



Service Project Booklet

Class of 2020

Guidelines and Instruction

Community Based Service Learning

*“Developing Leaders Who Create and Support
Positive Social Change According to the Gospel”*

CARDINAL NEWMAN CREST



“God Shall Call On Me and I Will Hear the Lord”

Founding of Cardinal Newman High School 1964

Upper Left: Symbols of the Diocese of Santa Rosa

- Valley of the Moon
- Cross of Roses
- School Sponsored by Diocese

Upper Right: Symbol of Society of the Precious Blood

- Founding Teaching Order from Ohio

Bottom: Image of Blessed John Henry Cardinal Newman

- English, Cardinal ,1801-1890
- Oxford Don
- Anglican Minister
- Leader of “Oxford Movement”
- Author
- Convert to Catholicism
- Founder of University College Dublin
- Began Birmingham Oratory
- Named Cardinal in 1879
- Revered Academic and Churchman
- Named Venerable in 1991 and Blessed in 2010

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SERVICE PROJECT DUE DATES

SPRING 2019 - SPRING 2020

Junior Year Fall/Spring Assignments Timeline

Month	Assignment	Religion	English
October 2018	Junior/Senior Dialogue	✓	✓
November 2018	Students receive CBSL Project Booklet	✓	
December 2018	CBSL Project Booklet Quiz	✓	
	Initiative & Community Contact Assgn.	✓	
January 2019	Project Proposal	✓	
February 2019	Project Proposal Approval	✓	
March-May 2019	Mentor Contract	✓	
	Goals Worksheet & Typed Goals	✓	
	Complete Research and Culminating Project		✓
April/May 2019	Revised Project Goals	✓	
	25 Service Hours Completed	✓	
February 2019 - May 2020	Journal & Time Log Entries (monthly)	✓	

Other Important Assignment Information:

- Due dates are subject to change pending school schedule changes.
- All Journal entries must be typed and uploaded onto the student's CBSL Google Site. Religion teachers will check these each month, Spring Semester 2019 through Spring Semester 2020.
- All CBSL project assignments must be saved on a computer file and backed up online (Google Drive Folder labeled CBSL).

SERVICE PROJECT DUE DATES

FALL 2019

Senior Year Fall Semester Assignments Timeline

Month	Assignment	Religion	English
September 2019	Project Timeline	✓	
	Portfolio Check #1	✓	
October 2019	Portfolio Check #2	✓	
	CBSL Inquiry Project		✓
	CBSL Workshops	✓	✓
November 2019	Portfolio Check #3	✓	
December 2019	Portfolio Check #4	✓	
	TEDx Style Presentation		✓
February 2019 - May 2020	Journal & Time Log Entries (monthly)	✓	

Other Important Assignment Information:

- Due dates are subject to change pending school schedule changes.
- All Journal entries must be typed and uploaded onto the student's CBSL Google Site. Religion teachers will check these each month, Spring Semester 2019 through Spring Semester 2020.
- All CBSL project assignments must be saved on a computer file and backed up online (Google Drive Folder labeled CBSL).

SERVICE PROJECT DUE DATES

SPRING 2020

Senior Year Spring Semester Assignments Timeline

Month	Assignment	Religion	English
January 2020	Portfolio Check #5	✓	
February 2020	Portfolio Check #6	✓	
March 2020	Portfolio Check #7		
April 2020	Portfolio Check #8	✓	
	Final Portfolio w/Reflection Paper	✓	
	Visual Aid for Board Presentation	✓	✓
	Hours due (min. 25)	✓	
May 2020	Board Presentation Practice	✓	✓
	Service Project Board Presentations	✓	✓
February 2019 - May 2020	Journal & Time Log Entries (monthly)	✓	

Other Important Assignment Information:

- Due dates are subject to change pending school schedule changes.
- All Journal entries must be typed and uploaded onto the student's CBSL Google Site. Religion teachers will check these each month, Spring Semester 2019 through Spring Semester 2020.
- All CBSL project assignments must be saved on a computer file and backed up online (Google Drive Folder labeled CBSL).

Section I

Beginning your CBSL Service Project



**“It is better to be the child of God
than the king of the whole world.”**

ST. ALOYSIUS GONZAGA, SJ



STATEMENT OF MISSION & PHILOSOPHY

Cardinal Newman is a Catholic, college preparatory high school. Our mission is to educate our students in the wholeness of mind, body, and spirit through the teachings of Jesus Christ as proclaimed by the Catholic Church. Our students learn to apply leadership skills and talents in service to others. We challenge each student to work to his or her highest potential in the lifelong pursuit of learning and excellence.

The Cardinal Newman High School community has committed itself to the principles of Catholic education and academic excellence, as envisioned by our namesake, the Blessed John Henry Newman. Embracing the Gospel of Jesus Christ and the teachings of the Catholic Church, the faculty and staff strive to realize an authentic Christian community, which gives witness to the students and parents alike. Our community, founded upon Gospel values, exists to serve the families of the Diocese of Santa Rosa. At Cardinal Newman we respect the family as the primary agent for the spiritual, moral, intellectual, physical and social development of the student. We seek to assist and to supplement the family in this vital task. The Cardinal Newman community recognizes that excellence in education can best be achieved, and future leaders nurtured, within a living tradition rooted in the Love and Truth of Christ. We encourage students not only to develop and enhance their creative and critical thinking abilities, but also to cultivate Christian virtue and an appropriate sense of social responsibility. An essential educational goal of the Cardinal Newman community is to raise young men and women capable of constructively participating in the life of our society.

The Cardinal Newman community cultivates Christian virtue through the study of Scripture, amplified by the teachings of the Catholic Church and service. Thus, ours is a lived faith guided by Jesus Christ to give witness through lived experiences--- prayer, liturgical celebrations, retreats and community service. These experiences nurture dignity and respect for religious and cultural diversity.

Cardinal Newman offers a college preparatory curriculum with the purpose of educating students to become people of values as well as scholars. Our focus on outstanding achievement ensures that our students become knowledgeable and skillful in areas of moral and ethical decision-making, critical thinking, accountability, technology and adaptability. Our co-curricular programs enhance the academic and spiritual dimensions of our school by providing influential activities that foster community, leadership, creativity and sportsmanship.

COMMUNITY BASED SERVICE LEARNING PROGRAM

Mission and Inspiration

MISSION:

In keeping with the Mission Statement of Cardinal Newman School, it is the ultimate goal of the Community Based Service Learning Program to graduate leaders who create and support positive social change. Students demonstrate leadership skills through the development of unique service projects. Responding to the Gospel call of Jesus to serve others, students share their talents and time in active service to a variety of non-profit community organizations.

VISION

*“Graduating Leaders Who Create and Support
Positive Social Change according to the Gospel”*

INSPIRATION

The Community Based Service Learning program is above all inspired and guided by the Gospel message of Jesus Christ to love God and love our neighbors. *“This is my commandment, that you love one another as I have loved you...” (Jn. 15:12)* Over the course of their years in Religion class at CNHS, students are formed in faith and encouraged to live it out. *“Be doers of the Word, not just hearers” (Js. 1:22-27).* As a Catholic community we are called to use our God given talents and gifts to help others. *In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven. (Mt. 5:16).* The completion of a Service Project in the Senior year reflects the students’ faith, service and academic excellence.

The CBSL program is also inspired by the words of our namesake, Blessed John Henry Cardinal Newman:

My Mission

God has created me to do Him some definite service.

He has committed some work to me, which He has not committed to another.

I have my mission. I may never know it in this life, but I shall be told it in the next.

I am a link in a chain, a bond of connection between persons.

He has not created me for naught. I shall do good; I shall do His work.

I shall be an angel of peace, a preacher of truth in my own place,
while not intending it if I do but keep His commandments.

Therefore, I will trust Him, whatever I am, I can never be thrown away.

If I am in sickness, my sickness may serve Him, in perplexity, my perplexity may serve Him. If I am in sorrow, my sorrow may serve Him. He does nothing in vain.

He knows what He is about. He may take away my friends. He may throw me among strangers. He may make me feel desolate, make my spirits sink, hide my future from me. Still, He knows what He is about.

Blessed John Henry Cardinal Newman

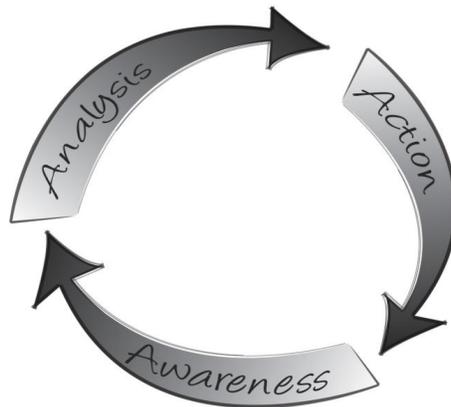
CIRCLE OF FAITH-IN-ACTION

Awareness: How does God see the world's people, especially the poor and vulnerable? Before we can work for justice we must see hear and know the world in a spirit of friendship, just as God does. Once we do this, we are better able to recognize the ways it can be made a better place to live.

