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## 4 Practical Resources for Linking Service Learning and the Florida Sunshine State Standards

Florida Learn & Serve

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**4 PRACTICAL RESOURCES**  
**for**  
**Linking Service Learning**  
**and the**  
**Florida Sunshine State Standards**

2006

Produced by

**Florida Learn & Serve**



Affiliated with the Florida Department of Education  
and  
Florida State University's Center for Civic Education and Service

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*4 Practical Resources for Linking Service Learning and the Florida Sunshine State Standards*

was designed and produced by  
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# INTRODUCTION

## **Service Learning and the Florida Sunshine State Standards**

In the 1990s, the Florida Department of Education (FLDoE) and other state education agencies established and adopted education standards to cover major curricular areas in K-12 public education. Florida's standards are linked with statewide assessments in reading, writing, mathematics, and science. The statewide assessment, termed the Florida Comprehensive Achievement Test, or FCAT, is a primary tool used to evaluate student and school performance. Student promotion and graduation are based partly on FCAT scores. In addition, schools receive a grade each year, from A-F, based on their students' FCAT performance and other weighted factors.

During this same period, the FLDoE and most other state education agencies also began promoting and providing support for service-learning projects. Since 1992, the FLDoE has awarded approximately \$18 million to support 3,000 service-learning projects involving over 500,000 students. Service learning is a teaching and learning strategy in which students design, conduct, reflect, demonstrate/present on, and celebrate service activities that apply and are a means of learning. In service learning, students practice the skills and behaviors they themselves need to know via hands-on activities that meet real needs.

Because of the FCAT's importance in Florida, and its linkage with the Sunshine State Standards, most teachers who engage their students in service learning also align their projects with the standards. The hands-on and practical approaches used in service-learning projects, and the projects' typical encompassing of many disciplines, means that service learning is an excellent tool for meeting standards across multiple grade levels and subjects.

The knowledge, skills, and abilities that students gain through service learning correlate directly with the Sunshine State Standards. Every service-learning project is unique and addresses a different set of standards by subject and grade level. At the same time, however, effective and comprehensive projects—i.e., those that incorporate all the elements of service learning—address a rich array of content and process standards.

### **Why Utilize Service Learning in General, and Specifically to Address Standards?**

When, for example . . .

- students who need help with reading or math serve as tutors to younger students in those subjects,
- Spanish classes assist migrant and immigrant families who do not speak English,
- technology classes teach seniors how to use computers and the Internet,
- teen mothers teach younger girls about the difficulties and pitfalls of teen parenthood,
- history classes conduct research, oral histories, and restoration efforts in their communities,
- students with discipline problems help other students resolve conflict,
- leadership or dropout prevention classes are assigned to help other teachers organize classroom service-learning projects, or
- science classes monitor and educate others about endangered plant and animal species,

. . . the students receive at least as much as they give. A rising tide of research shows that students involved in service learning attend school more, perform better, get into trouble less often, are better able to relate to diverse groups, have greater social responsibility, are more motivated, and are more knowledgeable about careers (Billig, 2000, "Impacts of Service-Learning on Youth . . . 1990-1999").

### **Elements of Effective Service Learning**

What distinguishes service learning from other service and volunteering? In a school context, the service is directly related to academic curricula. Activities are designed to address/apply specific learning objectives, standards, and curriculum frameworks. Well-designed service-learning projects have the following elements, which are performed/led by students with teacher/adult facilitation.

#### *1. Preparation/Planning/Design*

- Needs identification/assessment
- Understanding the context for the need(s) to be addressed
- Issue discussion and selection
- Examination of players, policies, and systems impacting need(s)
- Project design

Teachers assign students tasks/work/projects to learn about the context for the service the students will subsequently provide. The service activities that follow are derived from this new knowledge, involve student voice and design, but remain within the curricular framework the teacher has established.

#### *2. Action*

- Research- and knowledge-based service activities
- Student leadership in conducting and leading the project
- Fluid activities and evolution of projects
- Collaborative work with service recipients and partners
- Application of multiple learning styles including individual work, teamwork, use of technology, tactile/manual work, oral presentations, data collection, construction, etc.

3. *Reflection* is integrated into successful projects from beginning to end, as students form and test opinions, project outcomes, measure results and impacts, discuss actions and reactions, and make improvements and future plans. Reflection allows students to process and absorb what they have experienced and is critical to meaningful learning. Reflective activities include:

- Journaling;
- Projecting project impacts;
- Discussion;
- Conducting formative and summative evaluation of activities as well as of impacts on those serving (i.e., self-evaluation/assessment) and those served;
- Making project refinements; and/or future planning.

4. *Demonstration* involves students in “showing what they have learned” by educating others about the issues they are addressing via service. Demonstration takes various forms—some of which are actual service-learning projects in themselves—including the following:

- Advocacy campaigns,
- Putting on public forums and presentations,
- Performance on the issues addressed in the project,
- Teaching others about the project and the issues behind it through lessons or presentations, and
- Creating films, portfolios, books, web sites, publications, works of art, etc., to represent the project and the needs it is addressing.

### *5. Recognition/Celebration*

Throughout the project but especially at the end, students should be recognized for their efforts. In successful projects, all participants join together to reflect on successes and failures and plan future efforts.

When all or many of these elements are in place, the impacts of curriculum-based service learning go far beyond those of traditional community service and volunteering. Service learning combines academic and affective learning to engage students, hands-on, in the real world. This combination is what makes service learning such a powerful tool, pedagogy, and strategy.

#### **Support for Service Learning in Florida—Florida Learn & Serve**

In Florida, service learning is supported through funds from the Corporation for National and Community Service as part of the Learn & Serve America program. Florida Learn & Serve awards grants to schools and school districts to engage students in service-learning activities. Each year, the approximately \$1 million awarded supports about 90 large (average of 200 students) projects, 150 mini-grants, and participation by 500,000 students. Every Florida school district has participated.

The primary selection criterion for Learn & Serve awards is the overall quality of the project as presented in its proposal. Priority is given to proposals that

- involve disadvantaged youth and diverse groups of youth,
- involve youth in administering the project,
- are interdisciplinary or involve multiple age groups,
- are part of the established curriculum, and/or
- help meet education, environmental, public safety, and other human needs.

Match or in-kind funds and partnerships are required for consideration for Florida Learn & Serve grants.

The bulk of Florida Learn & Serve funds are used to provide materials for service projects, transportation to service sites, and for coordinator release time/substitute teachers. In general, grant funds can be used to prepare for, travel to, engage in, reflect upon, disseminate information about, and celebrate service-learning efforts. Grant funds cannot be used to create positions, pay student stipends, cover indirect costs, or pay for trips other than to prepare for or conduct service.

In addition to Florida Learn & Serve, the FDOE supports service-learning links between K-12 and college students through the Community/Higher Education/School Partnership (CHESP). CHESP engages K-12 and college students in joint service-learning projects and also supports the integration of service learning into teacher education programs. A companion VISTA project places VISTAs at 20 K-12 and higher education institutions statewide to expand student service-learning efforts.

The Florida Safety Preparedness and Response Coalition (SPARC) expands K-12 service learning for Homeland Security in which students plan and implement service-learning activities that address issues such as disaster preparation, senior safety, and school and community safety. A corporate partnership with State Farm Insurances provides funds to engage students in activities that improve home safety in times of disaster.

#### **Linking Service Learning and Standards—Four Practical Resources**

Florida Learn & Serve compiled information showing linkages between service learning and the Sunshine State Standards. Local practitioners and trainers examined existing documents from Kentucky, Wisconsin, South Carolina, and Vermont, and made recommendations for a product that encompassed four key areas:

1. Detailed profiles of effective service-learning projects across subjects and grade levels, with lists of the key standards that those projects addressed,
2. A listing of the standards, with service-learning examples that address those standards,
3. A table listing the standards, the elements of service learning, and identification of which elements correlate to each standard, and
4. Examples of service-learning lesson plans—from multiple grades and subjects as well as types of activities—and the standards those plans/activities address.

In making their recommendations, practitioners noted that each set of information had value, and that a range of information sets would have the widest applicability. The products are available in a published form and also on the Florida Learn & Serve web site with free access and download. Training and technical assistance sessions are held around the state on using the materials, and the information will be updated and expanded over time.

**For More Information**

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## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.2)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.2)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.2)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.2)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.2)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.2)

Standard 2: The student understands the power of language. (L.A.D.2.2)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)

#### THE ARTS

##### Dance

##### Skills and Techniques

Standard 2: The student understands the choreographic principles, processes, and structures. (D.A.A.2.2)

##### Music

##### Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music. (MU.A.1.2)

##### Theatre

##### Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.2)

## Course Emphasis: Interdisciplinary

### Grades 3, 5

#### Project HEAL: Helping Elder Adults Live

#### Edison Park Creative and Expressive Arts School

#### Fort Myers, Lee County

##### Contact:

Linda Redfern, Project Facilitator

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Phone: (941) 334-6232 E-mail: LindaR3@lee.k12.fl.us

#### Project Profile

Many youth grow up in families and neighborhoods where older adults are not present. Students at Edison Park Elementary School were introduced to volunteerism, the needs of sick and frail adults, the benefits of diversional activities, body movement, music, drama, dance, and art to improve quality of life and career opportunities in the growing field of gerontology. The students' service learning provided an opportunity to meet the needs of the school by integrating academic and arts curriculum, and to meet the needs of the healthcare facilities by improving patient quality of life.

#### Project Support and Participation

Partners included: Heartland Healthcare Center, Hope Hospice, Edison Park Creative and Expressive Arts School, Sanibel Captiva Conservation Foundation, and Lee Memorial Hospital. The project was funded by a \$5,962 Florida Learn & Serve Grant with \$10,557.50 in matching funds and in-kind contributions from Heartland Health Care, Hope Hospice and Edison Park.

#### Service-Learning Activities

Students completed over 600 hours of service by reading and writing for patients; providing patients with companionship and socialization; facilitating patient story telling/life review; performing music, dance and dramatic performances; planting and maintaining butterfly gardens for patient enjoyment; and preparing and serving meals. Professional staff coordinated service-learning activities at each facility. At the conclusion of service field trips, students reflected on their service experience, examining fears, challenges, and stereotypes of sick and frail elderly.

#### Structured Reflection Opportunities

Faculty incorporated activities for the students to reflect upon their experience and integrated what they have learned into school curriculum. Methods used included story circles; journal writing; illustrating patient stories; letter writing; expressing their experience through the arts; incorporating patient stories into history, geography and culture lessons; and review of the life cycle in science classes.

#### Project Impact

Project HEAL gave students the opportunity to learn firsthand the importance of volunteerism and to experience the positive impact they could have on others. They also had the opportunity to learn from and work with a registered dietitian, nurses, counselors, and a local naturalist. The residents at the health care facilities looked forward to the students' visits and helped in planning activities with the students. The staff at the facilities noted positive changes in the residents' attitudes and actions as well as a willingness to work with the students.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### THE ARTS

##### Visual Arts

##### Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.4)

##### Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.4)

##### Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.4)

## Course Emphasis: Art and Science

### Grades 9 - 12

#### Sensory Art

#### Cypress Lake High School

#### Fort Myers, Lee County

#### Contact:

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6750 Panther Lane, Fort Myers 33919

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#### Project Profile

In Lee County's only magnet high school, 200 district-wide arts students are competitively chosen to attend the Cypress Lake Center for the Arts (CLCA) as a school-within-a-school. These students are talented, expressive, and have special needs to share their talents through service to the community. Concurrently, the school also annually serves over 200 at-risk youth in its Dropout Prevention (DOP) Program. The latter students have served as fragrance garden volunteers at the Fragrance Garden of Lee County over seven years. Fusing the two groups in service, two creative service-learning projects were accomplished at the Fragrance Garden of Lee County. The first project was the creation of a "Children's Touching Garden," built by DOP students. The second project, "Pipe Art," was the painting of beautiful floral scenes on surplus water drainage pipes that serve as herb planters in the garden by members of the National Art Honor Society (NAHS).

#### Project Support and Participation

This project had 86 student participants and 26 adult volunteers and impacted 1,500 service recipients. Partners were the Fragrance Garden of Lee County, Gulfshore and Optimist Club of Cape Coral. The project was funded by a Florida Learn & Serve Grant for \$5,068 with matching funds and in-kind contributions worth \$3,015.

#### Service-Learning Activities

The Children's Touching Garden was designed by the Volunteer Director of the Fragrance Garden as a dedicated area for children, constructed by students and children. DOP students were given on-site instruction on plant planting and care, on construction of meandering pathways, and bench assembly. Each student was given a section of pathway to complete. During planning and construction, students were mentored by 24 Lee County Master Gardeners and volunteer land stewards. The director of the Fragrance Garden and the CLCA art teacher collaboratively designed the Pipe Art Project. NAHS members were assigned an herb pipe to plan, prepare, and paint. Students completed horticultural research on their herb, and submitted sketches for consideration. Once approved, 24 of the herb planters were expertly painted. Students reflected on their progress by planning a children's brochure, complete with a coloring section.

#### Project Impact

It is anticipated that 9,000 children will experience the visual and tactile experience provided in the Children's Touching Garden in its first year. During the school year, service learners from the DOP were awarded partial science credit for their efforts. Pre- and post-project comparisons of participant attendance, GPA, and discipline referrals have indicated improvement for all students. Pipe Art NAHS students successfully completed their art portfolio and each presently have a permanent art project on display satisfying the primary goal of Art in Public Places.

#### Future Activities

Next year's plans include the inclusion of service learners from an elementary and a middle school. Cypress Lake High School DOP students will further enhance the garden by constructing an orchid house with an emphasis on preservation and propagation of wild orchids that are indigenous to our area. NAHS members will design a coloring book of native and exotic plants found in the garden. Trafalgar Middle School students will build butterfly houses for the existing butterfly garden and exchange seeds and plants with Beach Elementary kindergarten students for planting in their schoolyard.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured, and predicted. (SC.C.2.4)

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.4)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### MATH

##### Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.4)

Standard 3: The student estimates measurements in real-world problem situations. (MA.B.2.4)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.4)

## Course Emphasis: Science, Math

### Grades 9 - 12, K - 8

#### Econfina River Initiative

#### Taylor County High School

#### Perry, Taylor County

#### *A NATIONAL SERVICE-LEARNING LEADER SCHOOL*

#### Contact:

Terry Zimmerman, Project Facilitator

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Phone: (850) 838-2525 Fax: (850) 838-2521

#### Project Profile

Water quality is an ongoing issue in rural Taylor County. Most residents get their water from wells, and much of it is polluted. A large pulp processing plant may be a cause to the pollution, as the plant discharges untreated wastewater into the adjacent Fenholloway River. This river needs to be brought up to standards so that it is "swimmable" and "fishable," but there are no data on what the river was like before it was polluted. At the same time, students at Taylor County High School have been conducting water testing at the nearby and similar river system -- the relatively pristine Econfina River.

#### Making Curriculum Connections

Curriculum links are to math, science, and English classes, with a core group coming from the Environmental Studies Academy. Activities are directly linked with students' curricula, state standards, student assessment and grades. In 2000, the school was selected as a National Service-Learning Leader School. In this capacity, students have given numerous trainings and presentations to schools and at meetings and conferences. Several of Florida's Academic Standards for performance in Science and Math were met during the project. Some of those standards are highlighted in The Curriculum Connections column.

#### Project Support and Participation

This project received a Florida Learn & Serve Grant for \$15,158 and provided \$36,000 in matching funds and in-kind contributions. Major partnerships included Buckeye Technologies, Taylor County Environmental Health Unit, Accent Eye Care, City of Perry Wastewater Treatment Plant, Perry Newspapers, Inc., Suwannee River Water Management District, Fresh Water Fish and Game Commission, U.S. Forestry Division, Perry Animal Hospital, Dr. 's Memorial Hospital, and the Perry Chamber of Commerce.

#### Service-Learning Activities

Students conducted activities on a weekly basis. Activities included water testing (temperature, flow, clarity, dissolved oxygen, pH, salinity, nitrate) at the Econfina River, Fenholloway River, and San Pedro Bay; well-water testing; photometric indexing; flora and fauna study and monitoring; presentations to other students; and presentations at conferences and to civic organizations, scientists, and environmental officials. The students also worked with 120 middle and elementary students and their teachers, teaching them to conduct water quality monitoring at water bodies near their schools (Steinhatchee River, Spring Creek).

The program was run continuously throughout the year, with activities occurring weekly on different aspects of the project. On occasion, business partners requested that students perform a project for the community such as a coastal clean-up, radon gas testing of a public building, septic tank surveys, or a litter survey index. Students made arrangements for the project, kept project records, reported findings to appropriate officials, and evaluated the program's success. The project had three full-time VISTAs, all former students, who also helped manage and oversee efforts.



## Curriculum Connections:

### Sunshine State Standards

#### MATH

##### Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

(MA.E.1.4)

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

(MA.E.2.4)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.4)

#### Project Impact

The project began in the early 1990s. In the initial years, improvements in grades, attendance, and behavior were dramatic. These gains have leveled off over the years as the program has become institutionalized. Overall, the program has been a very effective learning and teaching tool that is very well supported and respected by the community. Whereas there is some reluctance in having outsiders test residents' wells, sinks, and septic systems, the students, as a part of the community, were welcomed. The high standards of their work are accepted by local, state, and federal environmental officials. The data the students have collected over the years on the Econfina River is being used as the standard for restoration of the polluted Fenholloway River.

#### Future Plans

Plans are to expand efforts with the assistance of VISTAs and to include students in every school in the district. Other local water bodies, such as sinkholes and springs, will be added to the study list.

## Curriculum Connections:

### Sunshine State Standards

#### **SOCIAL STUDIES**

##### **Time, Continuity and Change [History]**

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.3,4)

Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.3,4)

##### **People, Places and Environments**

###### **[Geography]**

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

##### **Government and the Citizen**

###### **[Civics and Government]**

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

#### **THE ARTS**

##### **Music**

###### **Skills and Techniques**

Standard 1: The student sings alone, or with others, a varied repertoire of music. (MU.A.1.3,4)

###### **Creation and Communication**

Standard 1: The student improvises melodies, variations, and accompaniments. (MU.B.1.3,4)

###### **Cultural and Historical Connections**

Standard 1: The student understands music in relation to culture and history. (MU.C.1.3,4)

###### **Applications to Life**

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.3,4)

## Course Emphasis: Social Studies, Music

### Grades 6 - 12

#### **Black Archives Tour Guide Program**

#### **Black Archives, History, and Research Foundation**

#### **Miami, Dade County**

**Contact:** Derek T. Davis, Project Facilitator  
5400 NW 22nd Avenue, Miami, 33142  
Phone: (305) 636-2390 Fax: (305) 636-2391

#### **Project Profile**

For the past three years, the Black Archives Tour Guide Program (BATGP) has targeted and trained inner-city students to become advocates and tour guides for their neighborhoods by teaching the history, heritage and culture of the Overtown community. BATGP remains the only service-learning program in Overtown and other inner-city communities that promotes student knowledge of local and national history, heritage, and culture in a nontraditional classroom setting through training students to become tour guides and public speakers/presenters. Students compiled oral histories through interviews of community pioneers on both video and audio tape. There is an overwhelming need for service-learning activities in the presently decaying Overtown community and throughout Miami due to the lack of local history and culture taught in the classroom and absence of intergenerational activities.

#### **Project Support and Participation**

There were 147 student participants who impacted an estimated 4,000 service recipients. The project received a Florida Learn & Serve Grant for \$10,814 with matching funds and in-kind contributions amounting to \$17,500. Partners in this project were: Dade County Public Schools Intergenerational and Multicultural Programs, The Women of Essence (local community service organization), Cammillus House, African American Caribbean Arts Association (AACAA), Greater Bethel AME Church, Booker T. Washington High School, Horace Mann Middle School, Charles Drew Middle School, Turner Tech High School, Edison High School, Jose Diego Middle School, Black Cat Productions, Jill Beach Productions, Overtown NET and the City of Miami Community Redevelopment Agency (CRA).

#### **Service-Learning Activities**

The BATGP service included planning activities and trips, ordering resource materials, contacting partners for their input and involvement, and conducting training workshops. Students conducted tours of the Chapman House, an African-American museum. After they completed their assignments on aspects of the African-American experience and conducted interviews of community pioneers and advocates, the students served as museum tour guides and docents for other students and members of the community.

#### **Structured Reflection Opportunities**

Reflection involved students participating and learning about history and culture of Miami through tours of historic sites and trips to institutions of higher learning and holding panel and informal discussions with native Miamians and pioneers. The students composed raps about the lessons they learned, and performed them for the community, students, and even for a national TV audience as part of a music awards program filmed in Miami.

**Project Impact**

The BATGP has exposed students to a new world of culture and history while teaching them the importance of community service and gives students an opportunity to learn valuable job skills. The BATGP has increased the students' self-esteem, self-awareness, and their sense of place in the Miami community.

**Future Activities**

The Black Archives plans to partner with both the 21<sup>st</sup> Century Consortium and the Community Studies Consortium to include four additional schools. The programs will be expanded to include environmental concerns, the use of public spaces and parks, political culture, and history in the various communities. The Black Archives has formed a partnership with the Miami ACLU Community Education division to join upcoming projects to assist with community forums and panel meetings to promote student advocacy and participation in the political process.

## Curriculum Connections:

### Sunshine State Standards

#### THE ARTS

##### Theatre

###### Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.3,4)

Standard 3: The student designs, conceptualizes, and interprets formal or informal productions. (TH.A.3.3,4)

###### Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.3,4)

###### Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.3,4)

###### Applications to Life

Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.3,4)

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3,4)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3,4)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3,4)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3,4)

## Course Emphasis: Interdisciplinary

### Grades 8 -12

#### Hippodrome Improvisational Teen Theatre

#### Loften High School

#### Gainesville, Alachua County, Florida

##### Contact:

Tracie Millet , Project Facilitator  
620 East University Avenue, Gainesville, 32601  
Phone: (352) 373-5968 Fax: (352) 371-9130

##### Project Profile

The HITT program is an arts-based service-learning model that uses youth from diverse backgrounds and ethnic populations to convey messages of positive choices and drug-free lifestyles through the creative venue of dramatic arts. The overall goal of the program is to provide students with a sense that they can succeed and to furnish them with the skills and knowledge necessary to resist or desist from high-risk behaviors.

