

## **Public Service Experiential Learning Curriculum Map**

The course is designed to develop competencies in public service experiential learning. The course focuses on why experiential learning is an important component in career or college public service preparation, and how engagement in the political, governmental, and non-profit sectors supports classroom instruction about the various aspects of public service. Experiential learning gives students the opportunity to “learn by doing”. Students participate in hands-on public service experiences and reflect on those experiences so that they can better connect the approaches, practices and knowledge gained in their coursework to real-world and research-focused case studies.

Experiential learning may occur in a structured classroom environment, within the school setting or outside the school. The balance between class meetings and activities outside class, and the requisite number of experiential learning hours that students are required to complete, will be determined by the district, school, or teachers based on district, school and teacher priorities.

Experiential learning in public service will help students better understand how public service functions and its role in a constitutional republic. Students may be exposed to government interactions with the public at the community level. Experiential learning requires students to engage professionally with public service and non-profit leaders, and their stakeholders and constituencies, including government and the public. These skills and experiences will further inform student learning in their public service academies coursework and build self-confidence and leadership skills.

The experiential learning course is divided into two units. The first unit introduces students to civic engagement in a constitutional republic. This unit focuses on how civic health is enhanced by citizens engaging in their democracy. The second unit focuses on approaches to experiential learning including job shadowing, service learning, community service and internships.

The decision as to the direction and type of experiential learning that students will fulfill is up to the teacher, school, or district. This means that one or more of the experiential learning approaches may be assigned by the instructor. There may be different opportunities or preferences among students as well such that the instructor may decide to assign some students internships while other students will complete service learning in a school setting. The instructor may also find that one or more of the experiential learning approaches described in Unit 2 is less directly connected to the student’s planned professional track. Thus, the instructor may choose to amplify some experiential learning approaches and mute others by comparison. Still, it is recommended that students learn about each experiential learning type, even if they do not engage in that approach, as they may seek future experiential learning opportunities, such as later in high school or college.

Both units include essential questions, standards and benchmarks, suggested lesson foci and instructional strategies, suggested formative and summative assessments, and a suggested materials/reading list.

PACING: The Florida Department of Education requires 180 instructional days for full year courses and 90 instructional days for half-year/semester courses. The public service experiential learning course will vary across districts, schools and teachers based on which experiential learning approach is implemented based on access to opportunities, student preferences and school and student schedules. A pacing guide is not provided for the “Experiential Learning” course due to this anticipated variation.

**COURSE GLOSSARY**

Civic engagement Community service Constitutional republic Experiential learning Government function Government structure Internship Job shadowing Non-profit sector Political environment	Public sector Service learning Government structure Government function
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PACING: Suggested pacing is based on 180 instructional days for full year courses and 90 instructional days for half-year/semester courses.

<b>Unit 1: Civic Engagement in a Constitutional Republic</b>	
This unit introduces students to civic engagement in a constitutional republic. Students will learn various lenses through which scholars examine the purpose and value of civic engagement. These lenses help us better understand the motivations for civic engagement and how civic engagement supports a constitutional republic.	
Essential Questions	How does civic engagement function within a constitutional republic? Why is civic engagement important?
Standards and Benchmarks	Civics Standards:

SS.912.CG.1: Demonstrate an understanding of the origins and purposes of government, law and the American political system.

<b>Benchmarks</b>	<b>Description</b>
SS.912.CG.1.5	Explain how the U.S. Constitution and its amendments uphold the following political principles: checks and balances, consent of the governed, democracy, due process of law, federalism, individual rights, limited government, representative government, republicanism, rule of law and separation of powers.

SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.

<b>Benchmarks</b>	<b>Description</b>
SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels.
SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.

SS.912.CG.3: Demonstrate an understanding of the principles, functions and organization of government.