Analysis: What is needed for the people of the world, especially the poor and vulnerable, to experience justice? Ask: Why is the world the way it is and how can it be made as good as God intends?

Action: How are we called to act so that all can experience justice and live in dignity? How can we act for justice in a way that makes life better for those in our community?

New Awareness: How has our analysis and action deepened or changed our perception of the situation?



Windley-Daoust, Jerry
Living Justice and Peace: Catholics social teaching in practice

“Christ has no body now but yours. No hands, no feet on earth but yours. Yours are the eyes through which he looks compassion on this world. Yours are the feet with which he walks to do good. Yours are the hands through which he blesses all the world.” St. Teresa of Ávila

SEVEN KEY THEMES OF CATHOLIC SOCIAL TEACHING

The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Modern Catholic social teaching has been articulated through a tradition of papal, conciliar, and episcopal documents. The depth and richness of this tradition can be understood best through a direct reading of these documents. In these brief reflections, we wish to highlight several of the key themes that are at the heart of our Catholic social tradition. Digital Link: [USCCB Catholic Social Teachings](#)

1. Life and Dignity of the Human Person

The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. Our belief in the sanctity of human life and the inherent dignity of the human person is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and assisted suicide. The value of human life is being threatened by increasing use of the death penalty. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

2. Call to Family, Community, and Participation

The person is not only sacred but also social. How we organize our society in economics and politics, in law and policy directly affects human dignity and the capacity of individuals to grow in community. The family is the central social institution that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

3. Rights and Responsibilities

The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities to one another, to our families, and to the larger society.

4. Option for the Poor and Vulnerable

A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

5. The Dignity of Work and the Rights of Workers

The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation. If the dignity of work is to be protected, then the basic rights of workers must be respected: the right to productive work, to decent and fair wages, to organize and join unions, to private property, and to economic initiative.

6. Solidarity

We are our brothers' and sisters' keepers, wherever they live. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that "loving our neighbor" has global dimensions in an interdependent world.

7. Care for God's Creation

We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan, it is a requirement of our faith. We are called to protect people and the planet, living our faith in relationship with all of God's creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

This summary should only be a starting point for those interested in Catholic social teaching. A full understanding can only be achieved by reading the papal, conciliar, and episcopal documents that make up this rich tradition.

Office of Social Development & World Peace
United States Conference of Catholic Bishops
3211 4th Street, N.E., Washington, DC 20017-1194 (202) 541-3000

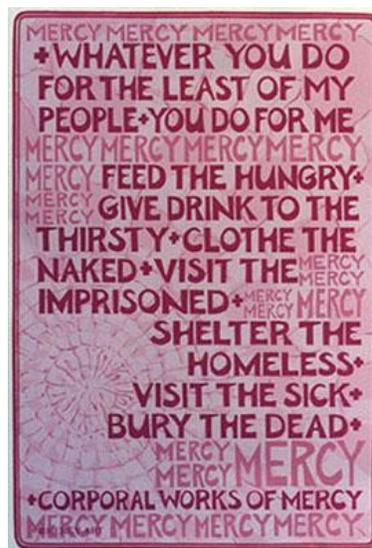


Image: Mary Jacque Benner, RSM

THE COMMUNITY BASED SERVICE LEARNING PROJECT

What exactly is a CBSL Project?

The Service Project consists of service that goes beyond volunteerism to provide a solution or make a measurable impact on a social issue based need in the community locally, nationally or globally. Service Projects may not focus solely on fundraising.

The Service Project consists of assignments beginning in the Junior year and leading up to the Senior Board presentations in the spring of the Senior year. Some components are a part of your Religion class and others your English class.

Successful completion of a CBSL Project is required in order to pass Religion class, English class and graduate from Cardinal Newman High School.

Religion Class Components

Service Hours

Your CBSL Project will involve all 25(+) hours of your service hour requirement. All hours must be completed at the project site or directly relate to the project goals and be approved by your mentor. No other hours can be completed to fulfill the 25 hours for the CBSL Project requirement.

You are responsible for keeping your x2VOL account up to date and service hours verified by your mentor. X2VOL accounts will be checked in Religion class each week. Juniors are encouraged to complete 10 hours of service in the Fall semester as they investigate possible projects.

Journal

You will need to keep a journal of your experiences each time you visit your site. The journal will be collected by the Religion teacher on a monthly basis.

Mentor

Your CBSL mentor will verify service hours by approving hours submitted on x2VOL. You will meet with your mentor at minimum once a month to revisit your goals for the project and make adjustments as necessary. This will allow you to decide whether you are on track in the completion of your project. The mentor will have a chance to evaluate you periodically. At the end of your project if the mentor agrees that a project has been attempted in good faith, you will be able to deliver your Senior Board presentation.

CBSL PROJECT CONTINUED...

English Class Components

Research

During the spring semester in your junior English class, you will conduct inquiry guided research on a social issue related to your CBSL service project. This investigation will allow you to more deeply consider the roots of the issue by examining it from a number of different perspectives. You will depend on scholarly, peer-reviewed articles from academic journals to provide credible sources. You must demonstrate how to access, navigate, and evaluate databases and identify and cite credible sources by completing the formal research assignment and presenting your research to your class.

Socio-Cultural Investigation

In the fall semester of senior year, you will explore the ways the social issue is represented in literature, film, art, music and sites of popular culture. You will create a folder in which you document and reflect on the artifacts you discover. In your English class, you will have opportunities to present and discuss your findings.

English AND Religion Class Component

Board Presentation

Near the end of your Senior year, you will present the overall project experience to a board of teachers, mentors, community members and students. This presentation will be your final exam in both Religion and English classes. In the case of a student who has not completed a CBSL project, the student will be placed on a contract and service work will be completed during the summer in order to meet the graduation requirement.

"The human person cannot find fulfillment in himself, that is, apart from the fact that he exists 'with' others and 'for' others"

Compendium of the Social Doctrine of the Church

CHOOSING A CBSL PROJECT

The following is a listing of how to begin the process of finding a CBSL Project that suits your interests, matches your skills, uses your gifts and fulfills a need in the community.

- Reflect on meaningful service work you completed in the past. Is there a cause or organization that you feel called to support?
- Pray for direction with developing your ideas to support those in need through service work. Spend some quality time in reflection.
- In Junior year complete 10 of your 25 service hours by volunteering at service sites that might be a possible Service Project for you.
- Consider helping a current Senior with his or her Service Project.
- In Junior Religion class, investigate the Seven Themes of Catholic Social Teaching and Corporal Works of Mercy; find a focus that you are passionate about that will help you remain committed to the project.
- Specifically speak to your Junior Religion and English teachers or teachers with whom you have developed a strong relationship.
- For further direction and guidance, speak to Mr. Contreras or any CN English or Religion teacher about ideas for developing your Service Project.
- Speak to Senior students about the process they went through to start their service projects.
- Study all the CBSL Service Project requirements found in the Class of 2020 CBSL Project Booklet. This can be found on the CN website under the Faith and Service tab.
- Get started as early as possible!

“What does love look like? It has the hands to help others. It has the feet to hasten to the poor and needy. It has eyes to see misery and want. It has the ears to hear the sighs and sorrows of men. That is what love looks like.”

St. Augustine of Hippo

CBSL PROJECT CHECKLIST

SPRING 2019 – SPRING 2020

Please complete the following requirements for the Junior year:

- Complete 25 service hours volunteering at potential Service Project sites. Get started by contacting and volunteering at non-profits agencies or working with current Senior students at their CBSL Project sites.
- Complete and submit the Project Proposal form to your Junior Religion Teacher.
- Have your project approved by the CBSL Committee with signatures on Project Proposal form.
- Complete the Formal Research Component in English class.
- Fill out a CBSL Class Schedule Request Form for 2019-20 school year.
- Submit a formal Mentor Contract and Goals (worksheet and typed) to your Religion teacher.
- Submit your service hours as a "recurring project" on x2VOL from the start of your project, beginning with your first meeting with your mentor and continuing forward. X2VOL accounts are checked regularly in Religion class.
- Type journal entries for each time you complete service hours. Journals are collected monthly in Religion class.
- Continue to complete service work from Spring 2019 through Spring 2020.