##### Project Support and Participation

The project had 56 student participants and reached 620 service recipients. The interdisciplinary service project was diverse and included: community improvement, conflict mediation, drug and violence prevention, education, health, human needs, literacy, public service, research, school improvement, tutoring, and mentoring. There were daily 90-minute classroom instruction for 6 weeks per session (2 sessions) as well as Performance Tour/Peer Education Workshops (12 hours per student). The project received a Florida Learn & Serve grant of \$11,452. Matching funds and in-kind services were provided by personnel from Loften High School, Alachua Halfway House, and the Hippodrome State Theatre who are the primary partners for this project.

##### Service-Learning Activities

Program workshops addressed the issues of self-esteem, substance abuse, teen pregnancy prevention, violence prevention, delinquency, and other issues selected by the students. After the workshops, and using established performance standards as a springboard, theatre specialists led the students in the development of improvised scenarios, providing an opportunity for students to "act out" such skills as self-awareness, self-acceptance, self-improvement, interpersonal communication, and resisting negative peer pressure. After six weeks, students were responsible for collaborating with the project team to schedule performances that they wrote and composed.

The HITT program included seven-week sessions at Loften High School and Alachua Halfway House, as well as, several peer education workshops and performances. Each session provided one day of pre-testing, seven weeks of HITT classes, and a day of follow-up testing with a 100% high-risk youth population. The sessions were part of a Drama II class.

##### Structured Reflection Opportunities

The performances, or peer education workshops, included question-and-answer sessions with student audiences following each performance. Such sessions allowed students to reflect upon their service. Back in the classroom, students analyzed their performances and their own decision-making processes regarding the issues explored during each performance.

##### Project Impact

The Culture-Free Self-Esteem Inventory was used and measured positive gains in sociability, flexibility, teamwork, adaptability, discipline, and problem solving. The program evaluator's exit interviews reflected a dramatic increase in the youths' abilities to recognize obstacles and make positive choices.

## Curriculum Connections

### Florida Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.4)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### MATH

##### Number Sense, Concepts, and Operations

Standard 1: The student understands different ways numbers are represented in the real world.

(MA.A.1.4)

Standard 5: The student understands and applies theories related to numbers. (MA.A.5.4)

##### Measurement

Standard 1: The student measures quantities in the real world and uses measures to solve problems.

(MA.B.1.4)

Standard 3: The student estimates measurement in the real-world problem situations. (MA.B.3.4)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.4)

##### Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two and three-dimensional shapes.

(MA.C.1.4)

## Course Emphasis: Interdisciplinary

### Grades 9 -12

#### Harvesting Success: The Study of Poverty and Homelessness

##### University High School

##### Orlando, Orange County

##### Contact:

Wendy L. Doromal, Project Facilitator

2914 Golden View Lane, Orlando, 32812

Phone: (407) 823-8214 Email: doromal@mac.com

##### Project Profile

“Harvesting Success: The Study of Homelessness and Poverty in Central Florida” was the focus of a year-long project designed with 70 ‘at-risk’ students to fulfill the objectives of providing needed service while reinforcing relevant subject matter, understanding an important issue, raising community awareness, developing civic responsibility, and mastering core subject skills focusing on reading, writing, and math. The following activities were implemented: researching the issue to identify the needs of our area’s homeless population; reading two related novels; journal entries; sponsoring a school-wide food and clothing drive; sponsoring a community Walk-A-Thon to raise funds for a larger medical center and new respite center for the Health Care Center for the Homeless (HCCH); creating a vegetable garden for the homeless; accompanying the H.O.P.E. Team to interview the homeless in the woods; volunteering at the Daily Bread Soup kitchen and paying for soup for one week; working at Second Harvest Food Bank; conducting video interviews of the homeless and staff at the HCCH; hosting guest speakers including a master gardener, homeless and food bank agency directors, and two homeless men; participating in a real-life homeless simulation downtown; hosting a hunger banquet; and creating a web-site, booklet, video, and displays to increase community awareness on the issue.

##### Making Curriculum Connections

Students had the chance to solve problems, set goals, risk failures, work “outside the box,” explore homelessness in-depth, address the issue, and learn from each other. They applied what they learned from guest speakers, books, simulations, and working with agencies and the homeless to benefit their community. The project went beyond conventional classroom techniques to allow individual students’ talents, interests, and strengths to shine through linking interdisciplinary subjects. Every student had the chance to be a vital team player and excel. Students skilled in art and technology focused on the web site, displays, and booklet; those with green thumbs were leaders in the garden; writers concentrated on texts, and scripts; and math wizards charted statistics and oversaw the budget. Lessons emphasized tools needed to be lifelong learners such as research, analysis, problem-solving, teamwork, and communication skills. Several of Florida’s Sunshine State Standards for performance were met during this project.

##### Project Support and Participation

The project was designed, planned, and implemented by the teacher and students. Supplies and expenses were covered through seven grants the teacher applied for and received. As the project progressed, participation spread to involve others in the school and community. Agriculture classes planted rows for the hungry. The Walk-A-Thon, hunger banquet, and food/clothing drives were supported by hundreds--the student body, school clubs, parents, mentors and tutors, faculty, partners in education, homeless agency staff, and the community-at-large. Mentors, tutors, parents, media center staff, a school deputy, teachers and invited classes joined in volunteering at agencies or field trips to interview the homeless. To the students, the most important participants were the hundreds of homeless men, women, and children they served at the soup kitchen, interviewed in the woods and on the streets, and helped through their volunteer efforts.

## Curriculum Connections

### Florida Sunshine State Standards

#### MATH

##### Data Analysis and Probability

Standard 1: The student understands and uses tools of data analysis for managing information. (MA.E.1.4)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.4)

#### SOCIAL STUDIES

##### People, Place and Environments

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.1.4)

##### Government and the Citizen

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.4)

##### Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.4)

#### THE ARTS

##### Music

##### Creation and Communication

Standard 2: The student composes and arranges music within the specific guidelines. (MU.B.2.4)

##### Theatre

##### Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.4)

##### Visual Arts

##### Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and using knowledge of structures and functions of visual arts. (VA.B.1.4)

#### HEALTH EDUCATION

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family and community health. (HE.C.2.4)

## Service-Learning Activities

Imagine what it's like to be homeless or hungry. In this project, students didn't have to imagine--they lived it. Instead of just reviewing statistics about hunger, the students sponsored a hunger banquet. They arranged all aspects of the banquet, inviting 70 invited guests to represent the world population. Guests were served water and rice to represent the 55% of the world's population that does not get enough to eat; beans, rice, and juice for the 30% with just enough; and a feast of plenty for the 15% who live in wealth. Reading a story would not allow students the entry into the world of the homeless that students gained from interviewing homeless at the agencies, in the woods, and on the streets with intelligent questions that mattered to them. They spent an evening downtown in a homeless simulation. They saw camps in the woods where shelters were blue tarps hung from trees and stoves were old barrels; where paper plates nailed on trees held messages like, "Police welcome," and "Stay away Sue." At agencies, on the streets and at the soup kitchens, students listened intently as the homeless told stories and gave advice--stories about the Vietnam War; getting on a bus to Florida and being robbed of tools needed to get a job, the frigid cold of winter and unrelenting mosquitoes of summer, about living in a car with young children. Their advice was to "Stay in school" and "Don't drink or do drugs." The stories and advice moved the students to expand the project to include the Walk-A-Thon, more agency volunteer hours, and to write to policymakers about this issue.

## Structured Reflection Opportunities

After each phase of the project, there were discussions to reflect and evaluate. Students also kept journals and reflected in their writing for the hunger banquet, video scripts, web-site, displays, and in letters they wrote to policy-makers. Through their reflections, students excitedly developed new ideas to help the homeless or to study the issue. Some ideas were implemented and some are being added as the project continues. For example, students learned that foot problems are very common health concern for the homeless. They will be hosting a "sock hop" where all dancers must bring a pair of new socks as admission.

## Creating Assessment Criteria

Evaluations (self, peer and teacher) and students' daily journal entries served as tools to measure academic and personal growth throughout the project and indicated that the students exceeded objectives in all areas. Students learned more than what was written in lesson plans. As knowledge increased, stereotypes disappeared. As interaction through volunteer work progressed, tolerance and understanding replaced biases and prejudices. As students completed products, compassion and involvement replaced apathy. Interacting with the homeless opened not just their eyes, but their hearts. A visit to the Health Care Center for the Homeless (HCCH) evolved into heartfelt discussions that led to the successful food/clothing drive and Walk-A-Thon. Agency directors and staff praised the students and treated them like valued colleagues. They were asked to make the Walk-A-Thon an annual event. The project greatly increased students' self-worth and self-esteem.

## Learning From Experience

The teacher uses service-learning as a tool to reach the students who learn best from practical experience with hand-on activities. The students apply what they researched and studied in the classroom to the real world. They learn responsibility, teamwork, and skills that will be useful in the workplace because they have key roles in planning and carrying out the project. The most difficult part of this project was completing segments in the allotted time. Students and the teacher agreed to continue and expand the project in future years.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.2)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.2)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.2)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.2)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.2)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.2)

Standard 2: The student understands the power of language. (L.A.D.2.2)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.2)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.2)

## Course Emphasis: Language Arts, ESOL Grade 5

### Comet Kids Soar and Serve

Jack D. Gordon Elementary Community School

Miami, Dade County

**Contact:** Eileen Medina, Project Facilitator  
14600 Country Walk Drive, Miami, 33186  
Phone: (305) 234-4805 Fax: (305) 234-4815

#### Project Profile

Jack D. Gordon Elementary Community School is a large metropolitan school with 1,753 students. The student population is 56.9% Hispanic. The target group is 27 students enrolled in COMET (Career Opportunities Motivated through Educational Technology), a dropout prevention program, and a group of parents who have limited English proficiency (LEP). This program promoted intergenerational respect, self-esteem, good citizenship, English proficiency, and reading comprehension skills.

#### Project Support and Participation

This project received a grant from Florida Learn & Serve for \$5,976 and had matching funds and in-kind contributions totalling \$3,797. There were 27 student participants and 12 adult volunteers. Partners were: Jeanmarie Hallmark, Papa John's, Publix, EESAC, Real Way, PTA and Turf Management.

#### Service-Learning Activities

Students and LEP parents met twice a week for 45 minutes during the district's two-hour mandatory Language Arts block. Before meeting, the two groups were trained by certified teachers in English Speakers of Other Languages (ESOL) strategies and Reading Comprehension Skills. During this period, these groups read, created books, and visited the computer lab using the appropriate software to reinforce their ESOL strategies and Comprehension Reading Skills under the supervision of their teacher and two trained paraprofessionals. The project provided training for 5<sup>th</sup> graders on ESOL strategies, as well as training for LEP parents in reading comprehension.

#### Structured Reflection Opportunities

All participants used journal entries during each session, and the last 15 minutes were used for reflection and recognition.

#### Project Impact

Jack D. Gordon Elementary Community School projected that 80% of all students would show an increase of 15 points from a pre/post test in Reading Comprehension. At the end of the project, 60% of all students increased the mean score on SAT Reading Comprehension by five points or more. Targeted students' absenteeism decreased by 10% from the previous year. Eighty percent of Limited English Proficient Parents enrolled increased their ESOL level as evidenced by pre-post ESOL test. Sign-in sheets reflected no decline in parental participation. Targeted students' referral by School Case Management (SCM) forms decreased by 10% from the previous year. Assessment was made using pretest/posttest on reading comprehension (Oral Language Proficiency Scale) and referral forms. Students showed significant improvement on the posttest.

#### Future Plans

Plans for the next school year are to add an additional grade level of identified students and pair them with additional LEP parents. This will continue until all grade levels 3 through 5 are involved. The time frame and days the groups meet will be increased. Gordon Elementary Community School can serve as a model for other schools.

## Curriculum Connections:

### Sunshine State Standards

#### SOCIAL STUDIES

##### People, Places and Environments

###### [Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

##### Government and the Citizen

###### [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3,4)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3,4)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3,4)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3,4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3,4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3,4)

## Future Plans

The Council plans to develop service-learning programs to involve entire families, encouraging neighborhoods to help one another in Manatee County. "Weekend Dads" is the brainchild of one Council member who realized how difficult it is for non-custodial parents to find ways to spend quality time with their children. Today, there are weekly activities announced in the newspaper to recruit Weekend Dads and their children to participate in events such as: Tidy Tombstones (recording data from county-owned, neglected cemeteries and researching the history—and repairing broken tombstones); and Egmont Key Restoration (monthly trips to an island where a fort once stood to build environmental trails and boardwalks). As the program has matured, ManaTeens have gone off to college and wanted to continue their efforts. A new partnership has begun with Manatee Community College to expand the Home Safety for Seniors project with college students.

## Course Emphasis: Interdisciplinary

### Grades 6 - 12

#### ManaTEEN Youth Service-Learning Council

#### Volunteer Services of Manatee County, Inc.

#### Bradenton, Manatee County

**Contact:** Adraine LaRoza, Project Facilitator  
1701 14th Street West, Bradenton, 34205  
Phone: (941) 746-7117 Fax: (941) 746-7535  
E-mail: Manateens@aol.com

### Project Profile

The ManaTEEN Club is the nation's largest teen volunteer program with more than 10,000 active members who contribute 1,000,000+ hours of service annually to the residents of Manatee County. Youth Council members are ManaTEENS who have donated a minimum of 500 hours of service and who have participated in at least 10 training workshops to include grants administration, board training, aging sensitivity, disaster preparedness, etc. The Council conducts needs assessments semi-annually to determine unmet community needs and focuses its attention on addressing those needs. In 1999-2000, the Council developed several programs to assist senior citizens, including Home Safety for Seniors and Adopt-a-Grandparent. The Council awarded more than \$25,000 in mini-grants to area organizations, schools, and adult/youth groups for service-learning projects that promote youth as decision makers.

### Project Support and Participation

This project received a \$23,500 grant from Florida Learn & Serve and had matching funds and in-kind contributions for \$25,000. Partners were: Manatee County Government, United Way of Manatee, Florida Association of Volunteer Centers, Drug Free Communities, United Community Centers, and the American Red Cross.

### Service-Learning Activities

The Youth Council met throughout the year to review, select, distribute, and monitor mini-grants to local organizations. There were four rounds of mini-grants during the year. The Council trained up to 1,000 ManaTEENS each year in peer-to-peer trainings to address HIV Prevention, abstinence, aging sensitivity, disaster response, toastmasters, phone counseling, etc. In addition, the Council served as the Speaker's Bureau for the ManaTEEN Club, traveling throughout Florida to assist volunteer centers and other interested agencies in establishing teen volunteer programs.

The Youth Council provided the opportunity for hundreds of youth in our community to identify unmet needs and empowered them to find creative solutions to address community problems. There are more than 20 sustaining, long-term programs in Manatee County that were established by Youth Council members, including Ties that Bind (homeless families are provided temporary lodging at local motels while teens connect them with resources to help permanently); and Home Safety for Seniors (teens conduct safety needs assessments in the homes of elderly and then deliver and/or install equipment such as bathtub rails, peep holes, smoke alarms, etc.).



## Curriculum Connections:

### Sunshine State Standards

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention (HE.A.1.4)

Standard 2: The student knows how to access vital health information and health-promoting products and services. (HE.A.2.4)

##### Responsible Health Behavior

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.4)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### PHYSICAL EDUCATION

##### Physical Education Literacy

Standard 3: The student analyzes the benefits of regular participation in physical activity. (PE.A.3.4)

##### Responsible Physical Activity Behaviors

Standard 2: The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.4).

## Course Emphasis: Health, Science, & Physical Education

### Grades 4 - 12

#### Horses, Teens, and Persons with Disabilities

#### The Potter's House Girls Home and Reality Ranch Lake Placid, Highlands County

**Contact:** Sandra J. Lopes, Director  
140 Dunty Road, Lake Placid, 33852  
Phone: (941) 699-1685 E-mail: [alpha1@strato.net](mailto:alpha1@strato.net)

#### Project Profile

"Therapy with the Help of the Horse" to handicapped individuals was a project with the goals of utilizing at-risk young women and students as service providers, providing emotional and physical benefits for the clients, providing summer camps to inner-city youth and handicapped children, and exposing providers to career opportunities in horse therapy, teaching, and working with special people. It gave highly at-risk students a sense of purpose and self-worth.

#### Prepping for the Project

The project received two Florida Learn & Serve grant for about \$25,000 over two years. Matching funds and in-kind contributions included: Potter's House—Director, Asst. Director, & Teacher's time, van and transportation, match cost of activity supplies, insurance, training (\$20,115); Highlands Horse Therapy—truck & horse trailer, transportation, horses, training, insurance (\$14,698); Reality Ranch—transportation, horses, feed, vet care, housing, Director's time, training, camps (\$22,760). Partners were The Potter's House, Reality Ranch, Highlands Horse Therapy, and the Kiwanis Club.

#### Service-Learning Activities

Service providers completed the Association of Horse Handlers Certification Course, First Aid and CPR courses, learned about the types of limitations of clients and aid in designing an individualized program for each client. Service recipients received horse therapy for 15-30 minutes each week. There were four service providers per horse. Participants directed and assessed sessions. Volunteer physical therapists and doctors aided in developing exercises and activities for clients. Providers learned to interact with people with severe handicaps and assessed their needs, anticipated their next moves, and prepared to keep them safe.

The project included bimonthly board meetings; weekly planning and evaluation meetings, training, and hands-on experience; quarterly fundraisers, news articles; certification training; and 4-day weekend horse camps in the summer. Our goal was to provide weekly mounted horse therapy to handicapped individuals in our area,

using at-risk youth as service providers guided by adult mentors. They held summer camps for inner city youth and handicapped children. Animal Husbandry and many related subject areas relating to careers in this field were highlighted. Facilitators hope the project will double in size next year.

#### Structured Reflection Opportunities

Following each therapy session, providers completed a brief evaluation form requiring a simple interview with the client. Providers debriefed their participation and discussed future session strategies at weekly meetings. Providers made presentations, speeches, wrote publishable articles, and kept journals.

#### Project Impact

The success of the project was evidenced by an increase in requests for the program; the School Board opening all the schools in Highlands County to program; providers expanding the base of organization by talking to the Cattleman's Association, Highlands Horse Association, Quarter Horse Club, and 4-H clubs; recognition including frequent press releases with photos, appearances at local service clubs, special events, and successful semi-annual fundraising activities.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured and predicted. (SC.C.1.3.4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured and predicted. (SC.C.2.3,4)

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.3,4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3.4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.3,4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3.4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3,4)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3.4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3.4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3,4)

wetlands, delineation, and the associated legislation. The St. Johns River Celebration is a community-wide clean-up day that brings community and all the volunteer programs together.

### Structured Reflection Opportunities

Students participated in project activities as a direct part of their course curricula, and so their grades were based on their service-learning efforts. As reflection, students from Wilkinson Jr. High School produced a scrapbook and videotape about their project. Clay High School students received credit in Ecology or Limnology. All the students participate in a T-shirt day and celebration at the end of the year.

### Project Impact

The Bayard Point Legacy Project has improved the quality of the existing facility through regular maintenance, addition of new trails, and proposed facilities. The students have improved attendance, grade point averages, and attitudes. Clay High School FCAT scores improved in every category. Through the implementation of the project, students have gained a greater understanding of the community and the importance of the surrounding ecosystems. The project impacted 15,000 residents of Clay and St. Johns Counties who use the J.P. Hall Nature Preserve and approximately 1,000 students who participate in educational programs within the facility.

## Course Emphasis: Science

### Grades 6 - 12

#### Bayard Legacy Project

#### Clay High School

#### Cove Springs, Clay County

#### Contact:

Brian Bane, Project Facilitator

2025 Hwy. 16 West, Green Cove Springs, 32043

Phone: (904) 529-2110, ext. 138 E-mail: thebanes@bellsouth.net

### Project Profile

The St. Johns River is a vital resource to northern Florida. It provides habitat to many threatened and endangered species and plays an important role in maintaining the Floridan Aquifer. The urbanization of surrounding communities has had a negative impact on wetlands and other vital habitats along both the St. Johns River and Black Creek. The ongoing Bayard Point Legacy Program educates the local community about the importance of the river and its watershed. Students from Clay High School and Wilkinson Junior High learn the intricate details of forestry management and participate in research programs with the assistance of the St. Johns River Water Management District (SJRWMD). Bayard Legacy provides participating students with valuable skills that translate to the work environment.

### Project Support and Participation

This project was funded with a Florida Learn & Serve grant for \$11,704. Project partners included Clay County District Schools, who provided existing equipment, large storage shed on-site, teacher salaries, and additional stipends for Bayard Point Legacy Project sponsors; and the St. Johns River Water Management District who provided supplies, equipment, and personnel. There were 245 student participants from Clay High and Wilkinson Jr. High and 18 adult volunteers.

Students participated as part of an after-school club that met once a month as a large group and 2-4 times a month in smaller work teams to conduct activities at the site. Students were required to maintain their grades to participate. In addition, the club students were joined by science and geography classes on joint projects. There were eight site visits during the school year and one weekend River Day service day. The students made informational kiosk posters, developed a new trail on the site, produced a brochure and map for public use, helped the water management district with site maintenance, and collected aquatic vegetation data for the Submerged Aquatic Vegetation study, conducted by the Water Action Volunteers of the SJRWMD. Students began with an introductory lesson that included intensive safety training and identifying local flora and fauna. Students learned the details of forest management including

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Processes that Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.2)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2)  
Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.2)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2)  
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2)  
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2)  
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2)

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.2)  
Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.2)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.2)  
Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.2)

### Structured Reflection Opportunities

It is the practice of the group to maintain journals near the end of each session and from time to time read aloud their entries to their fellow Earth Rangers. This provides additional practice in writing, reading, and recitation skills.

### Creating Assessment Criteria

Pre-tests and post-tests were administered to all participants before and after each presentation and/or field trip.

### Future Plans

Plans are being advanced for an expanded nursery and growing facility that will utilize conventional growing systems as well as state-of-the-art vertical growing systems employing drip irrigation methods for providing chemical free water and nutrients. We also envision establishing partnerships and collaborative efforts with other area schools. Finally, Norcrest Elementary School is in the process of creating a long-distance learning program with an Earth Rangers Club located in Monteverde, Costa Rica.