	<b>Benchmarks</b>	<b>Description</b>
	SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
	SS.912.CG.3.4	Analyze the structures, functions and processes of the executive branch as described in Article II of the U.S. Constitution.
	SS.912.CG.3.5	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
	SS.912.CG.3.7	Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.
	SS.912.CG.3.1 2	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
	SS.912.CG.3.1 3	Explain how issues between Florida, other states and the national government are resolved.
	SS.912.CG.3.1 5	Explain how citizens are affected by the local, state and national governments.
Lesson Foci	<p>Compare/contrast civic engagement between the public and non-profit sectors.</p> <p>Examine the motivations for civic engagement.</p> <p>Demonstrate how the motivations of the founders may be reflected in contemporary civic engagement.</p> <p>Demonstrate how knowledge of the structure and function of government supports effective civic engagement in a constitutional republic.</p>	

	Analyze civic engagement case studies in the government sector, political environments, or the non-profit sector.
Sample Instructional Strategies	Cues, questions, activating prior knowledge Direct instruction Effective questioning Guest speakers Mastery learning
Suggested Formative Assessments	Analytic memos Concept maps Invented dialogues Problem recognition tasks
Suggested Summative Assessments	Civic engagement case study/biography (written and/or presented) Essay describing how the U.S. Constitution supports civic engagement in a contemporary constitutional republic. SWOT analysis of the role and impact of civic engagement initiatives in a contemporary constitutional republic
Suggested Materials/ Reading List	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Common Course Resource List:</p> <p>U.S. Constitution Florida Constitution The Florida Channel online Openstax American Government (freely available online textbook) Florida Joint Center for Citizenship (freely available civic education website) Civics360.org (freely available middle school civics review website)</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Unit Resource List:</p> <p>“The Question Each Citizen Must Ask” by Peter Levine, <i>Education Leadership</i>, Volume 73, No. 6, March 2016.</p> </div>

“What Kind of Citizen?”, Joel Westheimer and Joseph Kahne, *American Educational Research Journal*, Summer 2004.

Note: The Civic Engagement Research Group

(<https://www.civicsurvey.org/publications/what-kind-of-citizen>) makes this article available without a paywall.

“Perspectives on Democracy”, Washington and Jefferson College President John C. Knapp interviews Paul Loeb, video interview available on YouTube (~8.5 minutes).

“What the Research Says: History and Civics Education”, CIRCLE (Center for Information and Research on Civic Learning and Engagement), August 17, 2021.

“10 Questions for Young Changemakers”, Danielle Allen, Democracy Knowledge Project, Harvard University. This short article includes YouTube videos (both long and short), focusing on civic agency in a digital age.

“Where it all comes together: How Partnerships connect Communities and Schools”, M.J. Blank and L. Villarreal, *American Educator*, 2015.

“Youth Activism and Community Change”, CIRCLE (Center for Information and Research on Civic Learning and Engagement). This tab on the CIRCLE website includes research articles, opinion pieces, interviews and other media, and graphics, focusing on youth political activism and community change.

“What is experiential learning and why is it important?” Community Engaged Learning, Kent State University. This short article provides a list of the benefits of experiential learning.

*Guardian of Democracy: The Civic Mission of Schools*, edited by Jonathan Gould, published by the Annenberg Public Policy Center and the Campaign for the Civic Mission of Schools. Report components that best serve Unit 1 instruction include: Civic Common Sense: A Case Statement in Support of Civic Learning, Benefits of Civic Learning.

“Research on K-12 School-Based Service-Learning: The Evidence Builds”, Shelley Billig, *Phi Delta Kappan*, May 2000.

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## Unit 2: Experiential Learning Approaches

This unit focuses on four approaches to experiential learning (job shadowing, service learning, community service, internships). The teacher, school or district will determine the direction and type of experiential learning and the minimum number of hours and/or tasks to complete the experiential learning requirement.