Reminders:

- All projects must continue through the Spring (May) of Senior year, 2020.
- Use Google Calendar or some other form of calendaring to stay on track.
- Save a digital file of all CBSL forms in Google Drive – CBSL Folder.
- Fundraising must NOT be the focus of project work.
- Your parent cannot be your mentor.
- Be aware that changes in the program may be announced in Religion or English classes between the fall of your Junior year and spring of your Senior year.

Section II

CBSL Project Forms and Assignments



**“Lord, teach me to be generous
teach me to serve as You served,
to give and not count the cost.”**

ST. IGNATIUS OF LOYOLA

CLASS SCHEDULE and PARTNER REQUEST CBSL Service Project Block Release Needs 2019-2020

Student Name: _____

Partner(s) Name(s): _____

(limit 3 students per group)

Service Project Work: _____

Service Project Site: _____

Do you need to meet with a CBSL Coordinator regarding the project requirements/needs? Yes No

Do you need to meet with Mrs. Mrs. Calhoun to discuss class schedule change? Yes No

Additional Project needs if necessary: _____

BLOCK RELEASE PLANNING

In coordination with your mentor, estimate a possible time needed for Block Release in your senior year, 2019-20.

Spring 2019: Circle Period and Day of the Week below:

Period(s): 1 2 3 4 5 6 7 FLEX

Day of the Week: Monday Tuesday Wednesday Thursday Friday

Note: Block Release will be given to seniors who have proper CBSL paperwork completed. Due to the new rotation class schedule, any class may be considered for Block Release, however since it is difficult to make up work in a core class, it would be best to try and schedule Block Release for Flex, Study Hall, Religion or P.E. If these classes are not available then you may consider additional classes.

Date of submission: _____

SERVICE PROJECT PROPOSAL

SPRING 2019 - SPRING 2020

Student Name

Student Telephone

Student Email

Describe your proposed Service Project:

Describe the proposed Project Site:

Additional details of project efforts:

Will your project involve fundraising?

Yes

No

If yes, what plans do you have for fundraising?

Proposed Project Partner(s) (no more than 2)

PROPOSED MENTOR:

Mentor Name

Telephone Number

Street address

City

State

Zip Code

Email Address

I confirm that the person listed above has agreed to be my CBSL mentor.

SIGNATURES:

Student

Parent

Date

Date Received: _____ Approved: _____ Date: _____



SERVICE PROJECT MENTOR INFORMATION

Mission and Vision of the Community Based Service Learning Program:

In keeping with the Mission Statement of Cardinal Newman School, it is the ultimate goal of the Community Based Service Learning Program to graduate leaders who create and support positive social change. Students demonstrate leadership skills through the development of unique service projects. Responding to the Gospel call of Jesus to serve others, students share their talents and time in active service to a variety of non-profit community organizations.

*“Graduating Leaders Who Create and Support
Positive Social Change according to the Gospel”*

The goal and objective of the Community Based Service Learning Program is to provide an opportunity for the senior students of Cardinal Newman High School to demonstrate their skills and abilities attained through their academic experience with a culminating project in the community.

Expected Student Outcomes:

1. Identify personal skills, strengths, and interests.
2. Identify a community social issue connected with that interest.
3. Identify people in the community with whom they can consult to develop a project going beyond volunteerism.
4. Create a contract with goals to address problems, issues, and concerns relative to their service project.
5. Demonstrate their service project and social issues addressed in a presentation to a board panel.

Continued on back...

Mentor Expectations:

The mentoring component of the program is essential to the success of the students' overall experience. As a result the mentor role will include the following:

1. Help the student understand the mission of the mentor's service agency so the student can discover their roles in achieving that goal (if applicable).
2. Adequately train the student for tasks that are to be performed, if necessary.
3. Supervise the student when at the service site. The student is responsible to be at a service site during a specified time(s); mentor verifies hours served.
4. Mentor gives feedback to the student about their performance and progress.
5. Mentor gives feedback to the faculty and grades student performance and progress.
6. Mentor provides a safe working environment for the student.

Mentor Requirements:

In order to successfully complete the expectations mentioned above it is important that the mentor agree to the following:

1. Contact Service Coordinator if questions or comments are necessary.
2. Assist the student in monitoring their service hours by verifying hours submitted on x2VOL, online service hour tracking system. Student must submit hours each time service is performed.
3. Guide the student on his/her research by doing the following:
 - a. Help student to identify service project social issue. (Goal Form)
 - b. Help student set goals for completing their project. (Goal Form)
 - c. Direct student to resources for social issue research. Student may interview mentor and others at service site. (Goal Form)
 - d. Direct student to make formal connection to service agency.
4. Mentors are encouraged to attend student's CBSL Board presentation at which student will give a speech on the project. **(May 2020)**
5. Read and help evaluate the student's research work in connection with the service project in preparation for their class and board presentations.
6. Formally evaluate the student's performance; forms will be provided by the student each semester. (Mentor Evaluation Form)

***A copy of this page is to be given to the mentor
for his/her reference in guiding the student**

PROJECT CONTRACT INFORMATION

SPRING 2019 – SPRING 2020

STUDENT INFORMATION:

(Please Print Clearly)

Name _____
Last First Middle Initial

Address _____

Phone _____ Email _____

Religion Teacher: _____ English Teacher: _____

MENTOR INFORMATION:

(Please Print Clearly)

Name _____
Last First Middle Initial

Organization Name/Address _____
Name Street Address

(or simply mailing address of mentor)

City Zip Code

Communications Phone (Home) _____

Phone (Work) _____

Cell _____ Text? Yes No

Email _____

PROJECT INFORMATION:

General Project Title _____

Briefly state work to be completed at service site:

PLEASE DO NOT SHARE THIS PRIVATE MENTOR INFORMATION
OR POST ONLINE

PROJECT CONTRACT SIGNATURES

SPRING 2019 - SPRING 2020

MENTOR

- I have received and read the Mentor Contract information sheet.
- I fully understand the CBSL program. I will comply with the requirements of the role as mentor as described in this contract.
- I agree with the goals collaboratively established by the student and myself.
- If I have any concerns about the completion of the tasks connected with this program by the student or myself, I will contact the CBSL Director, Mr. John Contreras. (contreras@cardinalnewman.org or 707 546-6470)

Printed Mentor Name: _____

Mentor Signature: _____ **Date:** _____

STUDENT

- I agree to be prompt, listen to the mentor, complete the tasks given, and respect the goals and procedures of the organization.
- I understand that I may lose this privilege if I do not comply with the above.
- I understand I will be going beyond volunteerism.

Printed Student Name: _____

Student Signature: _____ **Date:** _____

PARENT/GUARDIAN

- I understand the contract that exists between the mentor and my son/daughter.
- I will support the completion of the project and understand that it is a graduation requirement of CNHS.
- I also understand the conditions to which my son/daughter has agreed and the consequences that will occur if they do not complete the project.

Printed Parent/Guardian Name: _____

Parent Signature: _____ **Date:** _____

CONTRACT - PROJECT GOALS

Student Name: _____

Directions: Please meet with your mentor and use these questions to get started planning for your service work. Develop additional questions and thoughts as they apply to your particular project. You must meet with your mentor to discuss plans and goals. Use this sheet to take notes.

Formally type your goals on a separate sheet of paper using the MLA narrative format. See example on page 25. Turn this worksheet in with final work.

What social issue are you addressing in your service work?

Specifically, what will you do to impact this social issue?

What are two themes of Catholic Social Teaching your project will address?(Explain)

What are your personal goals regarding your project?

What changes do you expect to undergo because of your experience?

What experience or strengths do you bring to your project?

How can your mentor help you in completing your project?

Develop your own additional questions

Mentor Signature: _____ **Date:** _____

EXAMPLE: PROJECT GOALS

Student Name
Teacher Name
CBSL Project
Date

(Project Title) Goals

For my CBSL Project I will be working with five classmates, two mentors, and the Sonoma County Down Syndrome Support group. Our project has many components. Two members of our group will be teaching a dance class. Two other members will be coaching a soccer team. I personally will be teaching an art class at the Becoming Independent volunteer site. As a group we will go to classrooms and teach acceptance through stories and games. As a group we will also have a bowling party, a Valentine's Day Dance, and we attend the annual Buddy Walk fundraiser at Howarth Park in Santa Rosa.

The Social Issue we are addressing is acceptance and inclusion. Children who are different or more specifically have disabilities are all too often not included in the larger group and are treated badly by other kids. Our group's mission is to teach kids how to better accept those with disabilities and become friends. We hope to make a big impact on the kids with whom we are lucky enough to work with at various schools.