## Course Emphasis: Science, Language Arts

### Grades 4-6

### OH WOW! (Our Heavenly Wonderful Outside World)

#### Norcrest Elementary School

#### Pompano Beach, Broward County

**Contact:** Jack Vesey, Principal  
3951 NE 16th Avenue  
Pompano Beach 33064  
Phone: (954) 786-3720 Fax: (954) 786-7845

### Project Profile

OH WOW! was a school-based service-learning project that provided students with a worthwhile opportunity to serve their community by performing a number of upgrading tasks at a local intracoastal park. In the process, the students gained a real-life understanding of environmental needs taught through the curriculum, as well as the hands-on activities that they were assigned to perform.

### Project Support and Participation

The project received \$14,990 from Florida Learn & Serve. Match and in-kind support was \$16,336. The park enhancement partnership involving the Earth Rangers Club at Norcrest Elementary School, the City of Pompano Beach, the City of Lighthouse Point, and a local Girl Scout troop. The Broward County Sheriff's Office, the Florida Division of Forestry, and the South Florida Community Urban Program also provided support.

### Service-Learning Activities

Earth Rangers students at Norcrest Elementary eradicated exotic and intrusive plants (specifically, oyster plants and Brazilian pepper plants) and replaced them with native vegetation, some of which they have grown themselves at Norcrest's school-based nursery. The replacement plants were intended to complement the ecosystem at the park site. As a result of their efforts, the Earth Rangers students gained a greater appreciation for the rewards and satisfaction derived from helping their community.

Students were given presentations on the Cloud Forest and Rain Forest of Costa Rica, were part of a session on hydroponics, took a field trip to the Everglades to study habitats, and learned about native species. A Senior State Forester taught the students about the number, type, and characteristics of the exotic trees and other plants found at the site, as well as the kinds of native plants that would make suitable replacements. At a subsequent session, an expert entomologist taught the students about insect life, especially the various kinds they could expect to discover at the park. Later in the term, an expert presenter on butterflies and the creation of butterfly gardens, as well as a presenter on native birds, added to the students' considerable store of knowledge.

## Curriculum Connections:

### Sunshine State Standards

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3)

#### SCIENCE

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.3)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3)

## Course Emphasis: Health, Science

### Grades 8

#### Health Explorers Learning to Make a Difference: The Sickle Cell Project

##### Sligh Middle School

##### Tampa, Hillsborough County

**Contact:** 2011 East Sligh Avenue  
Tampa, 33610  
Phone: (813)276-5596

#### Project Profile

Sligh Middle School is an inner-city, Title I School in Tampa. There are approximately 1,000 students of which over 50% are African-Americans. The Health Explorations Magnet program is designed to attract students who are interested in pursuing a career in the health care industry. The magnet program represents one-third of the student body. The targeted population is made up of 41 gifted eighth grade students. Besides exploring medical issues, these students need to challenge their reading and writing skills, improve interpersonal skills, and enhance their self-concept. Another major goal of the project is to inform people about Sickle Cell and screen for the trait.

#### Project Support and Participation

This project was awarded a \$4,080 Florida Learn & Serve grant. Matching funds and in-kind contributions totalled \$3,520. There were 44 student participants, 2 adult volunteers, and 178 service recipients impacted by this project. Partners were: The Children's Cancer Center, Sickle Cell Association of Hillsborough County, National Sickle Cell Association, the Hematology Clinic at University of South Florida, and the Cougar Store.

#### Service-Learning Activities

Targeted students spent one hour a week exploring Sickle Cell Disease. They developed a brochure and created a multi-media lesson plan designed to promote Sickle Cell screening, and then presented it to the entire student body. They disseminated consent forms and facilitated Sickle Cell screening at the school. A total of 154 students, staff and family members took advantage of the free screening. These students also become involved with the physically impaired students at the school.

#### Project Impact

On a 20-point test, students scored an average of 12 more correct answers than in the pre-test. The average FCAT Writing score of participants was 4.9. The total number of absences of participating student was 319 during the project year—these same students had 369 absences the previous year. The total number of discipline referrals of participating students was 10 during the project year—these same students had 24 discipline referrals the previous year.

The local high school will be able to use our groundwork to promote Sickle Cell testing. Our program has evolved into creating opportunities for our health explorers to tutor physically impaired students at Sligh Middle School.

## Curriculum Connections:

### Sunshine State Standards

#### THE ARTS

##### Visual Arts

##### Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.4)

##### Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.4)

##### Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.4)

##### Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.4)

## Course Emphasis: Art

### Grades 9 - 12

#### Service-Learning Project: Art Readiness Together (ART) Project

#### Baker County High School Academy of Communication Arts Macclenny, Baker County

**Contact:** Dr. Garlon Webb, Project Facilitator  
329 S. Boulevard East, Macclenny, 32063  
Phone: (904) 259-0406 Fax: (904) 259-2825

#### Project Profile

Baker County is a small, rural county in northeast Florida. No cultural or artistic activities are available locally except for presentations by school groups. There are not sufficient funds available to have art classes or faculty at the district's two elementary schools, Macclenny and Westside Elementary. The project was designed to enrich the high school curriculum by providing opportunities for high school arts students to offer arts experiences for the elementary school students.

#### Project Support and Participation

Thirty-one student "servers" reached 655 elementary school service recipients. The project received a grant of \$5,500 from Florida Learn & Serve. The three schools involved in the project maintained a close partnership and collaboration throughout the project.

#### Service-Learning Activities

Academy of Communication Arts students conducted weekly activities at the two elementary schools, to include the following: developing art lessons focusing on the NAEA objectives and the Florida Sunshine State Standards; modifying lessons with the assistance of expert adult volunteers and teachers; delivering those lessons to 655 elementary school students in small classroom settings. Another facet of the project was to conduct an art activity workshop for elementary school teachers. Eighteen Academy students along with their supervisor attended a training at Westside Elementary School and presented eight different art activities and a book of lesson plans to the teachers. The students also conducted a toy drive for needy children over the Christmas holidays.

In the project's second year, the art lessons continued, and BCHS students helped organize a Renaissance Fair of public displays of elementary school artwork.

#### Structured Reflection Opportunities

Reflective activities included journal assignments for the high school students and interviews they conducted of the elementary school teachers whose students were served.

#### Project Impact

Students provided over 1,100 hours of service on the project, serving nearly 700 students. Teachers will use the new lessons focusing on state and national standards from now on.

## The Curriculum Connections:

### Sunshine State Standards

#### **SOCIAL STUDIES**

##### **People, Places and Environments**

###### **[Geography]**

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

##### **Government and the Citizen**

###### **[Civics and Government]**

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

## Course Emphasis: Social Studies

### Grades 8 - 12

#### Intergenerational Advocacy Program

#### Miami-Dade County Public Schools

#### Miami, Dade County

**Contact:** Dr. Ramona Frischman, Project Facilitator  
1450 NE Second Avenue, Room 726-A, Miami, 33132  
Phone: (305)995-1215 Fax: (305)995-1776

#### Project Profile

This project addressed a major concern in Miami-Dade County that affects teens and elders. This concern is related to violence in the schools and community. A questionnaire conducted by the Close Up Foundation in 1999 reported that more than half of 500 high school students surveyed identified crime as a major issue. In a similar survey conducted by the Miami-Dade County Public School's Youth & Elderly Against Crime Task Force, Miami-Dade's Elder residents identified crime as a major concern in their lives. The Intergenerational Advocacy Learn & Serve Project matches teenagers with elders to provide an opportunity for them to engage in a collaborative effort to propose and implement strategies to help create a safer community.

#### Project Support and Participation

There were 896 student participants and 131 adult volunteers who impacted 1,805 service recipients. A Florida Learn and Serve Grant for \$11,245 supported this project. Matching funds and in-kind support totalled \$14,000. Partners were: Florida International University, Alliance for Aging, Close Up Foundation, and AT&T Foundation.

#### Service-Learning Activities

Elder volunteers were recruited to work with classes to develop crime prevention presentations to deliver to elder organizations via intergenerational issues forums. Students visited senior centers once a month, where clients were low-income elders, to present crime prevention tips. Each class also participated in an issues forum where community elders and leaders spoke with students about proposed public policy changes and/or grassroots strategies to help curb crime in their communities. The issues forum topics included telemarketing fraud, computer fraud, hate crimes, racism, ageism, , public safety, Social Security, service, and anti-Semitism.

#### Structured Reflection Opportunities

Reflection activities were infused within each workshop and conference activity. The activities provided opportunities for reflection as attendees discussed how they will use the information learned to implement service-learning projects in their communities.

#### Project Impact

Project students initiated safety programs designed for the elderly, which have increased their awareness of risk. According to evaluations from senior center directors whose clients received crime prevention presentations, the elders felt less susceptible to becoming a crime victim. In addition, students developed skills which enabled them to become "empowered" and to present their opinions and ideas to their community leaders, as reported by teachers. Project teachers also reported their students demonstrated improved attendance and a renewed interest in school as a direct result of their participation in project activities.

#### Future Plans

Future Plans include a focus on the development of strategies to heighten awareness regarding Medicare fraud and telemarketing scams. A major initiative will be implemented that utilizes intergenerational teams to develop service learning activities that address violence prevention at the school site. Project students will train more students in conflict resolution and peer mediation techniques. The program will also create a council of youth who represent the county. These students will control a pot of funds that will be made available to teachers and student groups to conduct service-learning projects that focus on intergenerational collaboration. The council will review, negotiate, and award mini-grants for projects, will oversee the mini-grants, and will raise funds for future efforts.

## Curriculum Connections:

### Sunshine State Standards

#### MATH

##### Number Sense, Concepts, and Operations

Standard 1: The student understands different ways numbers are represented in the real world. (MA.A.1.3)

Standard 2: The student understands number systems. (MA.A.2.3)

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving. (MA.A.3.3)

Standard 4: The student uses estimation in problem solving and computation. (MA.A.4.3)

Standard 5: The student understands and applies theories related to numbers. (MA.A.5.3)

##### Measurement

Standard 1: The student measures quantities in real world and uses measures to solve problems. (MA.B.1.3)

Standard 3: The student estimates measurement in the real-world problem situations. (MA.B.3.3)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.3)

##### Geometry and Spatial Sense

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed. (MA.C.2.3)

##### Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.3)

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.3)

##### Data Analysis and Probability

Standard 1: The student understands and uses tools of data analysis for managing information. (MA.E.1.3)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.3)

## Course Emphasis: Math

### Grade 8

#### Service-Learning Project: Building Skills and Relationships

#### DeLand Middle School

#### Deland, Volusia County

**Contact:** Kathie Hammer, Project Facilitator  
1400 S. Aquarius Avenue, Deland 32724  
Phone: (904) 822-6580 Fax: (904) 822-6583

#### Project Profile

DeLand Middle School has 1,500 students and is located in a suburban community in east central Florida. Approximately 25% of the students receive special education services, and 50% of the standard curriculum students are considered at risk. For these two groups of students, the relevancy of school assignments to real life is sometimes questionable. At the same time, there are seniors in the community who have trouble making ends meet and keeping up with basic home maintenance and repair. The project was designed to give students meaningful applications of useful skills and use them to help these seniors in the community.

#### Project Support and Participation

This project received a Florida Learn and Serve Grant for \$5,750 and had matching funds and in-kind contributions totalling \$1,897.50. Partners were: the West Volusia Police Athletic League (provided transportation), Council on Aging, and Greater Bethlehem Baptist Church. Food and drinks were also donated. There were 72 students participants and 20 adult volunteers.

#### Service-Learning Activities

Initially, students discussed in their classrooms the need to provide service to their communities and help those in need. They practiced communication skills and the specific needs of the elderly. Preparation took place daily over the course of two weeks. Targeted students measured the exterior of homes owned by senior citizens who were not able to paint the homes themselves. Students calculated surface area and the amount of paint needed to cover the houses, then painted the homes.

#### Structured Reflection Opportunities

Students reflected upon what the project meant to them and to the service recipients. Reflection logs were used as a means of reflection and were graded as writing assignments.

#### Creating Assessment Criteria

Students received academic credit for their participation and were graded on the measurement assignment and tested on the skill of calculating the surface areas and amount of paint needed for the job. They also received academic credit for their reflections; the project was linked to math, pre-algebra, language arts, and remedial reading.

#### Project Impact

Students learned the value of measuring accurately as well as the application of math skills to real life. In their reflection logs, they wrote that they experienced a sense of accomplishment in completing a job, the joy of helping other people, and pride in raising the image of young people in the eyes of an older generation. We expect that these students will be more likely to continue to volunteer their skills in the future. Teachers provided hands-on practice in measuring walls and windows to prepare the students, rather than relying on just hypotheticals, textbooks, and drills.

## The Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.2,3,4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured, and predicted. (SC.C.2.2,3,4)

##### Processes That Shape the Earth

Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.2,3,4)

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.2,3,4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.2,3,4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.2,3,4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.2,3,4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.2,3,4)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.2,3,4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.2,3,4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.2,3,4)

## Course Emphasis: Science

### Grades 5 - 12

Earth Force Community Action Problem-Solving (CAPS) Program  
Pine Jog Environmental Education Center, Florida Atlantic Univ.  
West Palm Beach, Palm Beach County

**Contact:** Carrie Mohanna, Project Facilitator  
6301 Summit Boulevard, West Palm Beach 33415  
Phone: (561) 686-6600 or 1-800-378-3508  
E-mail: pinejog@earthforce.org  
Web Site: www.earthforce.org

#### Project Profile

The Earth Force Community Action Problem-Solving (CAPS) program combined the development of academic and personal skills with civic action for youth, grades five through nine, to help them engage more effectively in solving environmental problems. The program also fostered collaboration among students, teachers, and community representatives in the execution of service-learning activities.

#### Project Support and Participation

This project was funded with a \$12,000 Florida Learn & Serve Grant and had matching funds and in-kind contributions totalling \$50,120. There were 740 student participants and 25 adult volunteers. Partners were: Abacoa Partnership for Community, Solid Waste Authority, Sierra Club, Audubon Society of the Everglades, U.S. Army Corps of Engineers, Florida Fish and Wildlife Conservation Commission, Loxahatchee National Wildlife Refuge, Donald MacDonald County Park, Florida Atlantic University, Pine Jog Environmental Learning Center, International Game Fish, John Prince Park, Environmental Resource Protection of Palm Beach County, Keep Palm Beach County Beautiful, Palm Beach Community College Ecology Club, and Loxahatchee Nature Preserve.

#### Service-Learning Activities

For CAPS, teachers and other group leaders received training on program materials and in the six-step deliberative process that students use and that underlies CAPS. The steps are (1) Community environmental inventory, (2) Problem selection, (3) Policy and community practice research, (4) Options for influencing policy and practice, (5) Planning and taking civic action, and (6) Looking back and looking ahead. The Earth Force Community vice-presidents' organization provided additional support. After investigating environmental issues, CAPS students developed and implemented plans helping to improve the local environment. Youth researched and analyzed relevant local and state regulations and explored possible solutions. Following the CAPS progress, the adult leaders for the project ensured that the young people's deliberations were objective. The students established partnerships with other schools and community organizations as they worked on their projects.

#### Project Impact

Twenty-seven educators in Palm Beach, Broward, Martin, and Indian River counties incorporated the Earth Force CAPS program into their curriculum in the subjects of science, social studies, and English, and over 700 students participated in the CAPS program.

#### Future Plans/Activities

At current funding levels, the Pine Jog Environmental Education Center will be able to continue to serve the program at 15 sites. The sites committed to the program to-date represent a broad spectrum, including youth from low-income neighborhoods, from affluent neighborhoods, from special education classes, and from at-risk populations. Additional funding will also allow for the implementation of an intergenerational program. Utilizing Palm Beach County's high percentage of retired individuals would bridge the generation gap and provide more youth an opportunity to interact with the older members their communities. Partnerships with local community colleges and universities will provide service-learning opportunities for those higher education students.



## Curriculum Connections

### Florida Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.4)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.4)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.4)

Standard 2: The student understands the power of language. (L.A.D.2.4)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.4)

Standard 2: The student responds critically to fiction, nonfiction, poetry and drama. (L.A.E.2.4)

## Course Emphasis: Language Arts

### Grades 9 -12

#### Service-Learning Project: Focus on Literacy

#### University High School

#### Orlando, Orange County

##### Contact:

Wendy L. Doromal, Project Facilitator

2914 Golden View Lane, Orlando, 32812

Phone: (407) 823-8214 E-mail: doromal@mac.com

##### Project Profile

After studying community needs, the COMPACT students of University High School elected to make literacy the focus of this two-month service-learning project. The COMPACT program is a dropout prevention program aimed at keeping at-risk students in school. The curriculum focuses on service-learning and the reinforcement of core subject matter. Forty students conducted a school book drive, collecting over 4,000 books to donate to area homeless shelters. They also joined an English honors class to plan and implement a "Read Across America" project at a nearby elementary school.

##### Project Support and Participation

The project was designed, planned, and implemented by the students and teacher. Planning and work on the project took place in the classroom. Guest speakers gave insight on the topic of literacy and community needs. Preparing the students for their presentation at the elementary school was a major element of project. Funding was provided by through program funds. A ninth grade English class participated in the "Read Across America" portion of the project.

##### Service-Learning Activities

The students responded to the need for books in local shelters and schools by conducting a book drive. They donated the books to shelters with the greatest number of children and after-school tutoring programs. For the "Read Across America" portion of the project, students researched their favorite American historical figure. They were instructed to write a formal research paper using a minimum of four sources. From there, students wrote short books at the elementary reading level. The books told about the lives and qualities of American heroes. They illustrated their books to make them more appealing to the children. Students selected such figures as Martin Luther King, Jr., Betsy Ross, Amelia Earhart, and Thomas Edison. For the presentation at the elementary school, they dressed in the costumes of the historical figures.

##### Structured Reflection Opportunities

Students began "pre-reflecting" during the planning stages of the project when they discussed opportunities for promoting literacy in their community. During the project they reflected in their (graded) journals and in open class discussions. After the project ended, students shared their experiences at an awards day banquet and in a story they wrote for the program's quarterly newsletter. A local television station and newspaper covered the "Read Across America" presentation, giving students the opportunity to reflect in public when responding to reporters' questions.

##### Creating Assessment Criteria

Teacher observation, peer review and self-evaluation were assessment methods utilized throughout this project. Grades were based on meeting deadlines, participation, and the quality of written work. The project's overall success was also reflected in improvement in student attendance and discipline. Students elected to work as team members while they were working on creating individual books. Artistic students helped several students with illustrations, some served as proofreaders, and others helped with word processing and layout. Students continued to discuss the project long after it was over which was another indication of its success.

## Curriculum Connections

### Florida Sunshine State Standards

#### SOCIAL STUDIES

##### Government and the Citizen [Civics and Government]

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3,4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.3,4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.3,4)

#### Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Technical and Production Skills

Standard 1: The student organizes work assignments by demonstrating production techniques.

##### Technology

Standard 1: The student integrates academic and applied technology principles into the workplace.

##### Labor

Standard 1: The student demonstrates an understanding of labor issues related to the workplace.

##### Community Issues

Standard 1: The student analyzes and communicates the impact that industry and the community have on each other and on the individual.

##### Health, Safety, and Environment

Standard 1: The student analyzes and communicates health and safety issues in the workplace and community.

##### Personal Conduct

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

## Course Emphasis: Interdisciplinary

### Grades 6 - 12

#### Service-Learning Project: Teen Works

#### Horizons/New Pathway Alternative Center

#### Alachua County

**Contact:** Melinda Anderson, Project Facilitator  
2802 NE 8th Avenue, Gainesville, 32641  
Phone: (352)955-7250 Fax: (352)955-7251

#### Project Profile

Teenworks is an ongoing, multi-faceted school and community service-learning project involving all students and staff at Horizons/New Pathways. This alternative school center serves very high-risk students in grades six through twelve. The program is provided for teens who have serious and/or chronic behavior problems at their home schools. Moreover, students who have committed serious legal offenses, both in, or out of the public school system, may attend this center. Placement is designed for no less than one semester; however most students stay two semesters and some choose to continue for longer periods or until graduation.

#### Project Support and Participation

The project received a \$15,000 Florida Learn & Serve grant and matching and in-kind sources including 25% of an Alternative Education Teacher's salary and benefits (\$15,000); 6 teachers, 2 schools, 72 hours per week (\$12,000); various agency staff members' weekly time contributions. There were 200 student participants and 60 adult volunteers who serve thousands of service recipients.

Partners were Lowe's Home Improvement, Home Depot, the Volunteer Center (support training and service coordination), Gainesville Recreation Department, Regional Transit System, Gainesville Public Works, City of Gainesville Cultural and Nature Operations, Duval Elementary, Prairie View Elementary, Keep Alachua County Beautiful, Alachua County Adopt-a-Road, St. John's River Water Management District, Florida Trails, and the Florida Department of Environmental Protection.

#### Service-Learning Activities

Teenworks includes mentoring, tutoring, community agency volunteer work, beautification, intergenerational, human needs, environmental, life skills building and school-to-work experience. Service-learners began their experiences and projects on campus while developing cooperative and communication skills necessary for more independent and small-group community projects.

Teenworks students tutored elementary students at two schools, assisted member teachers, created wooden toys for the local Ronald McDonald House, helped out at a nearby day-care center, worked in county-wide recycling projects, assisted the Regional Transit System, Cultural Affairs, the City Recreation Department, helped repair bicycles for the Downtown Community Bicycle Project, did home repairs for seniors, and worked with Keep Alachua County Beautiful.

#### Project Impact

Participants had significant attitudinal changes toward school, the community, parents, teachers, themselves, and their future. The project focused on developing positive behavior, higher responsibility, and enhancement of cooperative and communication skills. Service learning helped the students earn respect while developing a sense of investing in and belonging to their community. Teachers became increasingly involved in service learning as it impacted virtually every classroom. The curriculum were self-paced, competency-based, and blended so credit deficits could be addressed.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.2)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.2)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.2)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.2)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.2)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.2)

Standard 2: The student understands the power of language. (L.A.D.2.2)

### Applied Technology Curriculum

#### COMPUTER TECHNOLOGY

##### Basic Operations and Concepts

Standard 1: The student uses the keyboard and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

##### Social, Ethical and Human Issues

Standard 1: Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.