Essential Questions	<p>What are the different types of experiential learning?          How does experiential learning impact civic skills and dispositions?          How do students reflect on experiential learning?</p>	
Standards and Benchmarks	Civics Standards:	
	SS.912.CG.2: Evaluate the roles, rights and responsibilities of U.S. citizens and determine methods of active participation in society, government and the political system.	
	<b>Benchmarks</b>	<b>Description</b>
	SS.912.CG.2.7	Analyze the impact of civic engagement as a means of preserving or reforming institutions.
	SS.912.CG.2.8	Explain the impact of political parties, interest groups, media and individuals on determining and shaping public policy.
	SS.912.CG.2.9	Explain the process and procedures of elections at the state and national levels.
	SS.912.CG.2.12	Explain how interest groups, the media and public opinion influence local, state and national decision-making related to public issues.
	SS.912.CG.3: Demonstrate an understanding of the principles, functions and organization of government.	

<b>Benchmarks</b>	<b>Description</b>
SS.912.CG.3.3	Analyze the structures, functions and processes of the legislative branch as described in Article I of the U.S. Constitution.
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SS.912.CG.3.5	Describe how independent regulatory agencies interact with the three branches of government and with citizens.
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SS.912.CG.3.1 2	Analyze the concept of federalism in the United States and its role in establishing the relationship between the state and national governments.
SS.912.CG.3.1 3	Explain how issues between Florida, other states and the national government are resolved.
SS.912.CG.3.1 5	Explain how citizens are affected by the local, state and national governments.

Economics Standard:

SS.912.E.2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.	
<b>Benchmarks</b>	<b>Description</b>
SS.912.E.2.2	Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.

Lesson Foci	<p>Instructors will develop lessons focusing on both the type and purpose of the various forms of experiential learning in which students will engage. Materials included in the “Unit Resource List” support lesson development.</p> <p>Lessons focusing on experiential learning requirements, including timekeeping, reflection and assessment, behavior expectations, professional communication, and presentation, will help students understand what is required when they engage in experiential learning.</p>
Sample Instructional Strategies	<p>Self-reflection or jigsaw discussion focusing on the philosophy of experiential learning across three quotes:</p> <div data-bbox="499 561 1892 784" style="border: 1px solid black; padding: 5px;"> <p>I hear and I forget, I see and I remember, I do and I understand. ~ Confucius, 450 BC</p> <p>Tell me and I forget, Teach me and I remember, Involve me and I will learn. ~ Benjamin Franklin, 1750</p> <p>There is an intimate and necessary relation between the process of actual experience and education. ~ John Dewey, 1938</p> </div> <p>These instructional strategies may be used as preparation for experiential learning:</p> <ul style="list-style-type: none"> <li>Role play/simulations</li> <li>Hands-on learning</li> <li>Discovery/inquiry-based learning</li> <li>Field experience/field trip/field study</li> </ul>
Suggested Formative Assessments	<p>Time sheets documenting experiential learning activities</p> <p>Journal entries documenting and reflecting experiential learning activities</p> <p>Engagement in class discussion focusing on learning outcomes</p>
Suggested Summative Assessments	<p>The following “Reflective Assignment Guide” is excerpted from the Kent State University <i>Community Engaged Learning</i> website. Instructors are encouraged to develop summative assessments based on this reflective assignment guide, or to use existing experiential learning assessment approaches already in use in their school or district.</p>

The purpose of the reflective assignment is to provide students with the opportunity to critically examine their ELR [Engaged Learning Requirement] experience and connect it to the learning objectives of their major, their future career plans, as well as their personal values, goals, and skill sets.

Completion of the reflective assignment can occur in a variety of ways, however faculty supervisors should provide guidance on the preferred format. The following list offers suggestions for how to reflect on the ELR experience and complete the reflective assignment:

- 4-6 page reflection paper
- PowerPoint or other digital presentation
- Video documentary
- Journal
- Narrated photo album
- Portfolio
- Short film

Students should aim to answer the following questions in their reflection:

**OBJECTIVE**

This part of your analysis will include descriptions of your concrete experience.

What did you do? Whom did you work with? Where did you work? What is the purpose of the organization? What did you observe? What did you hope to learn?

**REFLECTIVE**

This part of your analysis will focus on how you felt or interpreted your experience.

How did you feel at the beginning of your experience? What was the first day like? A month later? Did you feel more confident? More confused? Did you feel successful? What was the most enjoyable and challenging parts of the experience?