The Catholic Social Teachings we are addressing include Solidarity, Care for God's Creation, and the Dignity of the Human Person. Solidarity is the interconnection among all peoples which calls us to value and respect the experience of all. We are called to work globally for justice. Care for God's Creation states that we must be guided by our concern for the welfare of others, both around the work and for generations to come. The Catholic Social Teaching that pertains to our project the most is The Dignity of the Human Person. This theme says that every human person is created in the image and likeness of God. All people are sacred. People do not lose dignity because of disability, poverty, are, gender or lack of success, race or ethnicity.

My personal goal is to make a strong impact in the children's lives. I am a firm believer in accepting people and I want to share my view with other people. I also, hope to learn not only about acceptance but also about myself. I tell myself that I am accepting of others and this helps me remain committed to justice. I hope this project will challenge me to become even more committed to accepting others and appreciating our differences.

I bring a lot to this project because of my experiences with my brother. My little brother has Down Syndrome and I have been taking care of many of his needs over the years. My mentors have been very helpful. They are connecting me to Becoming Independent so I can get my art class started. They are very knowledgeable and very supportive.

PROJECT CALENDAR TIMELINE

Please create a calendar of events for your CBSL Project beginning with February 2019 and ending May 2020 (your calendar will be updated as you progress with your project). Consider using Google Calendar through your CN email account.

Take into consideration the following:

- School calendar
- Personal calendar, work schedule, sports schedule, family events, etc.
- Project site schedule
- Mentor's schedule
- Special events for project and project "evidence"
- Donation Collection
- Fundraising
- Formal "Thank you" to your mentor and farewell to those you are working with at your project site

Begin with steps toward investigating your CBSL project, meeting with seniors, potential mentors, teachers, etc. Then move toward submitting paperwork, formulating your project goals, meeting with your mentor, and beginning your service work and research through your English class. Include as many dates and details as possible and remember to update as you progress forward with your project efforts.

For each of the following months make a bullet point list of tasks, actions and events relating to your CBSL project:

- February 2019
- March 2019
- April 2019
- May 2019
- June 2019
- July 2019
- August 2019
- September 2019
- October 2019
- November 2019
- December 2019
- January 2020
- February 2020
- March 2020
- April 2020
- May 2020

PROJECT MEASURABLE GOALS

Review your overall Project Goals and **set at least three specific measurable goals** for your CBSL Project.

Each goal needs to identify a specific:

- ✓ Time (specific date)
- ✓ Place (location)
- ✓ Population (who is involved)
- ✓ Measurable result (what will be accomplished)

Examples of Measurable Goals:

Example # 1: *By the second week of October 2019, the 4th grade students at Jack London Elementary school will increase their ability to run a mile by thirty seconds.*

Example # 2: *By December 15, 2019, I will have given my presentation on cultural awareness to three elementary classes at Riebli, St. Rose and Kawana Springs Elementary schools.*

Example # 3: *By January 10, 2020 my partner and I will have raised 1,500.00 dollars to fund a science field trip for the 4th grade class at Kid Street Learning Center.*

Share your goals with a classmate and revise them as needed.

Type your final draft of all measurable goals in MLA format and include in your CBSL Portfolio.

PROJECT JOURNALS

During the service phase of your project work, you will need to journal regarding your project. Your final CBSL Portfolio will contain, but will not be limited to ten (10) journal entries. Your journals will allow the reader to understand the effort, thought and learning you experience.

You may choose a more traditional style of journal keeping or you may choose from a variety of creative journal prompts listed on the following page. No matter what style of journal entry you choose, these will be valuable when you prepare for your CBSL Board presentation.

Traditional journals should include the following:

- Time spent on the various project phases; i.e. writing, designing, constructing, planning, taking classes or lessons, interviewing or contacting sources, purchasing materials
- Planning ahead. Write up a list of things you need to do the next visit or day and an approximate date you plan to accomplish these tasks
- Feelings, thoughts or personal reflections you have about your experience. Let this be a tool to process your challenges, discoveries or successes you might be having.
- Personal interaction with individuals at your site that were of value.

Sample Entry:

Student Name

Journal #1

Date

I became interested in homelessness, hunger and poverty in Sonoma County during my sophomore year when I participated in a food drive. I volunteered as a junior at the Redwood Empire Food Bank and decided to make this my project. My mentor at the food bank is very supportive and is helping me brainstorm ideas to make this go beyond volunteerism. I like working at the food bank every week and knowing that I am helping to feed people in our community. I look forward to making this a great project and I hope someone takes it over next year.

PROJECT JOURNAL

CREATIVE PROMPTS

SPRING 2019 - SPRING 2020

- Watch a film that addresses the Social Issue/problem area you are dealing with and write a review. An example of this might be “**The Up Syndrome**” that addresses the life of a young man who has special needs or TED Talks addressing the Social Issue of your Service Project.
- Use Adobe Voice (free app) to make a short story about a recent experience or insight from your Service Project. Type up the script to include in your CBSL Portfolio.
- Write a letter to any of your population, i.e. those people you are working with, that they would open 5 years from today.
- Write down questions you’d like to have answered about your population.
- Write a poem or create a photo essay about the situation you are working in and the social issue you are addressing.
- Write a letter to a student who might consider your project and include what skills they’d need to have and what advice you’d give them.
- What connections have you found between your service project and your life?
- Do you think your project itself reflects society’s inability to deal with your social issue OR its ability to deal with your social issue?
- Has your project changed your personal definition of what it means to be a successful person?
- If you could get into a time machine and land 30 years later, what do you think you’d see regarding the social issue your project is addressing? What would you like to see?
- Based on your experience how could the social injustice that is related to your project be changed through legislation, laws or government programs?
- What do you know about the history of the social issue your project addresses?



x2VOL Set-Up for Senior Students **(Online Service Hour Tracking System)**

1. Login to Naviance
2. Under “resources” on the left navigation bar, click “x2VOL”,
3. Click “continue” in pop-up window
4. Check spelling and info under “Student Registration” and please add your cell phone number. Click Proceed
5. Ignore “interest gauge” page click “Proceed”
6. Create an account password and add your email address under “Event Registration Notification”
7. Select appropriate bubbles at bottom and click “Complete Registration”
8. Activation complete! You will receive a confirmation email
9. To log service hours for verification: Add Hours, then Create New, then Create a Personal Project, **check the box “Make this a recurring project”**. Be sure to include the correct name, phone number and email address for your mentor or site supervisor to approve hours
10. Add a Title, Description of Service Work, Name and Email of contact of person who will confirm hours completed
11. Hours will be confirmed by site mentor/supervisor and CN service teacher/coordinator
12. Congratulations, you are now set to record all of your service hours online. You will also be able to send Service Hour Transcripts to colleges, etc.



Community Based Service Learning Block Release 2019-2020

The Block Release process must include verification from the mentor or an adult acting in the place of the mentor. This person will be responsible for the following:

- Verify the time needed for release
- Ensure the time of release is properly used for service hours work
- Verify hours worked and sign time logs
- Keep student on track with project goals
- Communicate with CBSL Director - Mr. Contreras

Student Name: _____ requests to be out of school during the Religion Block period requested below in the Fall / Spring Semester 2019-2020 school year.

Project Site: _____

Mentor / Responsible Adult: _____
Name *(please print clearly)*

Signature

Class to be missed

Teacher Signature/Comments

Period: _____

Teacher: _____

Period: _____

Teacher: _____

Period: _____

Teacher: _____

**Signature indicates that the teacher is allowing the student to make-up work missed. Should a teacher not sign, the class missed is considered a CLASS-CUT and disciplinary action will be taken. Class work cannot be made up.*

CBSL Director Signature

Student Signature

Date

Parent Signature



Community Based Service Learning Student DRIVER Permission Form

Date: _____

Name of Student Driver: _____

Purpose for Student Transport:

Frequency of Transport:

Parental Acknowledgement and Permission:

I, the undersigned parent of the driver noted above, acknowledge that my son or daughter will be transporting himself/herself, and possibly passenger(s), from school sanctioned purpose stated above. If passengers will be transported a permission form for each of them will be kept on file. I herein give my permission for this transportation for the stated purpose. I further agree to indemnify and hold harmless Cardinal Newman High School and the Roman Catholic Bishop of Santa Rosa from all liability for any accidents or damage to property or persons that may result from this transport. I acknowledge that Cardinal Newman High School has appropriate driver license and insurance information on file for the above noted driver.

- My child may transport passengers and has a valid driver license that permits this transport.

- My child may not transport passengers, but may transport themselves.