## Course Emphasis: Language Arts, Computer Technology

### Grade 5

#### Electronic Generation Connection

#### Cheney Elementary School

#### Orlando, Orange County

**Contacts:** Lorie Kuritzky, Anne Lynaugh, Project Facilitators  
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Phone: (407) 672-3120, ext. 234  
E-mail: kuritz@ocps.k12.fl.us, or lynauga@ocps.k12.fl.us  
Web site: www.ech.ocps.k12.fl.us/

### Project Profile

The primary project goal was to set up a teaching/learning method connecting meaningful service with academic learning, personal growth, and civic responsibility. Through e-mail, Cheney Elementary students become involved with senior citizens at Winter Park Towers by corresponding and bonding with an older person in a positive, and educational way. Students provided social and mental interaction for the seniors, as well as enhancing writing and speaking skills and academic studies. The students and their senior key pals exchanged information at least twice per month, pertinent to the students' curriculum, by way of the Internet. It gave the seniors a way to be valued by the younger generation for their knowledge, accomplishments, and love.

### Project Support and Participation

This project received a \$4,764 Florida Learn & Serve grant and had matching funds and in-kind contributions totalling \$15,380. The partnership between Cheney Elementary and Winter Park Towers and VerioNet Internet Services was ongoing throughout the school year.

### Service-Learning Activities

Beginning in September, students e-mailed their senior key pals and received responses. The students were directed by their teachers to write about what they were presently studying in the 5th grade curriculum. The students were able to go on three field trips to Winter Park Towers to get to know their key pals better. The final get-together was in May at Cheney Elementary when the seniors came to the school for a Celebration of Friendship. The students and seniors exchanged regular mailing addresses in order to continue corresponding over the summer.

### Project Impact

Project goals were measured by the classroom teacher's lesson plans, the students' journals, the number of times the students e-mailed their key pals (as evidenced by printed copies of their e-mails kept in a three-ring binder), a pre- and post-test attitude survey (that indicated a 99% improved attitude toward the older generation on the part of the students), and greater awareness and improved capability of using the Internet and e-mail. The goals not only reached our expectations but exceeded them when the fifth graders FCAT reading and math test scores soared by 20%.

### Future Plans

The teachers will continue this project. VerioNet has committed to continuing their free Internet service to Winter Park Towers as long as the program is in place. An addition to next year's program would be to provide seniors curriculum-based software that the students are using. They would be doing parallel activities in the Resident Home and classroom to discuss in e-mail correspondence and during visits. They would also like to include the third grade and have the seniors paired with them as Reading Buddies.

## Curriculum Connections:

### Sunshine State Standards

#### **SOCIAL STUDIES**

##### **Time, Continuity and Change [History]**

Standard 1: The student understands historical chronology and the historical perspective.

(SS.A.1.2,3,4)

Standard 5: The student understands U.S. history from 1880 to the present day.

(SS.A.5.2,3,4)

##### **People, Places and Environments**

###### **[Geography]**

Standard 1: The student understands the world in spatial terms. (SS.B.1.2,3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.2,3,4)

##### **Government and the Citizen**

###### **[Civics and Government]**

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.2,3,4)

Standard 2: The student understands the role of the citizen in American democracy.

(SS.C.2.2,3,4)

## Course Emphasis: Social Studies

### Grades 4 - 12

#### Pages in Time

Osceola School District/OASIS Volunteer Department

Kissimmee, Osceola County

**Contact:** Mary Johnson, Project Facilitator  
817 Bill Beck Boulevard, Kissimmee, 34744  
Phone: (407) 870-4080

#### Project Profile

An estimated 19,000 seniors (age 65 or older) live in Osceola County; each one has a rich personal memory that may be utilized as an educational resource. For a number of seniors, sharing personal memories is a method of community service and historical preservation. For participating students, this was a rare chance to learn about history and the importance of individuals, while reinforcing their writing, communication and interactive skills and providing companionship to seniors.

Pages in Time was an educationally collaborative project designed to use human experience as an historical resource, while reinforcing student learning and skills. Over 180 students from four schools--Highlands Elementary, St. Cloud Middle, Parkway Middle, and St. Cloud High--interviewed senior partners and compiled information to be presented in either a written or video reports. A wide range of students participated. Topics addressed included WWII, the Civil Rights Movement, and the Holocaust (the Holocaust Memorial Center is nearby in Maitland).

#### Project Support and Participation

This project received a \$4,744 Florida Learn & Serve award and had match and in-kind contributions of \$3,140. Partners were the Osceola County Council on Aging, RSVP, Holocaust Memorial Center, the Narcoossee Cemetery, Osceola County Historical Society, Kissimmee Parks and Recreation, Osceola County Commissioner, Ken Smith, Young Volunteers in Action, the four schools, and the OASIS Volunteer Department.

#### Service-Learning Activities

Participating schools and grade levels were selected to reflect racial and age diversity on this intergenerational oral history project. Daily, weekly, and bi-monthly interviews and presentations were geared around academic curriculum and time constraints. Field trips were designed as a culmination or addition to the "senior" interview process. Students scheduled the interviews with the seniors and also planned and coordinated the field trips to see the seniors and for the restoration project at the 200-year-old Narcoossee Cemetery. Additional interviews were held in correspondence with after-school service club and youth service organizations. In addition, Young Volunteers in Action Summer Institute activities provided each participant 68 hours of educational participation. The restoration and research of 200-year-old cemetery, field trips, and "senior" interviews were inclusive.

The project culminated in the publication of the written histories and presentation of the video of the interviews. Student participants included 30 high school history students, 30 high school youth service students, 10 middle school youth service students, 70 middle school history students, and 10 elementary school ESE students. Thirty-five to fifty families of seniors were interviewed.

#### Project Impact

The tabulation of 3,205 student service hours created historical resources that will preserve historical moments in the time for senior participants and their families, while providing a valuable educational tool for students throughout the district. The project also helped reinforce or improve students' writing, communication and social skills.

## **Curriculum Connections:**

### **Sunshine State Standards**

#### **LANGUAGE ARTS**

##### **Reading**

Standard 1: The student uses the reading process effectively. (L.A.A.1.2,4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2,4)

##### **Writing**

Standard 1: The student uses writing processes effectively. (L.A.B.1.2,4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.2,4)

##### **Listening, Viewing, Speaking**

Standard 1: The student uses listening strategies effectively. (L.A.C.1.2,4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.2,4)

##### **Language**

Standard 1: The student understands the nature of language. (L.A.D.1.2,4)

Standard 2: The student understands the power of language. (L.A.D.2.2,4)

##### **Literature**

Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.2,4)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.2,4)

## **Course Emphasis: Language Arts**

### **Grades 3-5, 10-12**

#### **Moving on Up!**

#### **Southport Elementary School**

**Contact:** Deborah Street, Project Facilitator  
1835 Bridge Street, Southport, 32409  
Phone: (850) 265-2810 Fax: (850) 265-3703

#### **Project Profile**

The project was designed to help improve academic performance of 3<sup>rd</sup>-5<sup>th</sup> graders through regular tutoring by high school students. In addition, the elementary and high school students addressed the needs of local elderly residents.

#### **Project Support and Participation**

Thirty-one student participants reached 655 service recipients. The project received a grant of \$5,500 from Florida Learn and Serve. In-kind and matching funds amounted to \$28,404 including teachers' donated time to coordinate project; food donated from Domino's Pizza; a \$500 school donation, and use of school equipment and supplies. The three schools involved in the project maintained a close partnership and collaboration throughout the project. There were 110 elementary and 120 high school participants.

#### **Service-Learning Activities**

High school students worked with elementary students needing tutoring and mentoring one day a week for three hours per visit. The tutors developed teaching plans for their tutees. The tutoring was tied directly to state standards and information measured in the FCAT. High school and elementary school students joined together to help local elderly residents. The students provided companionship, did household chores, and helped do yard work. The high school students received credit through a leadership class. They received one credit per semester and a grade based on their participation in the project.

#### **Project Impact**

Students provided over 1,100 hours of service on the project, serving nearly 700 students. Teachers will use the new lessons focusing on state and national standards from now on. Grades and attendance improved among the elementary school students who received tutoring and individualized assistance. Parents and school administrators have expressed a high level of satisfaction with the project.

#### **Future Plans**

The school is planning to add character education as another element of its service-learning efforts. Teachers will receive training and instruction on how to integrate the two methodologies into their curricula. Every class will be involved in service learning in some way.

## Curriculum Connections:

### Sunshine State Standards

#### SOCIAL STUDIES

##### Time, Continuity and Change [History]

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.3,4)

Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.3,4)

##### People, Places and Environments

###### [Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

##### Government and the Citizen

###### [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.3,4)

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.3,4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.3,4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.3,4)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.3,4)

##### Language

Standard 1: The student understands the nature of language. (LA.D.1.3,4)

Standard 2: The student understands the power

and contact with parents. There was also a celebration, a gala event at Wentworth State Museum in which all participants and others were invited. Students also actively participated in downtown events.

### Project Impact

*Voices of the Past*, Vol. 5 was awarded the gold medal from Columbia Scholastic Press Association. This was the fifth year for this honor. With the middle school involvement, a new book was produced: *Harry and Friends Visit the Museum of Commerce*, a cartoon/activity booklet for young readers. Old Hometown was awarded the distinguished student publishing award from EdPress, the Association of Educational Publishers. Melinda Beckett, the Old Hometown Director, was awarded the Tunick Service-Learning Award by Florida Learn & Serve for outstanding contributions to service learning in 2000.

## Course Emphasis: Social Studies, Language

### Arts

#### Grades 6 - 12

#### Old Hometown

#### Pensacola, Escambia County

##### Contact:

Melinda Beckett, Project Facilitator

212 E. Church Street, Pensacola, 32501

Phone: (850) 595-6843, E-mail: [mbeckett@oldhometown.org](mailto:mbeckett@oldhometown.org)

Web Site: [www.oldhometown.org](http://www.oldhometown.org)

### Project Profile

Old Hometown is an interdisciplinary, heritage-based service-learning program sponsored by the Escambia County School District and the Historic Pensacola Preservation Board (HPPB). Located in the historic district of Pensacola—the second-oldest continuously inhabited community in America—Old Hometown's facility is a restored 19<sup>th</sup> Century school provided by the HPPB to the school district at no cost. Virtually every activity at Old Hometown is service learning related to the history of Pensacola.

Besides addressing history-based needs of the historic area, the project directly addresses academic needs for hands-on learning, career preparation, and addressing standards and high-stakes tests. In keeping with our statewide effort in basic skill development, Old Hometown adopted Spencer Bibbs Academy, a level one "F" school.

### Project Support and Participation

This project has received Florida Learn & Serve support since 1994. Match and in-kind support included \$30,000 in-kind contributions from Historic Pensacola Preservation Board; \$2,000 from the Florida Council for the Social Studies; and a Title VI Grant for \$6,500. Partners for this project were the Historic Pensacola Preservation Board of Pensacola, Pensacola Historical Society, University of West Florida, Escambia District Schools and the PATS Center, the gifted/talented center of our school district.

### Service-Learning Activities

Students applied reading, writing, speaking, and technology skills to raise public awareness of Pensacola's history. Students developed computer literacy in desktop publishing, Internet research skills, as well as skills in videotaping and photography. Old Hometown students tutored Spencer Bibbs students in grades K-5 on a weekly basis, assisting teachers and becoming part of the active mentoring program of the school. As a result of interaction in the community, students developed a greater appreciation of service learning by documenting the lessons of the past through oral history. They also learned through field trips to various museum sites researching, documenting, and interviewing.

Two primary projects were (1) the *Voices of the Past* oral history project, in which students researched the area and then wrote, edited, designed, and published a book on local history after interviewing Pensacolians; and (2) the tutoring at Spencer Bibbs. Students also mentored K-5 students, wrote and performed historical puppet plays, gave living history presentations, served as museum docents, and expanded the project web site. Reflection included discussions, logs, performances, public presentations,

and contact with parents. There was also a celebration, a gala event at Wentworth State Museum in which all participants and others were invited. Students also actively participated in downtown events.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured, and predicted. (SC.C.2.4)

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.4)

##### The Nature of Science

Standard 1: The student uses scientific processes and habits of mind to solve problems. (SC.H.1.4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

under the guidance of Jose Nunez, biological scientist from the University of Florida; develop educational kiosks for all trails, the salt marsh, and exotic invasive plants; initiated a longitudinal study on the birds of the preserve; and provide educational tours for the mainstream marine biology classes from Flagler Palm Coast High School. Project activities are integrated into an interdisciplinary curriculum. The activities are in fact the centerpiece of the curriculum. The Legacy students provided six educational tours for marine biology students, community groups, and also hosted a state Compact Conference for teacher from throughout Florida. Students made presentations at school board meetings, Rotary Club meetings in Flagler and Volusia Counties, and were featured in the local newspaper.

#### Structured Reflection Opportunities

Students are given reflective assignments at all stages of the project and graded on their performance on and understanding of the project. Students express this knowledge through presentations, reports, teaching others, assignments, and traditional assessments.

#### Project Impact

The students in the project have all increased their GPAs, and their higher graduation and promotion rates reflect the success of the program. Attendance has improved, and disciplinary referrals have been minimal. Of the 30 at-risk students, 12 made the honor roll at least once during the school year and 14 had a GPA of at least 2.0. There were no dropouts. The community has enjoyed the improvements at the preserve and the interaction with the students. Community groups now use the Legacy students as tour guides, and Legacy students have also been invited as guest speakers at many community organizations. Community and administrative support for the program are outstanding.

## Course Emphasis: Science

### Grades 10 - 12

#### Flagler Legacy Compact Program

#### Flagler Palm Coast High School

#### Bunnell, Flagler County

**Contact:** Frances Royals, Project Facilitator  
P.O. Box 488, Brunell, 32110  
Phone: (904) 437-7540 Fax: (904) 437-7546

#### Project Profile

The Flagler Legacy Compact Program is an ongoing satellite program located on the 1,500-acre Princess Place Preserve. Flagler County is making the preserve accessible to the public as a passive recreation site and environmental education and has expressed a need for assistance in performing basic studies of the preserve to protect and maintain habitats, create educational literature, and educate the public. The community servers consist of 30 at-risk students from Flagler Palm Coast High School's alternative education classes who, by participating in the Legacy Compact Program, develop the skills necessary for academic and social success. By completing the service-learning projects, the students are making the preserve more accessible to the public. The students have become, in effect, adjunct staff for the preserve that both agencies (St. Johns River Water Management District and Flagler County) need, but do not have.

#### Project Support and Participation

This ongoing project received a \$20,000 Florida Learn & Serve award. Match totalled \$31,000. Partners for this project were: the Flagler County Board of Commissioners who provided a building for two classrooms; the St. Johns River Water Management District who provided resources, technical assistance, and training for teachers; the Whitney Laboratory of the University of Florida, which provided a biological scientist who worked two mornings each week with teachers and students, and the Rotary Clubs of Flagler County who provided mentors for all project students.

#### Service-Learning Activities

The 30 at-risk students spend a three-block period (255 minutes) each day, participating in an interdisciplinary curriculum that reflects the unique site and service-learning projects of the students. Students select, plan, perform, reflect on, and teach others about their projects. As part of their land management, students test water in the estuaries; design interpretive signs for trails; inventory plants and create herbaria displays; published a *Field Guide to Princess Place Preserve*; conduct estuary studies

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.3,4)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.3,4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.3,4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.3,4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.3,4)

#### SOCIAL STUDIES

##### People, Places and Environments

###### [Geography]

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

##### Government and the Citizen

###### [Civics and Government]

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3,4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3,4)

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

##### Labor

Standard 1: The student demonstrates an understanding of labor issues related to the work place.

## Course Emphasis: Interdisciplinary

### Grades 6 - 12

#### Project Second Chance

#### Wakulla County Schools

#### Crawfordville, Wakulla County

##### Contact:

Mike Mason, Sue Anderson, Project Facilitators  
87 Andrew Hargrett Road, Crawfordville, 32327  
Phone: (850)926-8111 Fax: (850)926-2442  
E-mail: anderson@wakulla.k12.fl.us

#### Project Profile

"Second Chance" is an involuntary dropout prevention program designed to serve students in grades 6-12 who are unable to function successfully in a regular school setting due to discipline problems, poor attendance, or involvement in the juvenile justice system. The goal of the Project Second Chance service-learning program was to provide a practical instructional program that enabled these students to become productive citizens.

#### Project Support and Participation

There were 60 students participants and 8 adult volunteers who impacted 20,000 service recipients through this project. Funded was provided by a Florida Learn and Serve Grant for \$4,486 and matching funds and in-kind contributions totalling \$7,500. Partners were: Wakulla County School Board who provided \$7,500 and Florida State Parks who provided materials. Local park service sites also waived entrance fees and provided food and canoe rides for the students.

#### Service-Learning Activities

As preparation for Project Second Chance activities, students and teachers attended service-learning and team-building workshops. The students selected projects based on the needs of the community, and the classroom teachers worked together to enhance the existing curriculum using an interdisciplinary approach. Students participated in a variety of activities, including making improvements at Wakulla Springs State Park, Ochlockonee State Park, Sopchoppy City Park, the Sopchoppy Community Theater, and the historic Sopchoppy Gym.

Projects at the parks included renovating river ramps, straightening fences, repairing a dock, counting gopher tortoise holes, and trail maintenance. Projects with the seniors included preparing and serving lunches for special events, pre-school graduation, and repairing seniors' homes.

#### Structuring Reflection Opportunities

Reflection activities during the project included writing newspaper articles, making scrapbooks, writing in journals, and participating in class discussions. The students' reflections were assessed, and their accomplishments were recognized by their community partners as well as the service recipients.

#### Project Impact

Data showed an increase in self-esteem as measured by self-inventories. School records also indicated that attendance improved.

#### Future Plans

Ochlockonee State Park was sufficiently pleased with the students' work to ask the students to return next year and work on future projects. The park will continue to provide most raw materials for projects. The project was re-funded from Florida Learn & Serve for 2001, and activities will expand to include oral histories with the senior citizens.



## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.4)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.4)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.4)

##### Language

Standard 1: The student understands the nature of language. (LA.D.1.4)

Standard 2: The student understands the power of language. (LA.D.2.4)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.4)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.4)

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their student came from. Each oral his

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with photos

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ings. The books were covered with designs or cloth that represented the country of t

e ESOL student. The students planned and gave parties for the ESOL class. They t

ught the students about American traditions and holidays in vocabulary lessons. Then they

osted parties to celebrate the holidays. For one party, students invited the ESO

students to bring a traditional dish from their country to share. Students shared music

dances, song, and food from Puerto Rico, Cuba, Honduras, Viet Nam, Mexico, Japan, Ch-

ina, Pakistan, Morocco, Albania, and other cou

## Course Emphasis: Language Arts

### Grade 10

#### Adult ESOL/High School English Connection

#### University High School

#### Orlando, Orange County

##### Contact:

Geri Stephenson, Project Facilitator

11550 Lokonatosa Trail, Orlando, 32717

Phone: (407) 482-8700

##### Project Profile

Sixteen tenth grade English students worked twice weekly with an evening adult ESOL class that has 25 non-English speaking adult students. Students were trained to work with the ESOL instructor to prepare lessons, teach, tutor, and create activities for the ESOL students who are primarily immigrants. The students worked in pairs to prepare oral histories and a book for the ESOL students.

##### Project Support and Participation

Students worked throughout the week to research and prepare detailed lesson plans that were approved by the teacher. Lessons plans were prepared for the three levels of ESOL students--beginner, intermediate and advanced. Students improve research skills by searching a variety of resources including pre-K and elementary level English books, ESOL texts, and the Internet. They improved oral communication skills while delivering the lessons and tutoring.

##### Service-Learning Activities

The high school students delivered lessons, designed games, and prepared special activities. The students planned a variety of field trips to practice English. They served as team guides on the trips. On a field trip to a Target store, ESOL students practiced ordering from a menu in the cafe; had a scavenger hunt to find products and brand-name items; learned to comparison shop and find the best prices; and practiced everyday vocabulary by identifying household items and articles of clothing. English students conducted oral histories with the ESOL students. They prepared interview

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## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.4)  
Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)  
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.4)

#### SOCIAL STUDIES

##### People, Places and Environments [Geography]

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.4)

##### Government and the Citizen [Civics and Government]

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.2,4)

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.4)  
Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.4)  
Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.4)  
Standard 3: The student uses speaking strategies effectively. (LA.C.2.4)

### Project Impact

Calculated at minimum wage, the value of the students' service 6,900+ hours of service was nearly \$36,000. The students helped peers resolve over 40 conflicts, provided 3,500 hours of tutoring to younger students, and conducted major restoration efforts at Dudley Farms saving park staff over 8,000 hours of labor. Teachers modified their instructional strategies, lesson plans, and resources in many ways to integrate service learning. Field trips became an important part of the curriculum. Instructional materials were related to real-world problems in each classroom. The level and number of discipline problems dropped across the school.

### Future Plans

The project will continue to expand in scale, scope, participation, and complexity. There are broad and high-level support and enthusiasm from local businesses, schools, the local historical restoration society, and the park service as well as the school.

## Course Emphasis: Interdisciplinary

### Grades 9 - 12

#### Models for Rural Community Development

#### Newberry High School

#### Newberry, Alachua County

**Contact:** Dr. Cynthia Holland, Project Facilitator  
400 SW 258th Street, Newberry, 32669  
Phone: (352)472-1101 Fax: (352)472-1116

### Project Profile

The project, which had four major elements and many other facets, was designed to address a variety of needs. Dudley Farm State Historic Site needed assistance in many aspects of its operation, middle and elementary school students needed tutoring on areas measured by the FCAT, high school students needed practice on FCAT skills, career exposure, help in conflict resolution, and hands-on agricultural experience. There were 150 student participants and 65 adult volunteers in this project.

### Project Support and Participation

The project received Learn & Serve grants over three years. Major partners included Dudley Farms State Historic Site, the local Sheriff's Office, State Attorney's Office, Newberry Elementary School, Oak View Middle School, and the Florida Department of Environmental Protection.

### Service-Learning Activities

The project involved students in four classes, Science, Criminal Justice, Consumer and Family Sciences, and Agriculture. Science students conducted soil and water testing, identified flora and fauna, built objects (feeders, houses, dolls), gave tours, and produced a guide book for Dudley Farms State Historic Site. Criminal Justice students expanded a peer mediation program, trained middle and elementary school teachers in peer mediation, initiated a regional Teen Court for serious discipline problems in the county, and continued internships with the local Sheriff's and State Attorney's Offices.

Consumer and Family Science students provided peer tutoring to elementary and middle school students, taught lessons to middle and elementary school students, and conducted a holiday book drive to collect books for young readers. Agriculture students helped restore the 19<sup>th</sup> Century working farm at Dudley Farms, helped run the farm, restored/repared damaged school grounds, and built picnic tables for the school to replace damaged tables.