**INTERPRETIVE**

This part of your analysis will focus on what you learned from your experience.

What did you learn? Did you accomplish your learning goals and objectives? Why or why not? Did your experience change the way you thought about a particular issue or your career field? Why was this

experience important? How does your coursework or career field connect to this experience? Can you use what you learned in other ways?

**DECISIONAL**

This part of your analysis will explore how you will incorporate your new knowledge into your current state of mind.

What decisions have you made based on your experience? Have you changed any of your beliefs, opinions, and truths? What would you do differently next time? How has this experience affected your career path, your personal life choices, or your use of new information, skills or technology? How are you going to use this new knowledge in the future?

Materials/Reading List

Common Course Resource List:

U.S. Constitution  
Florida Constitution  
The Florida Channel online  
Openstax American Government (freely available online textbook)  
Florida Joint Center for Citizenship (freely available civic education website)  
Civics360.org (freely available middle school civics review website)

Unit Resource List:

**Job Shadowing:**

*City Hall Shadowing Program For High School Students*, Florida League of Cities

*Job Shadow Activity Guide*, Butler High School. This activity guide covers a range of types of jobs to shadow. The forms included may be readily revised for public service and non-profit opportunities.

“City’s Job Shadowing Day will give students a career glimpse for 2019 Florida Government Week”, City of Port St. Lucie, October 15, 2019.

**Service Learning:**

“What does your Syllabus say about Service? Constructing a Service-Learning Syllabus”, Michael Valliant, Center for Innovative Teaching and Learning @IUB (Indiana University Bloomington), October 19, 2018. In addition to providing good information about the elements of a service-learning syllabus, this site includes links to articles focusing on how to construct a service-learning syllabus.

“Service Learning Tool-Kit”, University of North Georgia. This tool-kit includes distinct sections focusing on each component of a service learning course including rubrics for assessing student service learning performance. In addition to the various sections, there are several QR codes providing access to service learning syllabi.

**Community Service:**

*Florida Virtual School (FLVS) Full Time High School Community Service Handbook.* This handbook includes information on how community service applies to Bright Futures Scholarships as well as forms that FLVS uses to inform students as to what does and does not count toward meeting the community service requirement, documenting service hours, and recording reflections based on their experience.

“10 Community Service Ideas for High School Students”, Saraevelyn Lowtitz, *The Leadership Program New York City (TLPNYC)*. The ten community service ideas vary as to the level of effort required to complete. The suggestions vary as to their location (in-school versus out of school).

“The Importance of Community Service in a Teen’s Life”, Aaron Heldt, *The Bridge Teen Center*, February 17, 2021. This site includes a focus on the professional, educational and personal benefits for high school students who engage in community service. This short reading may be helpful for students struggling with what they may believe is unpaid labor without value when fulfilling community service requirements.

“Poll Worker Information”, Duval County Supervisor of Elections. High school students may, once pre-registered to vote at age 16-17, or registered to vote at age 18, serve as election-day poll workers in

Florida. Access the county of residence supervisor of elections website to secure information about hours, positions, position requirements, training and pay.

**Internships:**

“Toward a Pedagogy of Internships”, Mary A. King and H. Frederick Swetzler, *Journal of Applied Learning in Higher Education*, Fall 2014, Volume 6, pp. 37-59. This article focuses on what can be learned from internships and the theories and principles that foster learning in an internship setting.

“Miami-Dade County Internships”, Miami-Dade County Government, Florida. This website is a good exemplar of the various ways that local governments present internship opportunities in their online communication. For example, the Miami-Dade County Internships page differentiates between high school and college internships, between paid and unpaid internships, and includes eligibility requirements.

“Intern Sarasota County”, Sarasota County Government, Florida. This website includes a short YouTube video in which internship participants speak about the benefits of participating in internships.

“Work with Us”, Youth and Young-Adult Programs, National Park Service. This website includes information about various summer internship opportunities, many of which are in Florida. Information about organizations partnering with the National Park Service to place summer interns are also included.