Signature of Parent of Driver

Date

Signature of Student Driver

Date



Community Based Service Learning Student PASSENGER Permission Form

Date: _____

Name of Student Passenger: _____

Name of Student Driver: _____

Purpose for Student Transport:

Frequency of Transport:

Parental Acknowledgement and Permission:

I, the undersigned parent of the passenger noted above, acknowledge that my son or daughter will be riding with the above mentioned driver for the school sanctioned purpose stated above. I herein give my permission for this transportation for the stated purpose. I further agree to indemnify and hold harmless Cardinal Newman High School and the Roman Catholic Bishop of Santa Rosa from all liability for any accidents or damage to property or persons that may result from this transport. I acknowledge that Cardinal Newman High School has appropriate driver license and insurance information on file for the above noted driver.

Signature of Parent of Passenger

Date

Signature of Student Passenger

Date



Community Based Service Learning Mid-Year Mentor Evaluation Form

Student Name _____

1. Thus far into the service project efforts, what is the nature of the student's participation in your organization?
 - a. Very active
 - b. Somewhat active
 - c. Not very active
 - d. Rarely saw them

2. How often do you see your mentee?
 - a. At least once a week
 - b. Once every two weeks
 - c. Once a month
 - d. Only once

3. Does he/she act responsibly in meeting appointments, following rules and goals?
 - a. Yes
 - b. Most of the time
 - c. Seldom
 - d. Never

4. How do you strategize with the student about the project goals that have been established?

5. How well does the student interact with the individuals involved in your organization?
 - a. Very well
 - b. Well
 - c. Okay
 - d. Not well

6. Has he/she successfully completed any of their project goals thus far into the project?
 - a. Yes
 - b. Most of them
 - c. Some of them
 - d. No

7. Has he/she actually initiated any real change or just has just done service thus far?
 - a. Real change occurred
 - b. Some change
 - c. Mostly service

8. Do you have any additional comments or suggestions for the student and the success of the service project?

9. If you could grade the student based on planning and follow-through up to this point of their service project efforts, what grade would you give him/her and why?

- A** = Very active, planned & strategized, followed through and met their goals
- B** = Active most of the time, planned and met most of their goals
- C** = Moderately active, some planning and yet project showed little change
- D** = Somewhat active but project was mostly service
- F** = Did not meet and follow through with their project at all

Comment:

Printed Student Name

Printed Mentor Name

Printed Religion Teacher

Mentor Signature

Please return completed form to Religion teacher.

Date



Community Based Service Learning FINAL MENTOR EVALUATION FORM

Student Name _____

1. What was the nature of your student's participation in your organization?
 - a. Very active
 - b. Somewhat active
 - c. Not very active
 - d. Rarely saw them

2. How often did you see your mentee?
 - a. At least once a week
 - b. Once every two weeks
 - c. Once a month
 - d. Only once

3. Did he/she act responsibly in meeting appointments, following rules and goals?
 - a. Yes
 - b. Most of the time
 - c. Seldom
 - d. Never

4. How did you strategize with the student about the project?

5. How well did they interact with the individuals involved in your organization?
 - a. Very well
 - b. Well
 - c. Okay
 - d. Not well

6. Did he/she successfully complete their goals?
 - a. Yes
 - b. Most of them
 - c. Some of them
 - d. No

7. Did he/she actually initiate change or just do service?
- a. Real change occurred
 - b. Some change
 - c. Mostly service

8. Do you have any additional comments?

9. If you could grade the student based on planning and follow-through to completion, what grade would you give him/her and why?

A = Very active, planned & strategize, followed through and met their goals

B = Active most of the time, planned and met most of their goals

C = Moderately active, some planning and yet project showed little change

D = Somewhat active but project was mostly service

F = Did not meet and follow through with their project at all

Comment:

Printed Student Name

Printed Mentor Name

Printed Religion Teacher

Mentor Signature

***Please return completed form
to Religion teacher***

Date

SECTION III

English Component



“Not all of us can do great things, but we can do small things with great love.”

ST. TERESA OF CALCUTTA

ENGLISH COMPONENT

SPRING SEMESTER JUNIOR YEAR

Religion and English classes will assist you in formulating a project and in researching a social issue related to your project. You will need to demonstrate your knowledge of peer reviewed research concerning the social issue. It is in your best interest to begin the process immediately as it is difficult to engage in research without clear ideas about where you will be working and what you intend to accomplish. You will demonstrate your understanding of the social issue through a presentation. This process will help you gain focus and direction serving your community.

Research

Step One: In order to complete the project successfully, you are going to need to conduct research. Once you focus on a particular area of interest, you should begin to investigate a wide range of sources in order to address your questions. Your research should lead you to an understanding of the how the social issue you addressed connects directly to the local and deeper aspects of your service experience. If you are working with a partner or group of other students, you should focus on a particular aspect of the issue that interests you. You must not present the same factual information as your partner(s).

Every junior student must document data (quotes, facts, statistics) relevant to his/her research in **annotated bibliographies** using appropriate MLA style. Completing research is a prerequisite to presenting your findings.

ANNOTATED BIBLIOGRAPHIES

Reproduce the information below to create a template for your annotated bibliographies.

As you conduct research keep in mind the following requirements:

- 5 peer reviewed articles (scholarly)
- Facts different from partner's
- Detailed explanation of the relevance of facts

Format and Content:

Annotated Bibliography

Source# (1 or 2 or ...)

Student Name

Mrs. Wilson

English 11

Date

Driving Question: (Write your research question here.)

Source: (Give the MLA format citation for your peer-reviewed, scholarly article. It can usually be found at the very end of the article in a box.)

Data: (Copy and paste facts directly from your article. Use quotation marks. Put the page number in parenthesis after each fact. Do not interpret the article. This space is for direct quotes from your article that are useful to you.)

Summarize: Summarize the article in 2-3 sentences. Explain its focus and the author's purpose.

Assess: Explain if the article helped answer your research question. Was the article easy to follow? Was it clear? What useful information did it provide (or not)? How does the data you have listed above help you answer your research question? What else do you need to research still, if any?

Reflect: Reflect on the information you learned. This is where you must demonstrate your thoughtfulness while considering the information from the article. Show your ability to connect the information to your observations, experiences, or ideas you have heard concerning your chosen issue. What specifically was surprising/shocking/intriguing/moving? Why? Does this information affect or relate to your life? Your CBSL project? What new questions did the article raise for you?

CBSL Goal: What are you ultimately trying to do through your CBSL project? Phrase your answer beginning with "To..." You will restate this goal on every Annotated Bibliography.

ANNOTATED BIBLIOGRAPHY EXAMPLE

Annotated Bibliography

Source# 1

Student Name

Ms. Trent

English 11

8 October 2015

Driving Question: Are people with disabilities getting the opportunities, resources, and education they need to live their best lives?

Source: Fields, Marilyn J., Jette, Alan M.. "Dealing with Disability." Issues in Science and Technology 2(2008):85.eLibrary. Web. 11 Mar.2014

Data:

"At least one in seven residents-currently report having some kind of disability that limits their daily activities or restricts their participation in work or social life." (1)

"The enactment in 1991 of the Americans with Disabilities Act (ADA), a landmark law, has contributed to a significant increase in the understanding of disability, its causes and strategies that can prevent its onset and progression." (14)

"Many barriers remain, in health care facilities, workplaces, public spaces, transportation, and elsewhere, that limit the extent to which people can live independently and be involved in their communities."(30)

"Disability is increasingly being used as an interaction between the individual and the environment." (32)

"In recent decades, a variety of technological innovations and advances in biomedicine, coupled with shifts in attitudes about disability and legislative and regulatory changes, have helped to reduce or mitigate some of the environmental barriers that can hinder a person's opportunity to participate in everyday community life and that thus create disability." (32)

"Ironically, many barriers still exist in many hospitals and physical mobility, sensory, or other impairments." (33)

"Among the priority areas for expanded research efforts, federal agencies should invest more in developing, testing and disseminating promising interventions that will help people maintain their independence and ability to function in community life." (35)

ANNOTATED BIBLIOGRAPHY EXAMPLE, CONTINTUED

Summarize: This article states that people with disabilities aren't getting all of the opportunities they need to live their most productive life. There has been progress towards aid for people with disabilities because of the ADA's accessibility requirements, yet there are still many barriers that remain.

Assess: This article is useful in knowing that there are people with disabilities. One of the social issues in this article is about how some healthcare workers don't have the experience they need to care for patients with disabilities. The authors think that Schools of Medicine should provide their students with better education about disability and care for patients with disabilities.

Reflect: I learned that there are millions of people in the United States with disabilities, and we need to plan for the future to help create more supportive physical and social environments that promote increased independence and integration for people with disabilities. The information I got from this article is significant to my CBSL project because I was able to find out that there are still many barriers to overcome when it comes to helping people with disabilities, and we as a community could make a difference by understanding what their needs are and by working towards meeting those needs.