### Structured Reflection Opportunities

Student discussion and journal keeping became an integral part of each curriculum. Students practiced writing through regular journal entries, and these reflective assignments were graded.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.3.4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things (SC.F.1.3.4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.3.4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3.4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3.4)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3.4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3.4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3.4)

## Course Emphasis: Science

### Grades 6 - 12

#### Ecological Restoration of Cape Florida

#### MAST Academy

#### Miami, Dade County

##### Contact:

Diane J. Garcia, Project Facilitator  
3979 Rickenbacker Causeway, Miami, 33149  
Phone: (305) 365-6278, ext. 222

##### Project Profile

Cape Florida, located on Key Biscayne near Miami, has 700,000 visitors each year. As Key Biscayne grew, land development destroyed many native plants, allowing several non-native plant species to proliferate. This project, a cooperative effort between MAST Academy, the American Littoral Society (a non-profit, national, conservation organization) and the Florida Park Service, continues to help restore the functional ecology of Cape Florida while providing hands-on and meaningful learning opportunities for students. The project began in 1992.

##### Project Support and Participation

This project received several small (less than \$3,000) annual grants from Florida Learn & Serve, and has 100% in matching funds and in-kind contributions. There were 71 student participants, This project was a cooperative effort between the MAST Academy, the American Littoral Society, and the Florida Park Service.

##### Service-Learning Activities

Seventy-five MAST students in grades 9-12 participated in this restoration as part of their Advanced Placement Environmental Education or Ecology course. Students traveled to the park and learned how to identify non-native plant species and the negative effects these plants have on the South Florida ecology. They also learned out-planting techniques to plant beneficial native plants. They then had hands-on application of what they learned by going "out in the field" to actually remove non-native plants and plant native species. Allowing students to help organize activities enhanced student leadership skills.

Students removed invasive exotic plants such as day-blooming jasmine, Brazilian pepper, castor bean, papaya, Burma reed and hybrid *Lantana camara*. They also removed some weedy native species such as dog fennel. The project was linked to Advanced Placement Environmental Science and Ecology classes. Students received credit for participating in the project. The credit was applied toward their final grade.

##### Structured Reflection Opportunities

Active student citizenship and community service were promoted and recognized at a "Reflection Day" in May. Students received certificates of recognition. In addition, students were given reflective assignments which were graded.

##### Project Impact

MAST students prepared about 1.5 acres of land in readiness for later planting of saw palmettos in an area that is being restored to coastal strand. Many of the students had never done any service before participating in the project. Their respect their teachers (who worked alongside them) rose as demonstrated by their comments about these teachers.

##### Future Plans/Activities

MAST Academy plans to continue this service project by applying for another Learn & Serve grant and by involving the PTSA and Dade Partners for future funding.

## Curriculum Connections:

### Sunshine State Standards

#### HEALTH EDUCATION

##### Health Literacy

**Standard 1:** The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.4)

**Standard 2:** The student knows how to access vital health information and health-promoting products and services. (HE.A.2.4)

##### Responsible Health Behavior

**Standard 2:** The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.4)

**Standard 3:** The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.4)

##### Advocate and Promote Healthy Living

**Standard 2:** The student knows how to advocate for personal, family, and community health. (HE.C.2.4)

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

**Standard 1:** The student applies planning methods to decision-making related to life and work roles.

##### Labor

**Standard 1:** The student demonstrates an understanding of labor issues related to the workplace.

##### Technical and Production Skills

**Standard 1:** The student organizes work assignments by demonstrating production techniques.

##### Health, Safety, and Environment

**Standard 1:** The student analyzes and communicates health and safety issues in the workplace and community.

##### Personal Conduct

**Standard 1:** The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

## Course Emphasis: Health, Culinary Arts

### Grades 10 - 12

Commercial Foods Culinary Arts Program/Ethics Works in Eustis

Eustis High School

Eustis, Lake County

**Contact:** Jeff Rotz, Project Facilitator  
1041 Park Drive, Tavares, 32778  
Phone: (352)357-9196 Fax: (352)742-8243

### Project Profile

Eustis High School is over 100 years old and has approximately 1,100 students. Of these, 400 are designated as "at risk." Our program concentrates on these at-risk students who are capable of learning, often have special talents and abilities, but who also need specialized education in small settings with schedules that provide time for individualized needs and learning styles. The need for these special programs addresses inappropriate behavior and attitude, which reflect the growing number of suspensions and dropouts. Not only are these students at high risk of delinquent behavior, but they are limiting their chances of completing their high school education, future employability, and their earning potential. The project was established to address these needs and also address character education.

### Project Support and Participation

The project received a Florida Serve and Learn Grant for \$2,800. Partners were SYSCO Food Services of Central Florida, Publix Supermarket of Eustis Square, and The Boggy Creek Camp Gang. There were 60 student participants, 5 adult volunteers and 50 service recipients.

### Service-Learning Activities

The targeted students went to Boggy Creek Gang Camp and taught the youth campers about proper nutrition and healthy cooking techniques. Targeted students spent eight hours weekly serving as tutors and mentors to children at the Camp, all of whom had life-threatening diseases. Targeted students served children by instructing them in proper nutrition. Students practiced and learned skills by working with leaders from various community organizations and business partners in education.

Mentors such as certified chefs, restaurant owners, and business managers visited classes on a regular basis with educational presentations. Job shadowing, internships, and apprentice programs demonstrated to students the skills necessary to become employable and move up within their fields of interest. Community leaders and advisory groups taught the ins and outs of successful job interviewing and students practiced mock interviews.

### Project Impact

Not one participating student dropped out of school during the project. Out of 11 enrolled students, all 11 graduated. Discipline problems were nonexistent. There were no suspensions or expulsions. The importance of service to others was instilled in participating students who continued their involvement in volunteer efforts. Program attendance improved and was documented.

## The Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.1,2)

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.1,2)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.1,2)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1,2)  
Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.1,2)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.1,2)  
Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.1,2)  
Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.1,2)

#### THE ARTS

##### Theatre

##### Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.1,2)  
Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions. (TH.A.2.1,2)  
Standard 3: The student designs, conceptualizes, and interprets formal and informal productions. (TH.A.3.1,2)

##### Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experience. (TH.B.1.1,2)

## Course Emphasis: Science, The Arts

### Grades 2, 4, 5

#### Hands-On-Habitat

#### Sebastian Elementary School

#### Sebastian, Indian River County

##### Contact:

Maria Jackson, Project Facilitator  
400 C. R. 512, Sebastian, 32958  
Phone: (561)978-8255 E-mail: WilMar510@aol.com  
Web site: www.scb.indian-river.k12.fl.us

##### Project Profile

The project focused on continuing to develop a Florida studies integrated curriculum that incorporated the Florida Sunshine Standards along with the study of our dynamic local environmental ecologies. Donald MacDonald Park staff and Sebastian Elementary students strived to enhance a neighboring county park while broadening students' as well as citizens' understanding and appreciation of our local ecology. A major component of this project was to address the literary needs of 2<sup>nd</sup> graders at a neighboring school which has a large migrant population as well as developing their stewardship skills. The opportunity to use the park's authentic environment as a classroom enabled facilitators to stimulate their students to strive for excellence and sparked their interest in the environment.

##### Project Support and Participation

This project received a \$15,751 Florida Learn & Serve grant with match funds and in-kind contributions totalling \$15,810. Partners were Donald MacDonald Park, Roseland Property Owners' Association, Environmental Learning Center, Sebastian River High School, Fellsmere Elementary School, Fellsmere Nursery, Friends of St. Sebastian, and Lowe's.

##### Service-Learning Activities

The project's interdisciplinary, hands-on activities applied Sunshine State Standards to strengthen student performance while building community awareness and stewardship. Through the use of a student-gearred puppet show, the students disseminated their knowledge of the local environment to other students and the community. Key activities included: plant identification, exotic plant removal, propagating native plant species, web site development, park enhancements (trail guides, interpretive flora signs, etc.), study of microorganism communities, and water testing. Students performed several puppet shows at other schools and events like Earth Day and a county Eco-Fest, designed a park brochure and plant identification signs, and created an informative project web site.

##### Structuring Reflection Opportunities

Students enjoyed a unique culminating experience during an overnight park campout. The students' accomplishments and environmental knowledge impressed family members and community leaders who attended. Students were peer teachers, environmental stewards, puppet performers, script writers, scientists, researchers, and planters. Reflective assignments included discussion, writing, presenting, and performing.

##### Project Impact

Formal linkages were made with the teachers' curricula and the Florida Sunshine State Standards through planning and materials developed for the project. Grades assigned made up 30% of the total grade for any grading period. Students demonstrated marked improvement in character development. Participation helped build interest in the community, personal responsibility, citizenship, trustworthiness, and environmental stewardship.

## Curriculum Connections:

### Sunshine State Standards

#### SOCIAL STUDIES

##### Government and the Citizen

###### [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3)

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3)

### Sunshine State Standards for Special Diploma

#### INDEPENDENT FUNCTIONING

##### Self-Management

Standard 1: The student manages personal, career, and other life decisions.

Standard 2: The student demonstrates conduct that complies with social and environmental expectations.

#### SOCIAL/EMOTIONAL BEHAVIOR

##### Working with Others

Standard 1: The student contributes to an overall effort of the group.

Standard 2: The student uses acceptable interpersonal skills when interacting with others.

### Future Plans

The program will continue in the elective class, with mentoring at the nearby elementary schools. The Deaf and Hard of Hearing have funding for transportation and will continue their projects as well. Alternative education teachers who were trained in the methods have left the school, so these students will not be involved in the program this next school year. Other departments have asked to create mentoring projects and intergenerational activities.

## Course Emphasis: Social Studies, Health, Special Diploma

### Grades 7 - 8

#### Heart to Heart

#### Palm Springs Middle School

#### Miami, Miami-Dade County

**Contact:** Lorie Russell, Project Facilitator  
1025 W. 56 Street, Hialeah, 33012  
Phone: (305) 821-2460

### Project Profile

Palm Springs Middle School has a 95% Hispanic immigrant population that often experiences high stress levels at home and school. Pre- and post-testing on a sample of the population showed that training in the Heart Math methods helped students develop mental and emotional resiliency and allowed them to become proactive and more self-managed when dealing with stressful situations. Facilitators provided the Heart Math training to a large part of the student body and extended it to Learning Disabled and Hearing-Impaired students. The participating students were Deaf and Hard of Hearing, Learning Disabled, Alternative Education, and peer counselors.

### Project Support and Participation

The project was funded by a \$10,08 Florida Learn & Serve grant and had matching funds and in-kind contributions of \$19,444. Partners were 40 parents of the middle school students who attended evening trainings where they also learned the tools to reduce stress and tensions in the family. They became support systems for their children and formed a parent advisory committee.

### Service-Learning Activities

For four months, seventh and eighth graders studied new methods to reduce stress and learned to use specific tools to overcome tension and anger that interfere with learning. They practiced redirecting their anger and frustration, which improved both family and school relationships. Students learned to identify triggers to emotional conflict, to write lesson plans for mentoring projects, and to teach 3<sup>rd</sup> graders homework strategies. During the second semester, these students began mentoring 455 elementary students weekly. Two counselors assisted the teachers who trained the mentors, accompanying them to the projects. Students used journal writing for reflection.

### Creating Assessment Criteria

Students received academic credit for their service hours. Those in the Peer Counseling class were graded on their creative efforts in designing the activities used during mentoring, on actual service projects, and on their journal entries. The students in the LD and Deaf and Hard of Hearing classes also received a grade in their social studies class related to their participation and journal writing.

### Project Impact

Students learned to better manage their emotional response to peers and family members, resulting in fewer fights and home disputes. Elementary teachers of the recipients of service validated that their students also learned to manage emotions better and asked for the program to continue. Teachers were very satisfied with the program and developed lesson plans to allow them to continue it in the future.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.1.2)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.1.2)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.1.2)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.1.2)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.1.2)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.1.2)

Standard 2: The student understands the power of language. (L.A.D.2.1.2)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.1.2)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.1.2)

## Course Emphasis: Language Arts

### Grades K - 5

#### ESOL Homework/Tutor Center

#### Croissant Park Elementary School

#### Fort Lauderdale, Broward County

**Contact:** Mary Lou Ridge, Project Facilitator  
1800 SW 4th Avenue, Fort Lauderdale, 33315  
Phone: (954) 765-6850

#### Project Profile

Croissant Park Elementary is an inner-city public school. Over two-thirds (68%) of the children at the school are from families living at or below the national poverty level. The mobility rate of children moving in and out of the school boundaries is 46%. This high transition rate is attributed to the parental level of education and language barriers that restrict productive employment. The parents encounter many difficulties obtaining and maintaining employment. There are 239 non-fluent English-speaking children enrolled. The project was designed to impact the negative influences surrounding the students and their parents by providing free additional academic support to their homes.

#### Project Support and Participation

There were 240 student participants, and 260 service recipients who benefited from this project. This project received \$6,200 from Florida Learn & Serve and in-kind and matching funds totalling \$28,000. A partner for the project was the Centex Rooney Construction Corporation.

#### Service-Learning Activities

Croissant Park Elementary, in collaboration with the Florida Atlantic University TESOL Department, provided a community outreach service for bilingual elementary students. The Center provided free academic assistance to any child identified as limited English-speaking. Classroom teachers from the elementary school prescribed specific curriculum tasks that were individually designed for each ESOL student. University pre-service teachers implemented and reinforced all assignments each week. The university students learned to apply textbook theory to a real-life school setting. While serving ESOL children academically, each university pre-service teacher received a unique experience that enhanced his/her student teaching.

FAU students provided tutoring to ESOL elementary school students both during the school day and after school. During school hours, 90 FAU students tutored 200 students once a week. After school, 150 FAU students tutored 60 elementary schoolers twice each week. The FAU students were assigned to specific students and developed one-on-one relationships with them.

#### Project Impact

The 60 families that registered their children for the evening tutoring sessions consistently attended both night sessions. The parents also received tutoring. During the project, the school's overall rating increased from "D" to "C." Students receiving tutoring improved academically, and their parents became involved in literacy. The school believes that the success of this project helped the school obtain a \$50,000 Barbara Bush Literacy Grant.

#### Future Plans

To improve reading, Croissant Park Elementary plans to extend the services of the Homework/Tutor Center and establish a Family Literacy Center in collaboration with the Florida Atlantic University Reading and Language Arts Department. This Center will be open to all pre-K through third grade children and their parents.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.1,2)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.1,2)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.1,2)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.1,2)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.1,2)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.1,2)

#### SOCIAL STUDIES

##### Time, Continuity and Change [History]

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.1,2)

#### THE ARTS

##### Music

###### Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music. (MU.A.1.1,2)

###### Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history. (MU.C.1.1,2)

###### Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.1,2)

###### Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.1,2)

##### Theatre

###### Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.1,2)

##### Visual Arts

###### Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and using knowledge of structures and functions of visual arts. (VA.B.1.1,2)

## Course Emphasis: Interdisciplinary

### Grades Pre K-5

#### In Harmony

#### Cleveland Elementary School

#### Tampa, Hillsborough County

##### Contact:

Nikki Schmidt, Project Facilitator  
723 E. Hamilton Avenue, Tampa, 33604  
Phone: (813)276-5583 Fax: (813)276-5586  
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#### Project Profile

In Harmony in an ongoing project that has established an intergenerational partnership between students in PreK-5 and elderly residents in their neighborhood. J.L. Young Apartments, a nonprofit, HUD-subsidized retirement community for the extremely low-income elderly and disabled has expressed a desire for the students from Cleveland Elementary School to be a continuous part of their program. While there is an emphasis on the Arts, the project is implemented across the curriculum. The overall goal of In Harmony is to expand the existing link between students and the elderly in their community through the collaboration of students, parents, educators, administration, and the residents and staff of local elder care facilities.

#### Project Support and Participation

The project received a \$7,900 Florida Learn & Serve grant \$7,900 and had \$4,000 in match and in-kind contributions. Partners were J.L. Young Retirement Center, Rockin' Dave Rocca, and Precise Construction. There were 700 student participants, 90 adult volunteers, and 800 service recipients.

#### Service-Learning Activities

A task force of students, teachers, community members, and elders met bimonthly to plan visits to a nearby HUD-subsidized retirement facility. Each grade level prepared for their service by learning the context for the need for service through discussions, writing, and research. The students planned visits that included interactive songs, dances, games, artwork, stories, poems, science projects, and interviews. Student action plans included the following: a "Story Quilt" created by students and elderly residents; HyperStudio presentations of activities with the elderly; study of the eldercare systems in Australia and Canada via research projects with global partners on the Internet; creation of a service-learning web page; an Intergenerational Show Choir featuring folk songs from the early 1900s; a newsletter featuring interviews, geographical/historical data, and photos from past visits to historical Cracker Country; a booklet of dances and games from the past; and students sharing facts with newcomers about the effects of aging and medical problems that might arise with their elderly partners.

#### Structured Reflection Opportunities

Students reflected on their activities through writing, teaching, presenting, performing, and advocating about their service. Recognition ceremonies included community and school-wide assemblies, an annual picnic, "senior" prom, and a trip to historic Cracker Country at the Florida State Fair. These activities celebrated what the youth have done and let them know the school and community values their efforts.

#### Project Impact

Through the collaboration of students, parents, educators, administrators, residents and staff of local elder care facilities, In Harmony was a success across the curriculum and in the community. This project promoted active citizenship, youth voice, leadership, and provided a crucial bridge between students and their community. Since the implementation of this project, reading, writing, and math test scores rose from failing to above average as evidenced by statewide and county tests, including the FCAT.



## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.3,4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured, and predicted. (SC.C.2.3,4)

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.3,4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3,4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.3,4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3,4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3,4)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3,4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3,4)

#### MATH

##### Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.3,4)

Standard 3: The student estimates measurements in real-world problem situations. (MA.B.2.3,4)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.3,4)

## Course Emphasis: Science, Math

### Grades 6 - 12

#### River Preservation Project

#### Clewiston and LaBelle Youth Development Academies

#### Clewiston, Hendry County

##### Contact:

Scott Perry, Project Facilitator

1900 7th Street, Clewiston, 33440

Phone: (863) 902-4216 Fax: (863) 983-5439

##### Project Profile

The Clewiston and LaBelle Youth Development Academies are alternative schools for students in lieu of expulsion. The Academies each serve about 75 students referred for chronic discipline problems in their home schools. Each school has a community service requirement and about one-third of the student population is on community control with the Department of Juvenile Justice. The programs are designed to assist at-risk students in modifying their behaviors in the areas of attitude, respect, conduct, leadership, and participation.

##### Project Support and Participation

This project received a grant from Florida Learn & Serve for \$10,799 with matching and in-kind funds totalling \$68,424. Partners were the U.S. Army Corps of Engineers, Perkins Nursery, Silver Bull Nursery, Southern Data Stream, University of Florida IFAS, Central Elementary School, and the Hendry County Board of Commissioners. There were 120 student participants and 8 adult volunteers.

##### Service-Learning Activities

Students from each school were involved in service-learning activities all year long on a weekly basis. Some activities were all day, some half-day, and there was one Saturday activity per month. Students worked to remove exotic plants such as Melaleuca and Brazilian pepper from the banks of the Caloosahatchee River and Okeechobee Waterway. Student service was concentrated on three sites: the Clewiston Cut Island, the Moore Haven locks, and LaBelle Bridge Northeast. Students recorded the number of exotic plants to be removed, mapped the sites for planting native plants, conducted wildlife counts, and measured the area to be cleared and reforested. Each student developed a portfolio of site progress.

##### Project Impact

Through the hands-on involvement of this project,

--27 students earned ecology credit at the high school level with a grade of C or better

--16 middle school students earned general science credits

--40 students completed community control for the Department of Juvenile Justice with service learning hours

--125 students completed program requirements for community service

--5 students completed vocational credit in Horticulture

--The project was presented with the Group Award Trophy for Take Pride in Lake Okeechobee event.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student sees the reading process effectively. (L.A.A.1.4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.4)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.4)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.4)

Standard 2: The student understands the power of language. (L.A.D.2.4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### SOCIAL STUDIES

##### People, Place and Environments

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.1.4)

##### Government and the Citizen

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.4)

##### Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.4)

## Course Emphasis: Interdisciplinary

### Grades 9 - 12

#### South Lake High School Service-Learning Program

#### South Lake High School

#### Groveland, Lake County

#### A NATIONAL SERVICE-LEARNING LEADER SCHOOL

**Contact:** Evelyn Robinson, Project Facilitator  
South Lake High School  
15600 Silver Lake Road, Groveland, 34736  
Phone: (352) 394-4513, Ext. 269  
E-mail: [robsone@lake.k12.fl.us](mailto:robinsone@lake.k12.fl.us)  
Web Site: [www.lake.k12.fl.us/schools/slh/index.htm](http://www.lake.k12.fl.us/schools/slh/index.htm)

#### Project Profile

South Lake High School's service-learning program is a comprehensive leadership initiative that addresses students' at-risk behaviors while providing service for the school and community by these students. Service learning at SLHS is a unique blend of student development activities, leadership trainings, community action projects, reflection, and recognition components. Students learn and develop through thoughtfully organized service experiences that meet curricular objectives, address actual community needs, provide opportunities to acquire skills in "real-life" situations, and foster a sense of civic responsibility and caring for others.

#### Project Support and Participation

This project has received Florida Learn & Serve grants for several years, averaging about \$18,000 each year. In 2000, the project had match and in-kind support from the South Lake Foundation \$10,000; Lake County School Board \$13,572; McDonald's of Clermont/Groveland \$1,200; and the South Lake Community \$5,000. The project had 1,526 student participants, 52 adult volunteers (28 teachers and 24 community members) and reached 10,118 service recipients at a high school, a 9th grade center, 6 elementary schools, 2 middle schools and 12 community organizations.

