

Sophomore Project Checklist

To stay organized with the components of the Sophomore Project, we recommend you use this checklist. This list includes all assignments associated with the Sophomore Project in both English and History classes. On the reverse is a brief description of each component.

Sophomore Project Component:	Submit To:	Due Date*:
<input type="checkbox"/> Intro to World Problems Lessons*	History Teacher	<u>First Weeks of School</u>
<input type="checkbox"/> Outreach Fair	History Teacher	<u>09/05/2018</u>
<input type="checkbox"/> Community Inquiry	English Teacher	<u>09/07/2018</u>
<input type="checkbox"/> Sophomore Project Contract	History Teacher	<u>09/7-11/2018</u>
<input type="checkbox"/> Weekly Current Events Assignments Begin*	History Teacher	<u>September</u>
<input type="checkbox"/> Community Service Check-In	History Teacher	<u>10/09/2018</u>
<input type="checkbox"/> Community Service Form -15 hrs.	History Teacher	<u>12/14/2018</u>
<input type="checkbox"/> Community Service Logs – Semester 1	English Teacher	<u>12/14/2018</u>
<input type="checkbox"/> Final Draft of Research Paper*	History Teacher	_____
<input type="checkbox"/> Original Poem*	English Teacher	_____
<input type="checkbox"/> Community Service Form Due -15 hours	History Teacher	<u>05/10/2019</u>
<input type="checkbox"/> Community Service Logs – Semester 2	English Teacher	<u>05/10/2019</u>
<input type="checkbox"/> Reflective Essay	English Teacher	<u>05/17/2019</u>
<input type="checkbox"/> Three Panel Board and SP Binder	Both**	<u>05/20/2018</u>

* Not all due dates are universal. Those not printed vary from teacher to teacher.
Please write in your teachers' due dates for these assignments.

** These assignments will be submitted to the library, and you will receive a score in both English and History class. Your history teacher will review the requirements for both components—please see him/her with questions.

Brief Description of Sophomore Project Components

Introduction to World Problems Lessons

World History teachers introduce students to the concepts of service learning, social responsibility, and guide students through the process of selecting a world problem and pursuing community service.

Community Service

For each semester, students must complete 15+ hours of community service related to their world problem. Their community service must adhere to SJUSD requirements and be submitted to their world history teacher on the standard SJUSD community service pink form. If a student completes more than 15 hours in a semester, the hours do not “roll over”; however, a student may be eligible for extra credit. Hours completed during the summer apply to fall semester.

Community Inquiry

Students will use Internet research to investigate services in their local community that address the spectrum of global issues. This is meant to help students find service opportunities in their community.

Outreach Fair

Students attend the Outreach Fair (during FLEX and Lunch) and meet service related agencies. Students have the option of signing up for community service opportunities, both off campus and on campus. During the Outreach Fair, students work on their Sophomore Project Contract.

Sophomore Project Contract

On this contract, students formally (and finally) select their world problem. Students indicate the world problem they have chosen, as well as list community service agencies they will pursue for community service. Students must discuss this choice with their parents/guardians, as the form requires a parent signature. *After this form is submitted, students will not be permitted to change their topic.*

Current Event Assignments

Each week students will complete a current event assignment, detailing how their world problem is in the news. Current event assignments will include analysis of the causes of, effects of, or solutions to the world problem.

Community Service Check-In

Students turn in their pink community service form with the hours they have already done. Parents of students who do not turn in a community service form will be notified. This is meant to be an initial check on student progress.

Community Service Logs

Students will complete five journal entries each semester, describing and reflecting upon their community service. Although these logs are submitted once a semester, the logs should be completed simultaneously with the community service.

Final Draft of Research Paper

Students research the causes, effects, and solutions to their world problem, using a detailed research process. Students use both online and paper sources available in the Library/Media Center. The completed research paper is usually 5-10 pages in length, including a title page, and works cited list in MLA format.

Original Poem

Students will write an original poem, based on the students' experiences in community service and/or their world problem.

Reflective Essay

After completing their community service, students will reflect upon their experiences and describe the impact they made on their community.

Three Panel Board

Students will display the components of their Sophomore Project, as well as related images, graphs, quotes, and photos, to educate the community about their world problem. For this component, students may work alone or with 1-2 other students with a similar world problem.

Sophomore Project Binder

The Sophomore Project binder will be submitted alongside the three-panel board. Students will create a binder, complete with a table of contents, to house and display all of their written work. Each student needs his/her own binder.