CBSL Goal: To work directly with student with special needs, to learn how they function in a classroom environment, and to make a positive impact on their lives and mine

ELECTRONIC DATABASES

Spring 2019 – Spring 2020

ProQuest eLibrary

1. Search **explore.proquest.com**
2. The log-in screen will appear. Type in Cardinal Newman's
User Name: **cardinalnewman**
Password: **newman**
3. For scholarly sources be sure and click "scholarly sources" using "source type" and "limit to" (features found on the side bar)

Destiny: Webpath Express

1. On the CN library homepage: <https://cnhs.follettdestiny.com>
2. Click "Catalogue."
3. Use "Webpath Express"

Sonoma County Library

www.sonomalibrary.org

Click:

1. Magazine, Newspaper, More
Research
Articles
2. Under the category of general reference go to:
Magazine Articles
3. Copy your Library Bar Code #.

A GUIDE TO RESEARCHING SOCIAL ISSUES FOR THE SERVICE PROJECT

Social Issues

Think about the social issues related to your project. Social issues are matters which directly or indirectly affect many or all members of a society and are considered to be problems, controversies related to moral values, or both.

Social issues include poverty, violence, pollution, injustice, suppression of human rights, discrimination, and crime, etc.

Social issues are enmeshed in the fabric of the community and lie beyond the control of any one individual. The Catholic Social Teachings direct us to take action by first informing our conscience; we must then address these issues in service together with those in need.

Step One: Identify the Community

In order to prepare for your project, you need to consider the social issues related to the community with which you will be working.

For example, if you are working with children, you might consider any one of the following issues:

Community: Children

Social Issues:

1. Socio-economic conditions
2. Mental health concerns
3. Educational standards and outcomes
4. Disabilities
5. Nutritional or dietary needs
6. Physical fitness
7. The role of mentoring in improving children's lives

Now think about the communities with which you will work and about the particular issues that are relevant to them.

Community:

Social Issues:

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

Ask questions!

Think about the conditions and circumstances related to your project that interest you. Start with easy questions and build to more complex ones. If you are working with a nonprofit or a community organization, consider why they came into being. Think about the population they serve. Consider how problems might escalate if the agency or organization were not able to support the population they serve. Don't be afraid to consider challenges or flaws in the programs with which you are aiming to work. Are there better, newer or more innovative ways of meeting the needs the agency seeks to address? How might the services change with more money, better resources, better public relations?

Ask more specific questions, those you are really curious to investigate.

For example, with regard to children, you might ask:

- If you are tutoring...What's the best schooling for bilingual children?
- If your designing an after school art program...How important is art in children's cognitive development?
- If you're working with children who endure economic hardships...What percentage of children living in poverty graduate from high school?
- If the students you work with are labeled "at risk"...How exactly are children categorized as "at risk"?
- If you are designing a Physical Education program...Exactly how much exercise should a 10 year old have every day?

Once you have some key questions, you are ready to begin research.
Brainstorm 5-7 questions below:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Key Terms

Finding excellent research that will help you answer your questions involves using key terms that will help to narrow down the number of articles you'll find. Sometimes putting two terms together such as "assistance dogs" and "elderly" will be useful.

Make a list of key terms. For example, if you are interested in kids and exercise, you might use the following terms:

Children or youth and poverty
Physical fitness or exercise and requirements
Methods of teaching physical fitness to youth
"Values education" and sports and youth
"Health benefits" and exercise and youth

Brainstorm your key terms below:

- 1.
- 2.
- 3.
- 4.
- 5.

Beginning to search

Popular magazines like "Time" or "News Week" might be able to provide you with introductions to these issues, but you must find peer-reviewed research. That's research conducted by professionals in academic journals. Please note: this sounds a little scary, but it's not as difficult as it sounds. It's the kind of research that will impress your professors in college, so now is a good time to find out about it.

Organizing your search

As you research, you should keep in mind that you will be building a coherent argument around your social issue. Below are some organizing themes:

- **Defining Characteristics:** How is the issue defined?
- **Geography:** How do people experience this issue in different locations?
- **History:** How did ideas about this issue evolve over time?
- **Cause/Effect:** What are the sources of the issue and how have they influenced the severity of the issue?
- **Problem/ Solution:** What has been done to address the issue? Have these interventions worked?

Online Databases

ProQuest eLibrary: A college level research engine that allows you to cite the original source: books, encyclopedias, periodicals, etc.

To log on to online sources, follow the instructions found on page 44.

For INFOTRAC, use “search” feature found on the ProQuest website.

ProQuest hosts most online sources needed for your CBSL research.

Be sure and maintain copies of all your work!

CBSL INQUIRY PROJECT OVERVIEW

1st Semester English 12

Each of you has a CBSL topic/social issue that is of particular interest to you. The purpose of this semester-long project is to investigate that topic in depth, by looking closely at books and other sources you choose. We hope to deepen your understanding of the issues and improve your engagement with your CBSL project.

Each student must do and collect the following **requirements** on their Google website project page.

1. "Read" and annotate **6 sources**.
 - Read **one** book by semester's end
 - Access and "read" **five** more sources: an informational website, TED talk, a play, a blog, an article (online or print), a poetry collection, radio show, interview, a movie or film, a TV show, a graphic novel, or another book.
2. Submit a one-page, typed **proposal** (sample attached) that includes the following:
 - The **topic** of your inquiry
 - A **Guiding Question** (or questions) about the topic (e.g., What are governments doing to improve public health? How do absent parents affect emotional health? What are viable solutions to food shortages and hunger? What can be done to improve American activity levels? How are schools failing students?)
 - A **rationale** (explanation) for why you want to study this topic all semester
 - A **summary** of what you already know about the topic at beginning of your inquiry
 - A **prediction** about what you think you will discover or hope to discover during your study
 - The **titles, authors, and genres** of the book you will read this semester. You must read the book listed on your proposal (of which I will keep a copy); therefore, you must revise your proposal if you change book titles. The sign of a great project is one that is continually being revised and refined. Submit revised proposals ASAP so that book titles can be approved in a timely manner.
 - A **discussion** of the relevance of this topic in a bigger context (i.e., the "so what?")
 - **Other sources** (websites, films, publications) you may consult for more information on your topic.
3. Complete a **blog post** each week on your Google website project page.
 - A paragraph **summarizing** of what you read and did and what you will do next week.
 - A **quotation** and **analysis** of an interesting discovery in your weekly study.
 - An **image** that is related to your learning.
4. Submit a typed **annotated bibliography** that includes the following

information for all sources.

- Title, author, publication information, and pages (i.e. complete and proper MLA citation info).
- Approximately seventy-five (75) words annotating each book or source.

5. Complete a **TED-style talk Script** that includes the following:

- References to some of your of your sources
- A clear answer to your Guiding Question
- Why the topic and your findings are relevant and substantive

6. Present and video record a seven to ten-minute **TED-style talk**. This will be your 1st semester final in English.

SECTION IV

Preparing for your Presentation



**“COR AD COR LOQUITUR”
BLESSED JOHN HENRY CARDINAL NEWMAN**

THE CBSL REFLECTION PAPER

PROCESSING THE JOURNEY 2019 - 2020

Upon completion of the CBSL project, you must write a paper reflecting on your experiences of service. The aim of the paper is for you to demonstrate the meaning of your experience. This is not a place to simply tell what happened, rather, it is an opportunity for you to explore what the experience meant to you, what questions it raised, what insights it offered regarding challenges we face as a society.

The following pages offer three ways of focusing your paper. Choose **one** of the following options of organizing your paper, use the questions offered and rubrics provided as guides.

**All papers must be organized, coherent and persuasive.
They must follow MLA format and be at least five pages in length.**

OPTION I – RESEARCH REFLECTION

Must begin work on this option January 2020

Take three or more of the peer-reviewed, scholarly articles that you found in the process of researching the social issue and examine the ways that the research related to your project. When you began your research you were just trying to find some information on a social issue. Now, your Service Project experience provides real life illustration of the research you did through the people, scenarios and organizations you encountered.

By choosing this option, you will be preparing to introduce your Senior Board presentation with insightful commentary on the meaning of the research you conducted. As a college student you will be expected to be able to summarize, synthesize and reflect on the texts that you read to demonstrate your understanding of the material you read.

Refer to the following questions as a guide to the reflection paper. You do not need to address every question, but be sure to refer to specific articles so that your reader gains a strong sense of the relation between the research and your experience. Cite your sources using the MLA format.

- What was the focus of your research? (Summarize relevant articles.)
- Did the research help to guide the activities you planned?
- Did it help you to understand the particular community you served?
- Did you use it to educate others about the issues you addressed through your project?
- Did any aspect of your project support findings that you studied in your research?
(Provide examples.)
- Did any aspect of your project diverge from findings that you studied in your research?
- What questions were raised in your project that might be answered by research?
- If you were to write a piece of research on your CBSL project, on what would you focus?