#### Service-Learning Activities

Once trained, students from two leadership classes help up to 30 teachers each year to conduct service-learning projects. The students' grade is based on their success in making logistical arrangements for projects, including making contacts, arranging transportation, getting donations, finding substitutes, keeping project recored, etc. The 28 projects from this year included the following:

- Five leadership training seminars conducted by students for other teachers, students, and schools,
- Producing a service-learning newspaper,
- Collecting 17,000 items for a food drive,
- Holding a good citizenship lottery,
- Providing reading and math tutoring at elementary schools, preschools, and extended day-care programs,
- Writing and performing skits and musical plays about drugs, alcohol, tobacco, and violence,
- Mentoring elementary students,
- Creating a logo for the city,
- Designing and painting three public murals,
- Mentoring elderly residents through interviews and scheduling activities, resulting in a "living history album,"
- Designing and constructing a gazebo for the elderly,
- Designing and constructing phase I of a recreation park,
- Water testing and cleanup of polluted lakes,

## Curriculum Connections:

### Sunshine State Standards

#### MATH

##### Number Sense, Concepts, and Operations

Standard 1: The student understands different ways numbers are represented in the real world. (MA.A.1.4)

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving. (MA.A.3.4)

Standard 4: The student uses estimation in problem solving and computation. (MA.A.4.4)

##### Data Analysis and Probability

Standard 1: The student understands and uses tools of data analysis for managing information. (MA.E.1.4)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.4)

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.4)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.4)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.4)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.4)

#### THE ARTS

##### Music

##### Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music. (MU.A.1.4)

##### Theatre

##### Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.4)

--Peer mediation.

--Raising \$1,000 through the Empty Bowls awareness of the homeless project,

--Raising \$1,000 for the American Cancer Society,

--Creating and illustrating 24 reading books and 94 math books and then donating them to needy schools.

In Fall 2000, the project coordinator and two students traveled to Lithuania to train teachers and students in service learning. In June 2001, ten students from South Lake High School designed and conducted a week-long, residential service-learning summer camp for the State of Florida. It was the first time the statewide summer service-learning leadership camp had ever been put on in Florida.

##### Timetable:

--August/September--program and set-up procedures (individual and project portfolios), service-learning orientation planning, fall projects and advisors selected, student facilitators selected, project overviews created, leadership training seminar planning begins.

--October--training seminar invitations distributed, training seminar for facilitators and project advisors, fall workshops, fall projects begin, weekly advisor meeting with students and monthly advisor meetings with coordinator, database setup to track hours and activities,

--November--training seminar revisions, training seminar for service-learning classes

--December--food drive and other fall projects completed, fall project celebrations/recognition

--January--workshops for spring projects, teacher/community advisor training #2

--February/April--implementation of spring projects, continuation of incomplete fall projects, database tracking, weekly advisor meetings with students, monthly advisor meetings with coordinator

--May--celebration/recognition for projects, awards (T-shirts, certificates, etc.) individual and project portfolios completed, project evaluations.

##### Project Impacts

--Higher attendance and lower referrals for students involved in service has been the trend for the SLHS Service-Learning Program.

--In April 2000, the project coordinator was awarded the National Service-Learning Practitioner Award by NYLC at the National Service-Learning Conference. She had already won the Tunick Service-Learning Award in Florida, which is given to the person who has made the most significant impact on service learning in the state each year. South Lake High School is also one of the original National Service-Learning Leader Schools.

--As a National Service-Learning Leader School, South Lake High School plans to continue expanding service learning not only to its own students but also to students across the country. SLHS will accomplish this through offering leadership training seminars to schools interested in service learning.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.1)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.1)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.1)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.1)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.1)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.1)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.1)

Standard 2: The student understands the power of language. (L.A.D.2.1)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.1)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.1)

--Career options--by stimulating interest in completing high school and college for careers in early childhood education and counseling

### Project Support and Participation

This project received a \$4,324 Florida Learn & Serve grant and had match funds and in-kind contributions of \$8,194. Partners were the Grouper Lane Pre-School Center and Poinciana Elementary School. There were 27 student participants and 40 service recipients.

### Service-Learning Activities

The PACE student volunteers in the America Reads! Initiative prepared for service-learning with instruction on early childhood development, strategies for working with pre-school children, and selecting high-interest, age-appropriate books on values. They put plans into action by serving as readers for the preschoolers for one hour a week for 44 weeks. Student volunteers in the reading recovery program were taught reading recovery strategies, techniques for giving meaningful positive reinforcement, and methods for building trust with younger children. They spent three hours each week as reading tutors. PACE students were recognized for their efforts during group meetings and at regular morning meetings with points awarded for "smart girl" behavior. In addition, the students received recognition from the community with articles in the local newspapers and pictures featuring their activities.

### Structured Reflection Opportunities

After each session, student volunteer readers and tutors met with social workers to discuss their volunteer experiences and address any problems. The student also kept journals, with their entries often serving as the basis of other writing assignments.

### Project Impact

As a result of G.I.R.L.S. R.E.A.D., children at Grouper Lane Pre-School Center and Poinciana Elementary School developed meaningful relationships with older youth, who gave the children their undivided attention, received positive reinforcement, and helped foster a love of reading. PACE students established meaningful relationships with younger children. They also learned to apply instructional concepts and skills to real-life situations and saw the results of their labors. Many students expressed interest in becoming teachers, a career goal that will require them to attend college--quite a change for girls who were previously at-risk for dropping out of high school.

### Future Plans/Activities

Both partner schools want G.I.R.L.S. R.E.A.D. to continue, and project staff hope to continue both program components. Other area schools have also requested that G.I.R.L.S. R.E.A.D. be offered at their schools.

## Course Emphasis: Language Arts

### Grades PreK - 3

### G.I.R.L.S. R.E.A.D. (Girls Involved in Reading, Learning Strategies for Reading, Enrichment, And Development)

### PACE Center for Girls of Monroe County

### Islamorada, Monroe County

**Contact:** Dr. Penny Bowen, Project Facilitator  
87745 Overseas Highway, Islamorada, 33026

### Project Profile

G.I.R.L.S. R.E.A.D. promoted positive attitudes toward school among students of the PACE Center for Girls and strived to improve the reading skills of young children from Islamorada and Key West. The PACE Center for Girls is a non-residential therapeutic alternative education program for at-risk teens. The children served by the project included preschoolers participating in a reading recovery program for grades PK-3. G.I.R.L.S. R.E.A.D. was designed to fulfill the needs of the teenagers and the elementary school students by establishing mentoring/tutoring relationships for both groups and by promoting an interest in reading in both groups. Needs addressed included:

- Higher scores on reading tests--by promoting the development of reading and language skills for the children as well as the PACE readers and tutors
- Individualized attention for young children learning to read or who already had exhibited reading deficits
- Adequate reading material for children--by providing a library of 25 children's books, an original book written during the course of the project, and materials to help elementary students with reading deficits
- Positive role models--by encouraging PACE student readers and tutors to model appropriate behaviors and have age-expectations of the kids they tutored
- Incentives for PACE students to remain in school

## Curriculum Connections:

### Sunshine State Standards

#### **SOCIAL STUDIES**

##### **Time, Continuity and Change [History]**

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.3)

Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.3)

##### **People, Places and Environments**

###### **[Geography]**

Standard 1: The student understands the world in spatial terms. (SS.B.1.3)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3)

##### **Government and the Citizen**

###### **[Civics and Government]**

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3)

## Course Emphasis: Social Studies

### Grade 8

#### **Heroes in Our Midst**

#### **Oak View Middle School**

#### **Gainesville, Alachua County**

**Contact:** Judith Kendall, Project Facilitator  
620 East University Avenue, Gainesville, 32601  
Phone: (352)955-7626 Fax: (352)955-7619

#### **Project Profile**

The project was designed with several goals. The students had little knowledge of or appreciation for recent history or WWII. They needed hands-on experience with writing, communication, personal responsibility, use of technology, and positive community interaction. At the same time, the community is home to many aging WWII veterans, whose contributions are little-known or recorded.

#### **Project Support and Participation**

This project received a Florida Learn \$ Serve Grant of \$3,126. The primary business partner in the project was Glanzer Press, which provided technical support and advertisements for students as they worked on the book projects. They also provided students with a tour and career exposure to publishing. There were 52 student participants. All participating students were on free or reduced lunch.

#### **Service-Learning Activities**

The project involved 35 students from Advanced Language Arts and another 17 students in a Dropout Prevention Class. The students conducted extensive interviews with WWII veterans who live in the local community—some of whom the students knew. As a result of the interviews, the students made a video documentary of the veterans' contributions and published a book, *Heroes in Our Midst*. Students learned about the Second World War from first-hand account while providing attention and companionship to elderly veterans.

Other elements of the project included a tour of a print shop to learn how books are made, placing flags on veteran's graves at the local cemetery, and participating in the official retirement ceremony of the school flag.

#### **Structured Reflection Opportunities**

Students, teachers, and community partners were assessed through qualitative and quantitative measures. Students and veterans were surveyed to assess growth resulting from the project. Student work on the project was integrated into the regular course work and the assessments for those courses.

#### **Project Impact**

The publication of the book, *Heroes in Our Midst*, and the completion of a documentary video were culminating project events. Teachers, students, and veterans all noted how positive the intergenerational relationships were. Students were very impressed with what the veterans had been through and wanted to tell their stories. Students demonstrated an increased awareness of their place as citizens of the community and of the older members of the community.

## Curriculum Connections:

### Florida's Applied Technology Standards

#### COMPUTER TECHNOLOGY

##### Basic Operations and Concepts

Standard 1: Student makes informed choices among technology systems, resources, and services.

##### Social, Ethical & Human Issues

Standard 1: The student can identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.

Standard 3: Student analyzes advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.

Standard 4: Student demonstrates and advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

##### Technology Productivity Tools

Standard 1: Student can use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

##### Technology Communications Tools

Standard 1: Student routinely and efficiently uses on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.

Standard 2: Student selects and applies technology tools for research, information analysis, problem-solving, and decision-making in content learning.

##### Technology Research Tools

Standard 1: Evaluate technology-based options, including distance and distributed education for lifelong learning.

##### Technology Problem-Solving and Decision-Making Tools

Standard 1: Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Standard 2: Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

## Course Emphasis: Computer Technology

### Grades 9 - 12

#### Creating Community: Technology to Span the Ages

#### Coconut Creek High School

#### Coconut Creek, Broward County

**Contact:** Tammy Schoen, Project Facilitator  
1400 NW 44th Avenue, Coconut Creek, 33076  
Phone: (954) 977-2100 Fax: (954) 977-2247

#### Project Profile

Coconut Creek High School is in a unique location in that it is literally surrounded by senior citizens. The Wynmoor retirement community, with 9,000 retirees, is right next door. While we are fortunate that Wynmoor provides many senior volunteers, we have had little chance to develop any sort of reciprocity. Technology presents us with a chance to help these seniors, a generation largely unaware of computer technology. Students need opportunities to reinforce what they learn in the classroom. The best methods of reinforcement are teaching others. Putting students and senior citizens together also fosters better understanding between the generations and opportunities to interact and learn from one another. Senior citizens need the opportunity to learn computer skills, students need the chance to put their learning to "real world" tests, and the community needs to be enhanced with the spirit of volunteerism. Our program serves all these needs.

#### Project Support and Participation

This project received a Florida Learn & Serve Grant for \$9,325 and matching funds and in-kind support totalled \$2,992. Partners included the Wynmoor Community Council, Commercial Printers, Inc., and Holy Shirts, Inc. This project had 79 student participants, 6 adult volunteers, and 62 service recipients.

#### Service-Learning Activities

The Technology Specialist gathered a group of eight students to design appropriate computer training for senior citizens. These students created a graphics-filled and easy-to-use manual for their peer and elderly "pupils." The original eight students trained four groups of approximately twenty students each. This peer training allowed experienced students to bring others up to par who may not have computers at home on which to reinforce their skills. Once the student training was completed, the senior citizens were invited to take computer courses, taught by our student volunteers. Eight courses were provided.

The student-developed training manual for the seniors was used both in the training and to keep and use for future computer applications. The manual includes graphics, computer terms, and information on how to connect onto the Internet and navigate through it. Classes were two hours each, and there was a "graduation" ceremony for the seniors at the end of the courses.

#### Project Impact

The main impact is that senior citizens acquired computer skills. An added benefit is that the principal agreed to allow seniors to use computers at the school since many seniors do not own a computer of their own. Several seniors have been coming in over the summer to hone their skills. At the "graduation" ceremony, it was obvious that a true rapport had developed between the seniors and the students.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.2)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.2)

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.2)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.2)

##### Language

Standard 1: The student understands the nature of language. (LA.D.1.2)

Standard 2: The student understands the power of language. (LA.D.2.2)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.2)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.2)

## Course Emphasis: Language Arts

### Grades 3 -5

#### Reading And Writing (RAW)

University of West Florida (Office of Alternative Education Training)  
and Spencer Bibbs Academy  
Pensacola, Escambia County

**Contact:** Dr. Gary Reglin, Project Facilitator  
University of West Florida, College of Professional Studies  
ERDC/Bldg. 78, Office of Alternative Education Training  
11000 University Parkway, Pensacola, 32514  
Phone: (850)474-2811 E-mail: [reglin@nautilus.uwf.edu](mailto:reglin@nautilus.uwf.edu)

#### Project Profile

Project RAW targeted 80 fourth and fifth graders in a Neighborhood Learning Center (an after-school tutoring program) at Spencer Bibbs Academy in Pensacola. RAW also worked with 35 third graders. Spencer Bibbs Academy was then one of two failing (F) schools in Florida. RAW's objectives were to increase the Reading and Writing scores of the students to facilitate success on the FCAT and Florida Writes Test. A related goal was to help Spencer Bibbs get off the failing schools list.

#### Project Support and Participation

This project received a Florida Learn & Serve Grant for \$11,517 and had match and in-kind contributions worth \$40,000. There are eight major RAW partners: Victory Christian, UWF Whitman Center, Escambia County School District Office of Alternative Education, UWF Collegiate 100 Black Men, UWF CLOVE office, Bethel Baptist Church, Washington Mutual Finance, and Allstate Insurance Services.

#### Service-Learning Activities

RAW completed four major service-learning activities: (1) tutoring and integrating service learning into the Neighborhood Learning Center affiliated with Spencer Bibbs, (2) training mentors and tutors in service-learning strategies, (3) coordinating a service-learning site/training to Whiting Field, and (4) coordinating a service-learning Test-Practice Carnival. For the service-learning activities in the preparation phase, we train students in tutoring and oral presentation strategies. In the action phase, students tutor other students, teach small classes, and give presentations. In the reflection phase, students met with adults to review tutoring notes, journal entries, write essays, and conduct short presentations on their experiences.

#### Project Impacts

Preliminary qualitative data collected by doctoral students as part of an evaluation project indicates significant successes. All of the students at Spencer Bibbs passed the FCAT reading and Florida Writes tests. The school raised its overall score from "F" to "D." Other process and outcome impacts included the following:

- 100% of students increased the amount of time they spent reading and writing
- 37 local volunteers were trained as tutors
- 87 home visits were made to families of students
- 79% of parents had a more positive attitude toward the school
- 78% of teachers used service-learning materials, strategies, and/or resources
- 78% of teachers had a more positive attitude toward service learning
- 30% of students had higher grades in reading and writing
- 84% of students had a better attitude toward school, teachers, and the community

#### Future Plans

Future plans are to expand RAW service-learning activities to more students and to schedule more service-learning educational trips.

## Curriculum Connections:

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

##### Management

Standard 1: The student employs management techniques to manage projects and enterprises related to work and life.

Standard 3: The student demonstrates knowledge and abilities necessary as a contract employee or to initiate and maintain a service or product-based business.

##### Finance

Standard 1: The student demonstrates financial planning ability and decision-making related to work and life roles.

##### Technical and Production Skills

Standard 1: The student organizes work assignments by demonstrating production techniques.

##### Technology

Standard 1: The student integrates academic and applied technology principles into the workplace.  
Standard 2: Applies appropriate technology to an industry to solve technical and production problems.

##### Labor

Standard 1: The student demonstrates an understanding of labor issues related to the workplace.

##### Community Issues

Standard 1: The student analyzes and communicates the impact that industry and the community have on each other and on the individual.

##### Health, Safety, and Environment

Standard 1: The student analyzes and communicates health and safety issues in the workplace and community.

##### Personal Conduct

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

#### Future Plans

Future plans are to continue to support the academic and vocational components of the program and engage in additional construction projects with the students with the support of the project partners.

## Course Emphasis: Workforce Technology

### Grades 9 -12

#### Gadsden Youth Housing Project

North Florida Educational Development Corporation, and W.S.

#### Stevens Alternative School

#### Gretna, Gadsden County

##### Contact:

Mrs. Carolyn G. Ford, Executive Director  
P.O. Box 550, 100 Beech Street, Gretna, 32332  
Phone: (850) 856-5052 Fax: (850) 856-9268

#### Targeted Needs

The following community needs were addressed by the project:

- Low graduation rate among the young people in Gadsden County,
- Lack of vocational skills,
- Lack of motivation and self-discipline,
- High unemployment, and
- Very low student self-image.

#### Project Support and Participation

This project received a Florida Learn & Serve Grant for \$11,860 with match and in-kind contributions totalling \$5,000. There were 33 student participants, 10 adult volunteers, and 26 service recipients. Partners were: the City of Quincy—donated a lot for the house; Stone's Supply Store (Quincy)—home materials; Home Depot—building materials; Jesse Kenon Plumbing—plumbing materials; Gadsden County School Board—provided teachers to assist; Men Under Construction—offered mentoring and supervision; and the Florida State Rural Development Council.

#### Service-Learning Activities

Targeted youth received academic training in the major basic skills courses. Youth received training in construction skills (non-extensive) 9 hours per week for 12 weeks. A Youth Policy Committee was formed and developed a screening process for selecting a low-income family with the aim of building a community service home. The 22 students participated directly in the construction of a single-family home rotating on a weekly basis. Activities included framing, carpentry, masonry, roofing, landscaping, and other construction tasks.

Participating youth and the Youth Policy Committee developed public service announcements and descriptive materials culminating in a project recognition event, which was held during the Florida State Rural Development Council. In addition to the regular construction supervisors, the students had additional supervision and mentoring provided by Men in Construction, a Gadsden County nonprofit organization of men with extensive construction experience. Men in Construction donated 480 service hours to the project.

#### Structured Reflection Opportunities

Participating students created photographic and written journals and narrative/creative expression portfolios reflecting on their project participation, achievements, and capturing their thoughts as they moved through project activities.

#### Project Impact

Impacts include at least a two-year improvement in academic scores, a home constructed for a low-income family, and leadership skills developed in youth.



## Curriculum Connections:

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

##### Management

Standard 1: The student employs management techniques to manage projects and enterprises related to work and life.

Standard 3: The student demonstrates knowledge and abilities necessary as a contract employee or to initiate and maintain a service or product-based business.

##### Finance

Standard 1: The student demonstrates financial planning ability and decision-making related to work and life roles.

##### Technical and Production Skills

Standard 1: The student organizes work assignments by demonstrating production techniques.

##### Technology

Standard 1: The student integrates academic and applied technology principles into the workplace.  
Standard 2: Applies appropriate technology to an industry to solve technical and production problems.

##### Labor

Standard 1: The student demonstrates an understanding of labor issues related to the work place.

##### Community Issues

Standard 1: The student analyzes and communicates the impact that industry and the community have on each other and on the individual.

##### Health, Safety, and Environment

Standard 1: The student analyzes and communicates health and safety issues in the workplace and community.

##### Personal Conduct

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

## Course Emphasis: Workforce Technology

### Grades 8 -12

The Dignity Project Auto Club

The Dignity Project, Inc.

Gainesville, Alachua County

#### Contact:

R. Todd Livingston

1125 SE 4th Street, Suite B, Gainesville, 32608

Phone: (352) 371-6792 Fax: (352) 371-6792

E-mail: morogers@netscape.net

#### Project Profile

In Alachua County, as in other communities, many teens spend much of their time unsupervised. Often, these youth are considered "at risk" for school failure and in need of guidance and assistance with educational and occupational success. Also, many WAGES customers reside in Alachua County (WAGES is designed to help ease people off welfare into work). Several of these customers are single mothers in need of automobiles to maintain mandated employment and self-sufficiency.

#### Project Support and Participation

This project received three Learn & Serve grants over three years, totalling about \$35,000 and had match and in-kind contributions amounting to \$10,225. Partners included the Rotary Club, the State WAGES Board, Reichert House, Youth Build, the YES Program, and the City of Gainesville. Partners provided free meals for students; donated cars, equipment, and tools; and gave presentations to students.

#### Service-Learning Activities

The members of the Dignity Project Auto Club received tutoring and mentoring to help them with their schoolwork and social skills. They also gained auto mechanics and job training skills. They then used the automotive training to repair and restore automobiles that have been donated to the Dignity Project by members of the community. The repaired cars were then given to needy families (especially those WAGES customers who are at the end of their allotted time to find employment). There was a formal application process to receive the repaired vehicles, and the students helped review applications and select the recipients.

#### Project Impact

The Dignity Project Auto Club has greatly impacted club members, many of whom have improved their grades with the help of tutoring and positive role models. 95% of students pass their current grade and stayed in school. Many have also developed a keen interest in automotive repair and have considered professions in auto mechanics. The Dignity Project has also impacted the community in that 75 families now have transportation and a sense of self-sufficiency. 100 additional cars received repairs under the program. Recipients have been able to find and maintain employment in jobs previously unattainable for them.

The program has instituted an AmeriCorps program for older students, and also has an articulation agreement with Santa Fe Community College. Students who graduate from high school can move into the automotive repair program at Santa Fe.

#### Future Plans

The Dignity Project plans to continue to offer tutoring, mentoring, and job training to at-risk youth. Dignity plans to continue to repair automobiles for giveaway. In addition, Dignity plans to offer automotive repairs at nominal costs to needy families who already possess vehicles.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3)

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

##### Management

Standard 1: The student employs management techniques to manage projects and enterprises related to work and life.

Standard 3: The student demonstrates knowledge and abilities necessary as a contract employee or to initiate and maintain a service or product-based business.

##### Technology

Standard 1: The student integrates academic and applied technology principles into the workplace.

##### Community Issues

Standard 1: The student analyzes and communicates the impact that industry and the community have on each other and on the individual.

##### Personal Conduct

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

## Course Emphasis: Science, Workforce Technology

### Grades 6 - 8

#### Learners Involved in Needs and Called to Service (LINCS)

#### Faith Fellowship Academy

#### Melbourne, Brevard County

**Contact:** Joanne Barnhart, Facilitator/Teacher  
2820 Business Center Boulevard, Melbourne, 32940  
Phone: (321) 259-7200 Fax: (321) 259-3764  
E-mail: barry10@gateway.net

#### Project Profile

Resurrection Ranch is a homeless shelter serving about 40 residents. The residents and staff have limited funding and need food and living areas. Much of this labor they perform on their own, but many need to learn a work ethic and skills. Faith Fellowship Academy wanted to find hands-on ways for students to apply learning through helping as Resurrection Ranch.

