grade

Length of Lesson: 6 Weeks

What are your committee's goals for the week?	Goal	Goal	Goal	Goal
What resources do you need to achieve the goals?	Resource	Resource	Resource	Resource
How much time does your committee need to complete each goal?	Time	Time	Time	Time
What are the possible obstacles you might run into while trying to achieve your goals?	Obstacles	Obstacles	Obstacles	Obstacles
How will your group overcome these obstacles?	Plan	Plan	Plan	Plan
How is your group going to monitor progress?	Progress	Progress	Progress	Progress

What other curricular areas will the unit cover? ET/IL Standards, Language Arts Standards

Stage 1 – Desired Results

Prioritized Benchmarks:

Social Studies

Economics

1.1c Identify opportunity costs that individuals, households, businesses, governments, and societies incur when making decisions involving the use of scarce resources.

1.2a Analyze how economic incentives influence how individuals, households, business, governments, and societies use their scarce resources

1.1a Identify costs and benefits associated with the use of resources to produce goods and services

Civics

4.2a Identify civic responsibilities

Language Arts

LA 7 Students apply complex thinking skills when reading, writing, speaking, listening, and viewing.

ET/IL Standards

NETS Standards

4. Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

A. Identify and define authentic problems and significant questions for investigation.

B. Plan and manage activities to develop a solution or complete a project.

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

A. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

Jeffco LIC Standards

Educational experiences gained through a school library media program will assure that students know and can demonstrate how to:

- Use the group process when listening and discussing ideas with group members, and help move the group toward consensus on an issue or task.
- Work with others in synthesizing information into solutions to problems or tasks.
- Evaluate their own and the group's work, and attempt to improve content delivery, and work habits.

Understandings:

Students will understand that...

Community service projects require diligence and effective planning.
Effective communication is required for teamwork and problem solving.

Students will know...

What is needed to improve quality of life for people in nursing homes.
How to work effectively in groups.
The economic needs of Arvada's elderly population.

Vocabulary

Content

Cost Analysis	Balanced Budget
Economy	Civic Action
Markets	Consensus
Recession	Debt
Deficit	
Expense	Surplus budget

Stage 2 – Assessment Evidence

Performance Tasks:

Group Committee Survey
Self-Analysis Survey
Community Service Log and Reflection
Weekly Goal Sheet
Budget Sheet
Economic Community Service Essay

Other Evidence:

Daily monitoring by teachers.
Completion of community service hours.

Stage 3 – Learning Plan

Learning Activities (Teacher Librarian is Responsible for):

Initialing creating and attaching web page (students will monitor and add to the web page during the project).
Creating the Community Service Log and Reflection Sheet
Creating the Weekly Goal Sheet.
Preparing the Learning Template.
Monitoring the Technology Group during 3rd period.
Troubleshooting Technology issues.
Discussing and deciding on the initial project.
Meeting with nursing home administrators prior to community service.
Taking students to nursing home.

Learning Activities (Teacher is responsible for):

Monitoring group progress.
Preparing project proposal.
Initial meetings with nursing home contacts.
Creating budget sheet, group committee survey, and self-analysis survey.
Meeting with nursing home administrators prior to community service.
Taking students to nursing home.
Contact with national project coordinator.

Accommodations/Differentiations:

Students with ALP's are encouraged to become committee leaders which will address their ALP goals for the year.

Materials/Resources:

Budget Sheets
Group Committee Survey
Self-Analysis Survey
Economic Lessons: 6.1 Getting to the Root of the Problem, 6.2 What Can You(th) do?,
6.3 Saving Our Futures, 6.4 Creating a Plan to Save Our Futures, 6.5 Young People
Saving Our Futures.
Community Service Log and Reflection Sheet
Weekly Goal Sheet