CBSL PROJECT 2020

REFLECTION PAPER RUBRIC FOR OPTION I - RESEARCH REFLECTION

- All papers must be organized, coherent and persuasive.
- They must follow MLA format and be at least five pages in length.
- Please submit this rubric with any drafts and your final reflection paper.

Organization: The paper presents a balanced reflection on the relationship between the research and the Service Project.

_____/50 _____

Research: The research is summarized, analyzed, and cited using MLA format.

_____/50 _____

Significance: The explanation of the significance of the research to the project is clearly developed with appropriate examples.

_____/50 _____

Coherence: The paper flows and builds to an insightful conclusion.

_____/50 _____

Effort: The writing reveals the author's thoughtful attention to clarity, detail and depth of reflection.

_____/50 _____

TOTAL _____/250 Points **Percentage**_____

THE CBSL REFLECTION PAPER

PROCESSING THE JOURNEY 2019 - 2020

All papers must be organized, coherent and persuasive.
They must follow MLA format and be at least five pages in length.

Option II - CASE STUDY

Must begin work at the start of Senior Year for this option
No exceptions

If your project allowed you to work closely with one or more individuals, you may choose to write a paper focused on an individual (client, mentor, student, volunteer, etc.) and tell the story of your interactions with him/her. The aim of this option is for you to explore, in depth, your understanding of the person, his/her strengths and challenges, and qualities that contributed to his/her uniqueness. Your paper does not have to describe a “dramatic” change in the person over the course of the project. Instead, this option provides you with the opportunity to think deeply about the life of someone with whom you have had meaningful experiences.

By choosing this option, you will prepare to reveal your experience of service in the Senior Board presentation. This paper will encourage you to think deeply about a person with whom you interacted in a significant way that influenced your understanding of the meaning of the project. Remember, rather than write about a brief, or chance encounter, the case study should be about a person with whom you had sustained contact over the course of the project.

Please consider the following questions as you organize your paper. Your paper should include specific and detailed examples that illuminate the points you wish to make. Develop questions of your own pertaining to the specifics of your service project work and the individual you are writing about.

- How did you initially encounter the individual?
- How was he/she involved in your project?
- What characteristics struck you as significant about this person?
- Describe your interactions with this person over the course of the project.
- How did your understanding or awareness deepen over time? (Provide specifics.)
- Did you encounter any challenges in relating with this person?
- How did you address or solve challenges that emerged?
- How did you support him/her in goals he/she might have had?
- What did the experience of interacting with this person mean to you?

CBSL PROJECT 2020

REFLECTION PAPER RUBRIC FOR OPTION II – CASE STUDY

- All papers must be organized, coherent and persuasive.
- They must follow MLA format and be at least five pages in length.
- Please submit this rubric with any drafts and your final reflection paper.

Organization: The paper is well balanced in conveying the author's experience with the subject of his/her study over the duration of the project.

_____ /50 _____

Profile: The author provides a vivid and detailed profile of the subject.

_____ /50 _____

Understanding: The author conveys a depth understanding with regard to the life and challenges of the subject.

_____ /50 _____

Significance: The author reveals the significance of his/her relationship to the subject.

_____ /50 _____

Effort: The writing reveals the author's thoughtful attention to clarity, detail and depth of reflection.

_____ /50 _____

TOTAL _____ /250 Points **Percentage** _____

THE CBSL REFLECTION PAPER

PROCESSING THE JOURNEY 2019 - 2020

OPTION III – SPIRITUAL REFLECTION

This option will allow you to focus on the spiritual nature of your service work. By choosing this option you will be reflecting on your personal journey, personal and spiritual growth and connection to the greater community. Use the following questions as a guide to writing your reflection paper. You do not need to answer every question.

All papers must be organized, coherent and persuasive.

They must follow MLA format and be at least five pages in length.

Introduction: Spiritual Journey

- Write about a spiritual idea, passage or Catholic Social Teaching that relates to your project. (refer to CBSL Booklet pgs. 11-12)
- How did you encounter this idea?
- What did you think about when you read it?
- What did it mean to you?
- Thesis: How did you come to understand this idea more deeply/differently as you implemented your project?

Self-Analysis: Personal Journey/Personal Growth

- Start with an overview that includes (Who? What? Where? When? Why? and How?)
- What were your feelings at the beginning of the project? Were you anxious, excited, nervous? (Be specific!)
- What happened to you over the course of the project? Did your plans go well? Were there struggles? Were there moments when you felt competent or successful? (Be specific)
- Tell a brief story about an important moment in the project.
- Do you understand yourself any better because of the project?
- Relate the spiritual passage (introduction) to your thinking.

Analysis of the Community Served:

- Describe the community you served. Is it well-run? Organized? In crisis? Growing? Changing?
- Over the course of the project, how you understand the strengths or weakness of the community. (Give specific examples!)
- Did particular people play a role in developing your understanding (mentor, partners, clients?)
- Relate this section to the spiritual passage from your introduction. (Do you see why the Church Teachings thinks that the issue you addressed was an important one?)

Bigger Views:

- Express change in your thinking: Did you become more aware of particular needs? Did you become more sensitive to how others experience life differently than you do? Did you understand how and why others suffer or feel despair?
- What did you learn about the world from the community you served? (Is the world equally receptive to the needs of all? Is there reason for hope? concern? action?)
- Return again to the spiritual passage, explain your deeper ideas about it.
- Relationship to the prayer of Blessed John Henry Cardinal Newman and the School & CBSL Mission statements (refer to CBSL booklet pgs. 8-9)

CBSL PROJECT 2020

REFLECTION PAPER RUBRIC FOR OPTION III – SPIRITUAL REFLECTION

- All papers must be organized, coherent and persuasive.
- They must follow MLA format and be at least five pages in length.
- Please submit this rubric with any drafts and your final reflection paper.

Organization: The paper shows a clear flow of thought from introduction to conclusion and quality sentence structure and mechanics.

_____ /50 _____

Personal Learning: The author describes specific things learned about him/herself and includes examples from the project itself.

_____ /50 _____

Community Learning: The author explores specific insights learned about community organizations, structures and people.

_____ /50 _____

Spiritual Learning: The paper demonstrates specific connections made to the Cardinal Newman Mission Statement and school patron prayers, social justice issues, themes of Catholic Social Teaching and the Gospel message as reflected in the Service Project experience.

_____ /50 _____

Effort: The writing reveals the author's thoughtful attention to clarity, detail and depth of reflection.

_____ /50 _____

TOTAL _____ /250 Points **Percentage** _____

CBSL PROJECT GOOGLE SITE/PORTFOLIO FINAL EVALUATION

Name: _____ Total Approved Hours: _____

Your Google Site/Portfolio has been evaluated and graded based on the following:

Professional Appearance (50 points) *Home page information including name and project title, neat and complete site overall. Written mechanics including spelling, grammar, and accuracy.*

Excellent	Very Good	Average/Below
___ Complete	___ Somewhat complete	___ Incomplete

Organized (50 points) *Required items organized on different site pages with correct labels and docs*

Excellent	Very Good	Average/Below
___ Complete	___ Somewhat complete	___ Incomplete

Complete (50 points) *All required items are complete with signatures (if applicable), all inserted are viewable (correct sharing settings)*

Excellent	Very Good	Average/Below
___ Complete	___ Somewhat complete	___ Incomplete

Evidence Supports Project and Measurable Goals (50 points)

Excellent	Very Good	Average/Below
___ Goals Met	___ Some Goals Met	___ Goals Not Met
___ Evidence Supportive Evidence Support	___ Most Evidence Supports	___ Lacking
___ Caption Explanation Explanation	___ Some Captions	___ Little
___ All Related	___ Some Related	___ Not Related

Evaluated and graded by: _____

Comments: _____

200 points possible/Grade: _____

VISUAL AID GUIDELINES

Your CBSL Board Presentation must include a digital media component. Students have often used PowerPoint, Google Slides, Prezi, Keynote and other formats to enhance their speech.

Include the following sections in an order which best suits your presentation:

Title Slide: Project Title, Student Name, Project Site, Image

Introduction Slide(s)/Frames: Introduce social issue; explain in a specific manner the problems and needs addressed by service work, research data, etc. Limit text.

Project Slide(s)/Frames: Service experience, how you went beyond volunteerism, effecting real change in the community and you, use specific examples and stories from your overall service project experience, etc.

Personal Growth Slide(s)/Frames: Achievements and struggles; real change in you and the community in which you worked; Explain the connection between a Catholic Social Teaching and a Biblical value in relation to your service work. Integrate these into story-telling. Do not compartmentalize each point, but rather synthesize as you explain point by referencing your project work, etc.