#### Project Support and Participation

This project received a Florida Learn & Serve Grant of \$8,470. The project had 17 student participants and 40 service recipients.

#### Service-Learning Activities

Middle and secondary school students chose one of five problem-solving projects (designed after assessing the needs with Resurrection Ranch personnel) through which to serve. Students researched and developed projects in landscaping, agriculture, automotive repair, aquaculture, and fish farm development. They presented their projects in an approach similar to a science fair presentation to elementary students and teachers as well as to Resurrection Ranch personnel. Students were graded on their projects and received awards for service during the school awards assembly. Students kept a weekly journal reflecting on their progress and met together more formally to share progress among groups.

#### Project Impact

Among the services provided to the ranch were the development of a viable food garden, planting of four citrus trees, landscaping around the new men's dormitory, preparation of over twenty large aquaria, stocking of two aquaria with cichlids, learning and teaching of water quality parameters and testing, repair of some systems on a few old vehicles, purchase of materials and beginning work on a project car, and research of guidelines and organizations to develop a proposal for a fish farm.

In addition, students created instruction manuals and donated equipment and materials to the ranch. Teachers and students have made some post-service visits to the ranch, always receiving a hearty greeting and an enthusiastic response to the work. Residents are continuing to care for the garden, landscaping, and fish tanks.

Impacts on student volunteers included development of research and problem-solving skills, recognition of the value of service to others, development of group cooperation, and the development of presentation skills.

#### Future Plans

Future plans include continuing service at Resurrection Ranch by following up on landscaping and aquaculture projects. One student continued service on his own through the summer by working on the automotive repair project. Project ideas and materials will be shared through dissemination to other private and public schools.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1.2,3)

#### HEALTH EDUCATION

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.1.2,3)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.1,2,3)

### Sunshine State Standards for Special Diploma

#### CURRICULUM AND LEARNING ENVIRONMENT

##### Sunshine State Standards

Standard 1: The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

##### Life Work

Standard 1: The student recognizes opportunities and responsibilities in the workplace.

Standard 2: The student demonstrates skills and competencies needed for employment.

#### INDEPENDENT FUNCTIONING

##### Personal Care

Standard 1: The student engages in productive and leisure activities for use in home and community.

##### Self-Management

Standard 1: The student demonstrates conduct that complies with social and environmental expectations.

#### SOCIAL AND EMOTIONAL BEHAVIOR

##### Working with Others

Standard 1: The student contributes to the overall effort of the group.

Standard 2: The student uses acceptable interpersonal skills when interfacing with others.

#### COMMUNICATION

##### Communicating with Others

Standard 1: The student effectively communicates with others.

## Course Emphasis: Science, Health, Special Diploma

### Grades K - 8

#### Project STAAAY

#### Dorothy Thomas Exceptional Center Tampa, Hillsborough County

#### Contact:

Walter Stevens, Donia Lee Robinson, Facilitators  
3215 Nundy Road, Tampa, 33618  
Phone: (813)975-7355 Fax: (813)975-7361

#### Project Profile

Dorothy Thomas is an exceptional center that services northern Tampa. Within a student population of 102 students, there are approximately 25 elementary students who are either emotionally handicapped or severely emotionally disturbed and a population of secondary students who are identified as school truants and potential dropouts. The school's Kids 'n Canines program teaches the students responsibility, cooperation, and structure. The STAAAY Program along with Kids 'n Canines are working together to help students socialize with the elderly who often have few or no visitors and little stimulation or companionship in their lives.

#### Project Support and Participation

This project benefited 30 student participants and between 5 and 25 service recipients weekly. This project received a Florida Learn & Serve grant for \$3,452.

#### Service-Learning Activities

Elementary students spent two 45-minute periods per week learning about the service dogs, their handlers, and their prospective owners. They learned about canine care and the responsibility that goes along with owning a dog. Once per week, an elementary student, a service dog, and a handler visited a nearby nursing home. The children had the unique opportunity to interact with the elderly, and the elderly had the opportunity to visit with the students and the canines. The students developed social skills, empathy, and community awareness through these interactions.

#### Project Impact

Students tend to be very occupied with themselves and their desires. However, this project encouraged some relationships that impacted the students. The ability to care for and love a canine allowed the students to develop some feelings that may have been buried or concealed. The students had minimal social opportunities to develop basic social skills such as handshaking, introductions, carrying on conversations, asking and answering appropriate questions, etc. The students also live in a shelter residential setting somewhat like a nursing home. The project helped them to better understand and accept their placement as being important to ensure their safety and well being--just like the elderly they interacted with in the project.

#### Future Plans

The teachers plan to increase the frequency of their visits and to take more than one student at a time on future trips. Increases in visits will be contingent on the students' behavior and ability to handle the canines.

## Curriculum Connections:

### Sunshine State Standards for Special Diploma

#### CURRICULUM AND LEARNING ENVIRONMENT

##### Sunshine State Standards

Standard 1: The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

##### Life Work

Standard 1: The student recognizes opportunities and responsibilities in the workplace.

Standard 2: The student demonstrates skills and competencies needed for employment.

#### INDEPENDENT FUNCTIONING

##### Personal Care

Standard 1: The student engages in productive and leisure activities for use in home and community.

##### Self-Management

Standard 1: The student demonstrates conduct that complies with social and environmental expectations.

#### SOCIAL AND EMOTIONAL BEHAVIOR

##### Working with Others

Standard 1: The student contributes to the overall effort of the group.

Standard 2: The student uses acceptable interpersonal skills when interfacing with others.

#### COMMUNICATION

##### Communicating with Others

Standard 1: The student effectively communicates with others.

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Technology

Standard 1: The student integrates academic and applied technology principles into the workplace.

##### Community Issues

Standard 1: The student analyzes and communicates the impact that industry and the community have on each other and on the individual.

##### Personal Conduct

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

## Course Emphasis: Special Diploma, Workforce Education

### Grades 8 - 12

#### Project FAST (Fostering Attainable Skills Through) Service Hope School

#### Marianna, Jackson County

**Contact:** Yvonne Melzer, Facilitator  
Hope School, 2031 Hope School Drive  
Marianna, 32448  
Phone: (850) 482-9616 Fax: (850) 482-9391  
E-mail: melzery@firm.edu

#### Project Profile

Hope School is a special center school for exceptional students with varying exceptionalities, including trainable mentally handicapped, profoundly mentally handicapped, autistic, hearing impaired, visually impaired, physically impaired, and combinations of these exceptionalities. Within this population, secondary trainable mentally handicapped students supply a service to others, while at the same time reinforcing skills they have learned in the classroom.

#### Project Support and Participation

There were 18 student participants and 50 service recipients in Project FAST Service. The project received a \$3,955 Learn & Serve award and had match and in-kind contributions of \$5,563. The primary partner was the Chipola Apartments, a Partner for Excellence in Education.

#### Service-Learning Activities

Students visit the Chipola Apartments, a federally subsidized facility for the elderly, twice weekly to clean the lobby, tend plants, host seasonal parties, deliver birthdays cards, and visit with the elderly residents. Students received credit for exceptional student coursework in daily living skills and pre-vocational training. This service supports our School Improvement Plan, which places a heavy emphasis on occupational/vocational training.

#### Project Impact

Occupational training, community-based instruction, on-campus and off-campus work programs, and supported competitive employment were all programs implemented at Hope School to foster the development of skills that contribute to students developing their maximum potential to become contributing members of the community. Students supplied a service to others while reinforcing curricular skills. They learned how to interact socially with adults and perform custodial and horticulture skills while serving at the Chipola Apartments. These skills will become very evident in future job interviews. Several of the students were hired by local businesses upon graduation from Hope School. The students also developed a sense of community involvement that will enable them to begin to see beyond themselves to the needs of others.

#### Future Plans

Project FAST has been funded for five years. The management and residents of the Chipola Apartments requested that our students return each year. Our plans are to continue the bi-weekly trips to the apartments with each new group of secondary students.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.4)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.4)

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.4)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.4)

##### Language

Standard 1: The student understands the nature of language. (LA.D.1.4)

Standard 2: The student understands the power of language. (LA.D.2.4)

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured, and predicted. (SC.C.2.4)

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

#### SCIENCE

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.4)

## Course Emphasis: Interdisciplinary

### Grades 9 -12

#### Let's Keep Them All

#### Bay High School

#### Panama City, Bay County

**Contact:** Pam Lewis, Cynthia McCauley, Facilitators  
1200 Harrison Avenue, Panama City, 32401  
Phone: (850) 872-4600 E-mail: mccauca@mail.bay.k12.fl.us

#### Project Profile

With the overriding goal of keeping all students in school, the "Let's Keep Them All" project at Bay High encompassed seven initiatives to meet the needs of various student populations, as well as members of the community. These initiatives included (1) mentoring, (2) Science Adventure, (3) Job Coaching Mentally Challenged Peers, (4) Peer Tutoring Nights, (5) Forms Nights, (6) Trolley Trainers, and (7) Community Volunteering. Other needs addressed through the project included career exposure and preparation, applying academic learning to real needs, improving students' self-reliance, appreciating diversity, and improving students' interpersonal skills.

#### Project Support and Participation

The project had 450 student participants and 100 adult volunteers and reached hundreds of service recipients. It received a Florida Learn & Serve Grant for \$15,342 with partners contributing about \$23,000 in matching funds and in-kind contributions. Partners were: Exceptional Student Education, \$5,000; Florida Academy of Matrimonial Lawyers, selected attorneys, cash and donated time, \$5,000; Bay Towne Trolley, use of trolley, driver, ride tokens, maps, \$7,000; Center for Urban Transportation (CUTR) donated time and expertise, \$3,000; WMBB and WJHG, live remote coverage of trolley activities; and Early Childhood Services (AmeriCorps Project), training for early childhood worker certification and in conflict resolution, \$3,000.

#### Service-Learning Activities

Preparation activities for "Let's Keep Them All" began with a summer retreat and Leadership Camp. The seven initiatives continued throughout most of the year:

- (1) Mentoring: Leadership students mentor at-risk students at least weekly at area elementary schools.
- (2) Science Adventure: To help ease eighth graders' transition to Bay High, the high school students complete intense studies of physics, chemistry, and biology, so they could teach the concepts to visiting eighth graders. They also develop and conduct high-interest, enjoyable experiments to demonstrate scientific concepts.
- (3) Job Coaching Mentally Challenged Peers: Leadership students provide extensive assistance to their challenged peers who are preparing to enter the job market. Together these students volunteer 90 minutes daily at various centers, hospitals, and organizations. Leadership students develop the work and monitor programs.
- (4) Peer Tutoring Nights: To help students prepare for important exams, the school is open at night so students can tutor each other on such tests as the HSCT, ACT, SAT, AP, ASVAB, and AICE exams. This activity integrates service into most school courses.
- (5) Forms Nights: With help from the community, students provide and receive assistance in filling out job, college, scholarship, and military applications. They also write resumes.
- (6) Trolley Trainers: Students help the elderly, disadvantaged, and disabled to use the trolley system in Bay County. This is a partnership with the RSVP Program.
- (7) Community Volunteering: Technology students repairing donated computers for labs at the housing projects and several nursing homes. Leadership students e-mail their adopt-a-grandparent. Students also deliver Meals-on-Wheels.

## **The Curriculum Connections:**

### **Sunshine State Standards**

#### **The Nature of Science**

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### **MATH**

##### **Number Sense, Concepts, and Operations**

Standard 1: The student understands different ways numbers are represented in the real world. (MA.A.1.4)

Standard 5: The student understands and applies theories related to numbers. (MA.A.5.4)

##### **Measurement**

Standard 1: The student measures quantities in the real world and uses measures to solve problems. (MA.B.1.4)

Standard 3: The student estimates measurement in real-world problem situations. (MA.B.3.4)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.4)

##### **Geometry and Spatial Sense**

Standard 1: The student describes, draws, identifies, and analyzes two and three-dimensional shapes. (MA.C.1.4)

#### **HEALTH EDUCATION**

##### **Health Literacy**

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.4)

##### **Responsible Health Behavior**

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.4)

#### **SOCIAL STUDIES**

##### **People, Places and Environments [Geography]**

Standard 1: The student understands the world in spatial terms. (SS.B.1.4)

Standard 2: The student understands interactions of people and the physical environment. (SS.B.2.4)

##### **[Civics and Government]**

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.4)

Courses integrating service learning into the curricula included Leadership, Career Research and Development, ESE Career Experiences, Debate, Health, Math, Economics, Art, Physics, Chemistry, Earth Science, Biology, Marine Science, Speech, TV Production, Newspaper, Technology, History, and Global Studies.

#### **Project Impact**

The 9<sup>th</sup> grade dropout rate dropped. The passing rate on the HCST rose from 68% to 84% in two years. Ninety percent of the mentally challenged students received work evaluations of 92% or better. Two of the schools that received tutoring from Bay increased their grades from D to C. The incidence of violence of participating students and school-wide was reduced. Students definitely became empowered by their experiences. The projects deepened students' understanding of one another.

#### **Future Plans**

Future plans include expanding the technology activities. Students in the Law Academy will work with attorneys and the Florida Kids Campaign to research and advocate identified issues important to children.

### **Florida's Applied Technology Standards**

#### **COMPUTER TECHNOLOGY**

##### **Technology Communications Tools**

Standard 1: Student routinely and efficiently uses on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.

##### **Technology Research Tools**

##### **Technology Problem-Solving and Decision-Making Tools**

Standard 1: Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Standard 2: Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

## Curriculum Connections:

### Sunshine State Standards

#### COMPUTER TECHNOLOGY

##### Basic Operations and Concepts

Standard 1: Student makes informed choices among technology systems, resources, and services.

##### Social, Ethical & Human Issues

Standard 1: The student can identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.

Standard 3: Student analyzes advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole.

Standard 4: Student demonstrates and advocates for legal and ethical behaviors among peers, family, and community regarding the use of technology and information.

##### Technology Productivity Tools

Standard 1: Student can use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

##### Technology Communications Tools

Standard 1: Student routinely and efficiently uses on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.

Standard 2: Student selects and applies technology tools for research, information analysis, problem-solving, and decision-making in content learning.

##### Technology Research Tools

Standard 1: Evaluate technology-based options, including distance and distributed education for lifelong learning.

##### Technology Problem-Solving and Decision-Making Tools

Standard 1: Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Standard 2: Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

## Course Emphasis: Computer Technology Grades 9 -12

### Project Technonaut

Rutherford High School Communications Technology Academy

Panama City, Bay County

*A NATIONAL SERVICE-LEARNING LEADER SCHOOL*

**Contact:** Beverly Fraser, Facilitator  
1000 School Avenue, Panama City, 32401  
Phone: (850) 872-4500

### Project Profile

Project Technonaut aimed to meet the technology needs of the school and the surrounding community. Communications Technology students learned various technical skills that will prepare them for the workplace. Project Technonaut gave them the opportunity to share their knowledge via the student created web site, tutorials, and the pre-internship program. Teachers and community members had the chance to enhance their technical skills by visiting the web site and using the tutorials.

### Project Support and Participation

The project had 100 student participants, 20 adult volunteers and reached about 400 service recipients. They received a Florida Learn and Serve Grant for \$10,904 with partners contributing about \$5,000 in matching funds and in-kind contributions. Partners were seven elementary and middle schools; Early Childhood Services; Bay District Schools; Florida State University-Panama City Campus; WMBB, WJHG and Sunny 98.5 radiation stations; and May Medical Center.

### Service-Learning Activities

Communications Technology Academy 9<sup>th</sup> and 10<sup>th</sup> graders worked on the creation of a web site. They spent about 12 weeks learning different software programs and then created tutorials for the software applications. Juniors also helped create tutorials but they took their knowledge "to the streets" with their pre-internships. One day a week, for 3-4 hours, these students went to local elementary schools and assisted students, teachers, and administrators with technical difficulties. They taught computer and software skills, helped with TV announcements, and set up computers for teachers.

Students held a Memorial Day Celebration, "Salute to WWII Veterans" event. Communications Technology students interviewed over 40 World War II veterans and compiled a video documentary that was shown at the celebration. The proceeds from the video will go to support service learning in Bay County and to the WWII Memorial in Washington, D.C.

### Structured Reflection Opportunities

Students completed a reflection (journal) each day that was required as part of their English grade. At the end of the year, a 4<sup>th</sup> annual Academy Awards ceremony was held as a celebration. Students, mentors and business partners were recognized.

### Project Impact

Student scores on the FCAT rose, and students saw the relevance in their coursework through the interdisciplinary courses and activities. Teachers and students at the elementary and middle schools remarked at how helpful the students were and how much they valued the students' assistance.

### Future Plans

The Project Technonaut web site will be continued and expanded. Excerpts from the "Salute to WWII Veterans" documentary will be included on the project web site.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.3)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.3)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.3)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.3)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.3)

Standard 3: The student uses speaking strategies effectively. (L.A.C.3.3)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.3)

Standard 2: The student understands the power of language. (L.A.D.2.3)

#### MATH

##### Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information. (M.A.E.1.3)

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics. (M.A.E.2.3)

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (M.A.E.3.3)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (S.C.G.1.3)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (S.C.H.3.3)

## Course Emphasis: Interdisciplinary

### Grades 6 - 8

Literacy Lab and Youth Service Council

Space Coast Middle School

Cocoa, Brevard County

ANATIONAL SERVICE-LEARNING LEADER SCHOOL

#### Contact:

William L. Graves, Principal

6150 Banyon Street, Cocoa, 32927-8911

Phone: (321) 638-0760 Fax: (321) 638-0766

#### Project Profile

The Space Coast Middle School Literacy Lab serves students from the neighboring elementary school and three Head Start classes. The school also aims to increase its own reading scores and empower students to be lifelong learners and active citizens. A Youth Service-Learning Council was formed to provide funding, encouragement, curricular connections, hands-on learning opportunities, and direction for students and teachers in mini-grants design and application.

#### Project Support and Participation

This ongoing project has 1,730 student participants in service learning and hundreds of service recipients. It received a Florida Learn & Serve Grant of \$9,076. Partners with businesses and government agencies included: Brevard Community College, WBBC Communications Station, Enterprise Elementary, Cocoa Rotary Club, Central Brevard Humane Society, Space Coast Rolling Readers, Pt. St. John Community Center, Central Brevard Sharing Center, Central and North Brevard Salvation Army, Surfside Elementary, RSVP, and Head Start.

#### Service-Learning Activities

Over a dozen student-chosen mini-grants have provided opportunities for students, student organizations, classes, and teachers to serve the community through skills and knowledge acquired in the classroom. Skills demonstrated through service included tutoring in science and reading, social redirection and education, literacy awareness, performing arts with reading and writing, intergenerational understanding, recording local history, social action through music, character education, writing to persuade, organization, planning, and leadership.

Mini-grants involved three different tutoring projects as well as students working with the elderly, the Salvation Army, Head Start, the Central Brevard Humane Society, local history initiatives, developing good manners, and the National Health Care Center.

Expanding on the school's annual canned food drives, the Youth Council selected the drive as their own service-learning project. The students planned the project, developed a budget, conducted the publicity campaign on the in-school television, and gathered school and community support. Language arts students wrote essays on the project, social studies classes created a wall of hunger, science courses included assignments, and math classes calculated and graphed costs of feeding a family in third-world countries.

#### Project Impacts

While service learning has not been the only factor in improvements at the school, it seems to have been a significant factor in the school's success in meeting a number of quantitative goals (see next page):



## **SOCIAL STUDIES**

### **People, Places and Environments**

#### **[Geography]**

Standard 1: The student understands the world in spatial terms. (SS.B.1.3)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3)

### **Government and the Citizen**

#### **[Civics and Government]**

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3)

### **Economics**

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.3)

	1998-1999	1999-2000
FCAT Reading	297	301
FCAT Writing	3.1	3.8
FCAT Math	300	316
Course Failures	244	172
Retentions	54	35
Student GPA >2.0	78%	86%
Student GPA <2.0	22%	14%

### **Future Plans**

Selected as a National Service-Learning Leader School in 2001, Space Coast Middle plans to diversify into four broad areas for future service learning: (1) Academic achievement, (2) Civic and social participation, (3) Personal development, and (4) Workforce preparation. The youth council will focus mini-grants in these areas, and a student steering committee will also participate in service-learning projects. Each mini-grant project is expected to provide a display to be circulated through the feeder chain schools to encourage other schools to adopt a service-learning component into the planning of school activities and priorities. Students will travel to those schools to follow up on the project.

## Curriculum Connections

### Florida Sunshine State Standards

#### LANGUAGE ARTS

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.4)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.4)

#### MATH

##### Number Sense, Concepts, and Operations

Standard 1: The student understands different ways numbers are represented in the real world. (MA.A.1.4)

#### SOCIAL STUDIES

##### People, Place and Environments

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.1.4)

##### Time, Continuity and Change [History]

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.4)

### Florida's Applied Technology Standards

#### COMPUTER TECHNOLOGY

##### Basic Operations and Concepts

Standard 1: The student uses the keyboard and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.

##### Social, Ethical and Human Issues

Standard 1: Discuss basic issues related to responsible use of technology and information.

##### Technology Research Tools

##### Technology Problem-Solving and Decision-Making Tools

Standard 1: Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Standard 2: Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

## Course Emphasis: Interdisciplinary

### Grades 9 - 12

#### Helping Hands

Hallandale Adult Community Center

Hallandale Beach, Broward County

**Contact:** Dr. Diane Bryant, Facilitator  
Hallandale Adult Community Center  
1000 SW 3rd Street  
Hallandale Beach, 33009

#### Project Profile

Helping Hands is an intergenerational partnership between dropout prevention high school students enrolled at Hallandale Adult Community Center and the elderly. Students are at-risk to dropout of school because of behavior, teen pregnancy, and low academic skills. Most of the students enter the school with a D grade average. Seniors are part of the City of Hallandale Beach, Hepburn Multi-Purpose Community Center, located in a lower socioeconomic urban area. The partnership was designed to increase students' academic skills, attendance, and respect for the elderly. Seniors offered support and encouragement to the students to stay in school and be successful.

#### Project Support and Participation

This ongoing project has 60 student participants, and 80 service recipients. The project received a Florida Learn & Serve Grant for \$5,257. Project partners included the Hepburn Multi-Purpose Community Center and the City of Hallandale Beach.