Concluding Slide(s)/Frames: Future thoughts such as how the overall service project experience will influence your future endeavors and Thank You to those who helped and supported you through the project, especially your mentor! Introduce your mentor if present at your presentation.

Visual Aid Tips

- Choose font and background colors that contrast and are easily readable.
- Use image(s) that illustrate and complement your presentation – please zoom in on photos
- Use text sparingly – titles, bullet points, phrases, etc. – no paragraphs!

VISUAL AID SAMPLE OUTLINE

Example of possible ordered content to include in your Visual Aid. Students must turn in an outline to Religion teacher as assigned, before the Board Presentation Day.

Introduction and Project Slides/Frames

- Problem/Social Issue
- Three Parts of Problem
- Research Data
- Project Site
- Mentor
- Population

Personal Growth/Community Connection Slides/Frames

- The Experience
- How did you go beyond volunteerism
- Struggles and Achievements
- Change in self, perception of community and change offered by your efforts
- Specific examples of experience involving people, places and environment at service site
- Stories illustrating and integrating Catholic Social Teaching(s) and Biblical Value(s)

Concluding Slide/Frame

- Overall concluding statement as to how the project experience has impacted you in your life and for your future
- Thank you to everyone who supported you through the process of completing your service project, most especially your mentor. If your mentor is present at your presentation, please introduce them to the audience

Note:

Please inform your teachers which form of multi-media you will be using for your presentation. Check with the classroom you are scheduled to present in to be sure the proper technology is available to support your multi-media presentation. It is the student's responsibility to test run media presentation in the room scheduled to deliver final Board presentation.

To help you discover Catholic Social Teachings and Biblical Values connections please visit the following website. You can also find the Catholic Catechism on the Bishop's site. U.S. Catholic Bishops Website: <http://www.usccb.org/>

SENIOR BOARD PRESENTATION OUTLINE

Using the following guide, work with a partner to begin planning your board presentation. You will use this worksheet to compose a formal typed outline to be submitted to both your English and Religion teachers. (50 points in Religion)

Introduction: What is the “Problem”?

Introduce the “social issue” related to your topic. Create a clear picture in the minds of the audience of the problem. You can begin by giving an amazing fact, asking a question, reading a quote from a story, song or poem, telling a story.

What is the “Problem”? (wow factor, draw your audience in...)

Explain your research: What are 3 “parts” of the problem?

You can refer to 3 causes, 3 consequences, 3 defining characteristics. Weave your facts, your research, into this explanation of the problem. Don’t just recite a bunch of facts. Always comment after a fact, explain it. Tell how it became real to you in your service work. Don’t let the fact speak for itself; tell your understanding of it.

Explain you research: What are 3 “parts” of the problem? (refer back to five facts)

Describe, in detail, your project: Working on the problem.

How did your project address the problem that you researched? Where did you go? What did you do? How many hours (if more than the required)? How much time, money? How many kids? Clients? etc. Paint a vivid picture of your experiences. Tell a story of a challenge or an accomplishment.

Describe, in detail, your project: Working on the problem. (storytelling)

Turn Over!

What was your contribution to solving the problem?

How did you improve a situation? Change the quality of someone’s experience? Lessen the burden on an agency? Here is a good place to offer reflection on the scope or seriousness of the problem with which you dealt. Perhaps the “big picture” won’t really change until a number of things happen. What might those things be?

What was your contribution to solving the problem?

What are the connections to the Seven Themes of Catholic Social Teachings and Gospel Values/School Mission Statements?

Connect your project to at least one theme and explain the connection to your service work experience. Specifically, how did my service experience directly connect to the social teaching addressed? Use a specific example. What Gospel values can you quote to support your service work? With Jesus as the model, how did you serve as Jesus served?

What are the connections to the Seven Themes of Catholic Social Teachings and Gospel Values/School Mission Statements? (CBSL Booklet pgs. 11-12)

What effect did the experience have on you?

Be honest! What feelings, thoughts, questions, did the experience leave you with? Having done some work, would you consider doing more; now or through your work in college or through your intended profession? Perhaps share a final story that renders the essence of the experience to you. A final quote and your comments on it would also be a good way to end.

What effect did the experience have on you? (storytelling)

Finally: Say, “Thank You”

Say, “Thank You” (in a creative manner)

CBSL SENIOR BOARDS EVENT

***A day of celebrating
Our Community***

May 2020

Special Bell Schedule for Senior Boards 2019

Prayer: Newman ACC

Continental Breakfast: Newman ACC

Time: TBA (Seniors and some Teachers)

Location: Prayer Newman ACC

Menu: Continental Breakfast

Luncheon: Newman ACC

Time: TBA (Seniors, Teachers, Community Members)

Menu: Catered Meal

Hospitality Room: Newman ACC – Snack foods provided throughout the day

*** Note: Board Presentations will take place throughout the school day in select classes throughout the campus. There will be one to two presentations per class period.**

CBSL BOARD PRESENTATION PROFESSIONAL ATTIRE

Business Casual Guidelines for Men & Women

Business casual is crisp, neat, and should look appropriate for any formal presentation. It should not look like cocktail or party or picnic attire. Avoid tight or baggy clothing; business casual is classic rather than trendy. You want to look professional for your **CBSL Presentation!**

Basics:

Khaki or dark colored slacks, neatly pressed, and a pressed long-sleeved, buttoned solid shirt are safe for both men and women. Women can wear sweaters; cleavage is not business-appropriate (despite what you see in the media).

Shoes / belt:

Wear a leather belt and leather shoes. Athletic shoes are inappropriate.

Details:

Everything should be clean, well pressed, and not show wear. Even the nicest khakis after 100 washings may not be your best choice for a reception. Carefully inspect new clothes for tags, and all clothes for dangling threads, etc. (as with interview attire).

Use common sense.

If you have the slightest thought you might be dressed inappropriately then you probably need to re-think your outfit.

Specifics for men's business casual

Ties:

It never hurts to slightly overdress; by dressing nicely, you pay a compliment to your host. Please plan on wearing a tie.

Shirts:

Long-sleeved shirts are considered dressier than short-sleeved and are appropriate even in summer. Choosing white or light blue solid or conservative stripes is your safest bet.

Socks:

Wear dark socks, mid-calf length so no skin is visible when you sit down.

Shoes:

Leather shoes should be worn. No sandals, athletic shoes or hiking boots.

Jewelry:

Wear a conservative watch. If you choose to wear other jewelry, be conservative. Removing earrings is best, therefore NO earrings

Cell phones/checking the time:

Leave your cell phone in your car! Don't worry about checking the time.

Specifics for women's business casual

Don't confuse club/street attire with business attire. If you would wear it to a club or a dance, etc. you probably shouldn't wear it in a business environment/CBSL Presentation. Also, most attire worn on television is not appropriate for business environments such as your CBSL Presentation. Don't be deluded.

Pants / skirts:

Women can wear casual pants or skirts. Neither should be tight. Fabrics should be crisp; colors should generally be solid; navy, black, gray, brown and khaki are always safe bets. For the most business-like appearance, pants should be tailored.

Skirt length and slits:

Your skirt should come at least to your knees while you are standing. While you are seated, your thighs should be covered. If your skirt comes to just below the knee, a slit to just above the knee might be acceptable. A very long skirt should not be slit to above the knee. Generally slits in the center back of a skirt — to facilitate walking a stair climbing — are acceptable. Slits to facilitate a view of your legs are not appropriate for business purposes. Slips should not be visible.

Shirt / sweaters:

In addition to tailored shirts or blouses, tailored knit sweaters and sweater sets are appropriate business casual choices for women. Cotton, silk, and blends are appropriate. Velvets and shimmery fabrics suitable for parties are not appropriate. Fit should not be tight. Cleavage is not appropriate to business and CBSL presentations.

Jewelry / accessories:

Wear a conservative watch. Jewelry and scarf styles come and go. Keep your choices simple and leaning toward conservative. Avoid extremes of style and color.

Cosmetics:

Keep makeup conservative and natural looking. A little is usually better than none for a polished look. Nails should be clean and well groomed. Avoid extremes of nail length and polish color.

Shoes:

Should be leather or fabric / microfiber. Appropriate colors are black, navy, brown, tan, taupe (to coordinate with your other attire and accessories); white and pastels are not appropriate. For the most conservative look, toes should be covered. Sandals which are neither extremely dressy nor extremely casual might be appropriate. Thin straps and spike heels are not appropriate. Chunky heels and platforms are not appropriate. Your choices reflect your judgment. Make certain you can walk comfortably in your shoes.

-Virginia Tech website (amended)

Professional Business Dress for Women



Remember low heels (2 inch or lower)



Professional Dress for Men (with a neck tie)