#### Service-Learning Activities

Sixty students and eighty seniors conducted monthly activities including (1) Celebration of birthdays and special events, (2) grocery shopping, (3) students cooking for seniors, (4) nature trips, (5) sharing histories, (6) phone calls, (7) adopting a foster grandparent, (8) computer assistance, (9) bingo, (10) a talent show, and (11) journal writing. Students performed a minimum of four hours of service projects per month over a ten-month period. An advisory committee of students, teachers, administrators, and the coordinator of senior activities for the Hepburn Center received a project orientation. Joint visits were conducted to finalize participation activities, and develop procedures for review, reflection and evaluation.

#### Structured Reflection Opportunities

Student journals were kept reflecting feelings and experiences in providing service to the elderly. Celebration and recognition were ongoing, and an activity portfolio was developed for future reflection and memories.

#### Project Impact

The partnership increased students' academic skills, attendance, and respect for the elderly. The project related directly to academic requirements in writing, art, communications, computers, reading, and peer counseling. Students also earned service hours for graduation. Seniors increased contacts with youth and strongly encouraged them to complete school. Feedback from the seniors was very positive as evaluated through focus group discussions. The project teacher, Henry Brown III, was selected as one of five finalists for the 2002 State of Florida Teacher of the Year.

#### Future Plans

Helping Hands has been very successful, and both students and seniors asked for it continue. Future efforts can expand through new activities. Joint fundraising activities such as bake sales can assist in supporting this project. Students can continue to use activities to fulfill service-learning requirements for high school graduation.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.1,2,3,4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.1,2,3,4)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.1,2,3,4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.1,2,3,4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.1,2,3,4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.1,2,3,4)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.1,2,3,4)

Standard 2: The student understands the power of language. (L.A.D.2.1,2,3,4)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.1,2,3,4)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.1,2,3,4)

## Course Emphasis: Language Arts

### Grades K -12

#### Stronger Readers, Stronger Kids

Broward County Public Schools, Vocational, Adult, and Community

Education Department

Ft. Lauderdale, Broward County

#### Contact:

Cindy Griffin, Facilitator

600 SE 3rd Avenue, Ft. Lauderdale, 33301

Phone: (954) 765-6529 Fax: (954) 760-7449

#### Project Profile

Broward County Public Library's Sunset Strip branch is located next to Village Elementary School. The branch serves at-risk students in a socioeconomically low neighborhood. Parents use the library for supervised after-school child care. Library staff were frustrated with the low reading ability of the students while they were attempting to help them with their homework and school studies after school. The staff requested the services of reading teachers/tutors with the Broward County School System.

Based on Broward County Public Schools data, the Vocational, Adult, and Community Education (VACE) department of the school district selected the Sunset Strip Branch for the project. This site had strong after-school participation from the neighboring elementary school, the school was a "D" school, school staff were receptive to the project, and parents viewed the library as a safe environment for their children.

#### Project Support and Participation

This project had 29 student participants and 6 service recipients. It received a \$4,029 Learn & Serve grant. Partners included the public library facilities and staff, Broward County Farm Bureau (speaker), Coca-Cola and Pizza Hut (refreshments), Hollywood Greyhound Track (donation), Memorial Hospital, Denny's Restaurant, Ben & Jerry's, and the Miami Dolphins (incentives).

#### Service-Learning Activities

Components of the project included the planning session with the on-site library staff; recruiting, orienting, and training teachers and volunteers; advertising; implementing the project; assessing students' reading levels; training high school volunteers on library computers; organizing a recognition ceremony; and publishing a project guide.

Staff were trained on the Stronger Readers, Stronger Kids curriculum. High school students spent four hours weekly tutoring at-risk elementary students. Twice weekly, the reading teachers and high school volunteers taught reading skills to participants. The only major challenges were limitations of space and time—no classroom space was available so a corner of the library open area was used. Participating elementary students served as tutors to peers. All students kept journals throughout the project.

#### Project Impact

The tutored students showed increased reading performance. Reading teachers noted marked improvement in students' ability to recognize words and participate in small-group activities in an appropriate manner. Student participants who were limited readers showed an increase in letter and phonemic awareness. The library staff noted an improvement in students' behavior. Parents and nearby businesses expressed appreciation to the teachers for the project, which occupied the students in a constructive and positive manner.

#### Future Plans

High school students will recruit more tutors and continue to serve as tutors in the library. The VACE department will try to secure funds to purchase a study skills/reading kit to remain on the library site.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured and predicted. (SC.C.1.4)

Standard 2: The student understands that the types of force that act upon an object and the effect of that force can be described, measured and predicted. (SC.C.2.4)

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.4)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.4)

Standard 2: The student understands the processes and importance of genetic diversity. (SC.F.2.4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.4)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.4)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.4)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

#### MATH

##### Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.4)

Standard 3: The student estimates measurements in real-world problem situations. (MA.B.2.4)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.4)

## Course Emphasis: Science, Language Arts

### Grades 10 -12

#### It's a Natural Thing

#### West Central Gulf Coast Environmental and Heritage Program, Academy of Environmental Science

#### Crystal River, Citrus County

##### Contact:

Lisa Merritt, Facilitator

12695 W. Fort Island Trail, Crystal River, 34429

Phone: (352) 795-8793 E-mail: ljt147@hotmail.com

Web Site: www.environmental-school.org

#### Project Profile

The Environment and Heritage Program is an ongoing environmental service-learning project designed to facilitate the acquisition of data through research on state and federally managed conservation lands in Citrus County. Targeted students earned credits in multi-disciplinary fields as they participated in, lead research in, and reported on the results of water quality testing, aquatic and upland exotic/nuisance vegetation surveys including seabed biomass, migratory bird surveys, faunal surveys of tidal creeks, and oral history interviews.

#### Project Support and Participation

This project had 78 student participants, 20 adult volunteers, and 150 service recipients. The project received a Florida Learn & Serve Grant for \$9,700. Partners were Citrus County Developmental Services, Crystal River Mariculture Center, the Florida Department of Environmental Protection, Gulf Archaeology Research Institute, Homosassa State Wildlife Park, Midway Animal Hospital, and the U.S. Fish and Wildlife Service.

#### Service-Learning Activities

Academy of Environmental Science students tutored students from Citrus County schools during visits to the academy as well as at their own schools. Academy students developed lessons and activity packets for the lower grades to make them more environmentally aware. Students published newspaper articles for their school newspaper and local county papers to report their findings on water quality data collection and conservation research. Students conducted vegetative and animal surveys of the surrounding wetlands and Gulf of Mexico to track the patterns of migratory wildlife. This information was distributed in a brochure during academy open houses and special community environmental events. The academy seniors were involved in internship partnerships with the local environmental organizations, where they volunteer once a week to assist in daily tasks and data collection which will be compiled and documented in science fair projects.

Other activities included a coastal clean-up; manatee observation surveys; water conservation home surveys; water quality measurements; displays at community events such as Academy Earth Day open house, Leadership Citrus, National Wildlife Refuge Week, Save Our Waters Week, and Scarecrow Festival; participating in the Adopt-a-Redfish program and redfish release; and demonstrations/lessons at Inverness and Citrus Springs Primary Schools. Activities were directly linked with the following classes: English, journalism, biology, marine science, environmental science, and science research.

#### Project Impact

Researchers gained the benefit of additional hands and eyes for data acquisition and analysis. Land managers gained through this public assistance and its corresponding increase in public awareness of natural and cultural resource issues surrounding conservation lands. Students gained by experiencing authentic on-the-job training, -

dealing with real-life situations and problem solving using classroom skills in a work-place context. Students worked to collect data that would actually be used and analyzed. The work they conducted was relevant, so student attendance and participation improved. Educators gained from the enthusiasm sparked by student/teacher relationships that become blurred in the wake of alternate cooperative instructional strategies, and alternative means of assessment. The local residents gained from the information derived through the students' responsibility to report their findings publicly. And lastly, the environment or conservation lands gained through an informed and more environmentally sensitive public at its margins and within its recreational boundaries.

### **Future Plans**

Many of the academy students' service-learning projects will continue and evolve as agreed upon by the project partners. The Citrus County School Board is dedicated to the development of the academy. Its teachers and community partners are equally committed to working with the students on the designated properties managed by the partners when Florida Learn & Serve funds are no longer available. Future work on the properties is likely to shift in focus as initial research interests are addressed in this year and others are identified for the next. It is envisioned that other research foci either identified by the partners and/or generated by student interest will come from this first year's work.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.1.2,3)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.1,2,3)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.1.2,3)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.1,2,3)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.1.2,3)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.1,2,3)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.1.2,3)

Standard 2: The student understands the power of language. (L.A.D.2.1,2,3)

##### Literature

Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.1,2,3)

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.1,2,3)

## Course Emphasis: Language Arts

### Grades 1 - 7

#### Peer to Peer for Literacy

West Tampa Elementary and Stewart Middle School  
Tampa, Hillsborough County

**Contact:** Amy Gall, Facilitator  
2700 Cherry Street, Tampa, 33607  
Phone: (813) 872-5200 Fax: (813) 356-1452

#### Project Profile

*Peer-to-Peer for Literacy* brought together West Tampa Elementary and Stewart Middle School students in a peer tutoring service-learning project. Students were from low SES, at-risk, and inner-city populations. Project goals were to enhance West Tampa Elementary students' reading skills through peer-facilitated learning and to help Stewart Middle School students improve their reading skills, fulfill service requirements, gain exposure to the vocation of teaching, and promote an interest in community.

#### Project Support and Participation

This project had 27 student participants, 2 adult volunteers, and 27 service recipients. The project received a Florida Learn & Serve Grant for \$5,422.

#### Service-Learning Activities

Targeted students from Stewart Middle School spent two days a week for fourteen weeks serving as tutors for West Tampa Elementary students identified as having reading difficulties. Four training sessions were provided for the middle school students. A certified teacher and the program supervisors supervised tutoring sessions. During tutoring sessions, the younger students read Accelerated Reader (AR) books and took tests on those books with the assistance of their tutors.

Training supported the elementary school students' progress in the Accelerated Reader program at the school. The middle schoolers tested their tutees using Accelerated Reader. Tutors and buddies watched a tutor training video they produced together. Occasional absences of either tutors or their tutees were detrimental to maintaining consistent pairing over time. The program was linked directly to county and state reading goals. Both schools use Accelerated Reader, and some of the tutors were facilitating progress of students who were not very far behind their own reading instructional level. Therefore, the tutors received need

#### Structured Reflection Opportunities

Reflections were held once a month. The students' perceptions and experiences during tutoring were discussed. A celebration also allowed for reflection opportunities.

#### Project Impact

Using Accelerated Reader, students mastered each reading selection with a comprehension score of at least 80% correct before moving on. The elementary schoolers read an average of 12 books each with a range of 3-24. Students passed AR comprehension tests on levels ranging from 0-1.3 grade levels above their starting point. On a tutor evaluation, 57% of the tutors indicated they "loved" being a tutor. The other 43% indicated they "liked" it. Comments on the evaluation included "I like feeling that I am making a difference in someone's life," "I like it, because I get to help children," "I love it because it helps the children with their reading," and "the kids make me feel special."

#### Future Plans

Materials purchased for the program will continue to be used in the future. Cross-age reading and tutoring will occur with supervision provided by the aftercare supervisors.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.2,3)

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.2,3)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.2,3)

##### Language

Standard 1: The student understands the nature of language. (LA.D.1.2,3)

Standard 2: The student understands the power of language. (LA.D.2.2,3)

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.2,3)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.2,3))

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.2,3)

### Florida's Applied Technology Standards

#### COMPUTER TECHNOLOGY

##### Social, Ethical & Human Issues

Standard 1: The student can identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs.

##### Technology Productivity Tools

Standard 1: Student can use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).

##### Technology Communications Tools

Standard 1: Student routinely and efficiently uses on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.

## Course Emphasis: Language Arts, Health, Computer Technology

### Grades 5 - 8

#### Compassion Through Action (CAT)

#### Incarnation Catholic School

#### Tampa, Hillsborough County

##### Contact:

Beth Donnellan, Facilitator

5111 Webb Road, Tampa, 33615

Phone: (813) 884-4502, ext. 28

Fax: (813) 885-3734

##### Project Profile

Incarnation Catholic School in Tampa educates students in grades K-8. The 300 middle school students helped the elderly population in Hillsborough County through a variety of activities designed to benefit both populations. As part of their preparation, students learned about the needs of the elderly both in general and specific terms. Hillsborough County has a vast number of seniors who are homebound or who live alone. The students studied their needs and designed outreach projects. These projects connected our students with seniors in a profound way as members of both populations learned tolerance and sensitivity.

##### Project Support and Participation

This project had 300 student participants, 22 adult volunteers, and 250 service recipients. The project received a Florida Learn & Serve Grant for \$4,750. Partners were Rocky Creek Retirement Community, Hillsborough County Crisis Center, Inc.

##### Service-Learning Activities

Fifth grade students partnered with senior pen pals in project "Fifth Grade Brigade." This program was designed to introduce students to the art of letter writing and help them learn sensitivity for others and be exposed to members of the religious community. Many of their senior pen pals live alone and have no family in the area. Pen pals attended various events together throughout the school year. Sixth grade students researched senior issues. This research was used to build and publish a web site. Students interviewed members of agencies that care for the elderly so they could gain a better understanding of the seniors' needs. Seventh graders learned about the nutritional needs of the elderly. They attended two talks given by a nutritionist to help them to create a cookbook. Eighth grade students also researched senior care issues through conducting personal interviews. They created public service announcements on videos that were used in a presentation later in the year.

##### Project Impact

Students have demonstrated interest in continuing their work with the senior population. Many of our students earned enough service hours to receive the Presidential Service Award. Seniors who have participated in the projects have all shown an interest in continuing their work with our students. Many of them completed positive surveys stating that participation has lessened the loneliness in their lives and increased their interest in staying active.

##### Future Plans

Compassion Through Action will continue next year with a new component. Students in fourth grade will partner with Grandparents Reading Buddies. Students will have five school years to participate in this program.

## The Curriculum Connections:

### Sunshine State Standards

#### THE ARTS

##### Visual Arts

###### Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.3,4)

###### Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.3,4)

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.3,4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.3,4)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.3,4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.3,4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.3,4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.3,4)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.3,4)

Standard 2: The student understands the power of language. (L.A.D.2.3,4)

Children were encouraged to engage in storytelling, reading in small groups, and to mentor each other. Children reading below reading level received more one-on-one tutoring to bring them up to grade level. Outside art consultants taught the children how to sketch ideas that reflected their stories and how to paint with acrylics on canvas. Children were also encouraged to act out their stories, with an emphasis on articulation and voice projection while reading to someone.

Environment-related activities included writing letters to the community about protecting the environment, participating in a clean-up day, recycling trash into musical instruments, producing pamphlets on how members of the community—especially children—can help care for the environment. Human-needs-related activities included serving food to 100 homeless people at Metropolitan Ministries and teaching other students about health eating, proper hygiene, kindness, and the importance of having a home. Educational activities included peer reading/tutoring and having students write/illustrate/publish books. 100 students and 15 AmeriCorps members produced 75 storybooks containing original stories and artwork.

#### Project Impact

AmeriCorps ArtsUSF helped to increase the children's awareness of the arts and helped to develop civic responsibility through this planned community project. Students' reading test scores increased by 15% after the project.

#### Future Plans

*Special Stories for Little Kids* were distributed to all participants, Arts Council of Hillsborough County, Hillsborough Reads, and other programs that could use the books as a tutoring/mentoring model. USF's main library was also given a copy for the special collections section. For the final book project event, a professional storyteller will demonstrate good storytelling methods to all of the children at both sites during a scheduled site "Read-In Day" accompanied with children practicing civic responsibility by reading to one another.

## Course Emphasis: Visual Arts, Language Arts

### Grades 6 - 10

#### Special Stories for Little Kids

AmeriCorps Arts/University of South Florida

Tampa, Hillsborough County

#### Contact:

Carrie Mackin, Facilitator

4202 E. Fowler Avenue, FAH 110, Tampa, 33602

Phone: (813) 974-8379 Fax: (813) 974-1736

#### Project Profile

Due to insufficient funding, Hillsborough County's school children receive minimal arts education. Currently, there are 305 music teachers and 160 visual art teachers employed by the county school district, a total of 465 arts specialists to provide arts programs to 165,000 students. There are no theatres or dance experiences provided in the schools except in the magnet arts schools. Children in the public schools receive two 30-minute general music sessions per week. Some of the schools provide 45-minutes of art instruction per week.

The project, through arts education, provided hands-on activities to help students develop a sense of personal and social responsibility, instill in them a sense of community and their roles in it, foster creativity, teach effective communication, provide critical thinking tools and practice, and improve overall learning.

#### Project Support and Participation

This project had 400 student participants, 10 adult volunteers, and many service recipients. The project received a Florida Learn & Serve grant of \$1,700. Partners were: Boys and Girls Clubs of Tampa Bay and Philip Shore Elementary School.

#### Service-Learning Activities

The AmeriCorps ArtsUSF members addressed the above needs by working with 400 children from Ybor City Boys and Girls Club and Philip Shore Elementary School. AmeriCorps members worked with teachers and students to provide tutoring and implement art-related service-learning projects. The elementary schoolers dedicated nine hours weekly, writing original stories and creating illustrations for them.



## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.2)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.2)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.2)

Standard 3: The student uses speaking strategies effectively. (L.A.C.3.2)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.2)

Standard 2: The student understands the power of language. (L.A.D.2.2)

#### HEALTH EDUCATION

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.2))

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.2)

## Course Emphasis: Interdisciplinary and Conflict Resolution

### Grades 3 - 5

#### Tiger Teams

#### Sulphur Springs Elementary

#### Tampa, Hillsborough County

#### Contact:

Janet Ritchie, Facilitator

8412 N. 13th Street, Tampa, 33604

Phone: (813) 975-7305

#### Project Profile

Tiger Teams was a project intended to empower the students and community of Sulphur Springs Elementary School to help resolve problems that undermine the success of the school. Sulphur Springs is an inner-city school with an "at-risk" population identified as low performing based on student achievement and other vital statistics. There was a need to establish programs to positively impact academics, attendance/tardiness, and social behavior. This project addressed each of these areas through student teams that act as peer mediators and peer facilitators so that students interacting with other students become a force in turning around the attitudes, behaviors, and performances of the student community.

#### Project Support and Participation

This project had 45 student participants and about 40 service recipients. The project received a Florida Learn & Serve grant for \$2,200. Partnership with the school PTA provided for community involvement.

#### Service-Learning Activities

Activities included the formation of an Advisory Committee, spearheaded by the guidance counselor, and recruitment of students to teams for peer mediation, peer tutoring, and peer facilitating. Each of the teams underwent a period of training with follow-up sessions for interaction/discussion. Team members were scheduled for service-learning activities based on the needs of the student body. Peer mediators held sessions when a request was received. Peer tutors and peer facilitators were matched with students in need based on academics or attendance/tardiness. The guidance counselor initiated recruitment and training at the beginning of the school year, and the teams were implemented throughout the school year. Members of the teams also participated in district workshops for team building and drug/violence prevention.

#### Structuring Reflection Opportunities

Team members kept a journal about their experiences and reflections on service learning. Team members were recognized for their activities with special buttons, T-shirts, and certificates of participation.

#### Project Impact

The project is in its second year at the school, so impact are still building. Those students who were team members showed positive changes and reported high satisfaction with their interactions.

#### Future Plans

With continued implementation of the project, this positive trend is expected to continue and have a stronger influence on conflict resolution, attendance/tardiness, and achievement.

## Curriculum Connections:

### Sunshine State Standards

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.4)

Standard 2: The student knows how to access valid health information and health-promoting products and services. (HE.A.2.4)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.4)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.4)

Standard 3: the student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.4)

##### Advocate and Promote Healthy Living

Standard 1: The student knows how to use goal-setting and decision-making skills that enhance health. (HE.C.1.4)

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.4)

## Course Emphasis: Health

### Grades 9 - 12

#### Titan Teaching Teams

#### Tampa Bay Technical High School

#### Tampa, Hillsborough County

**Contact:** Nellie Scott, R.N., Facilitator  
Academy of Health Professions  
6410 Orient Road, Tampa, 33610  
Phone: (813) 744-8630 Fax: (813) 744-8381

#### Project Profile

The purpose of the Titan Teaching Teams, part of the school's Academy of Health Professions, is to educate young minds in order to prevent injury or illness and to raise safety awareness. Through lack of knowledge about proper hygiene, safety, and diet, many young children live far less healthy lives than they could or should, resulting in missing school and potential long-term health and other problems. Students in the Academy of Health Professions need hands-on applications of learning and career experience and exposure.

#### Project Support and Participation

This project had 85 student participants and many service recipients. The project received a Florida Learn & Serve grant for \$5,790. The partners were Bay Area Professionals in Infection Control—\$200; Hillsborough County Health Department—\$2,600; Tampa General Hospital—\$175; St. Joseph's Hospital Infection Control—\$94; Team Grant; and contributed time and expertise by local doctors, nurses, and consultants.

#### Service-Learning Activities

The program focused on having high school students work with elementary schoolers to teach the children proper hand-washing techniques, pet care, wild animal safety, correct procedures for tooth-brushing, first aid, and fire safety. There were 12 steps to each project: (1) Attend a Teaching Team meeting, (2) Form a team of 3-4 people, (3) Choose a topic, (4) Schedule a Teach-In, (5) Prepare a lesson plan appropriate to the group receiving the lesson, (6) Prepare teaching materials appropriate for the learning, (7) Present the lesson to a peer group for critique, (8) Practice, using the constructive criticism, (9) Confirm the teach-in, hand in the necessary paperwork including school business and parent permission forms, (10) Give the presentation, (11) Hand in the evaluation, pictures, and report, and (12) Receive certificate noting hours expended. Students had extensive preparation before giving their lessons. In addition to the above items, they also filled out and signed a contract regarding their dress, behavior, and demeanor for the lessons they gave. Presentations were given 1-2 times per month.

#### Project Impact

Those students who were team members showed positive changes and reported high satisfaction with their interactions.

#### Future Plans

Plans are to continue the project and expand it to have formal transportation, more presentations, and ultimately a much wider impact.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3,4)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3,4)

#### LANGUAGE ARTS

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.3,4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.3,4)

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

##### Management

Standard 1: The student employs management techniques to manage projects and enterprises related to work and life.

Standard 3: The student demonstrates knowledge and abilities necessary as a contract employee or to initiate and maintain a service or product-based business.

##### Technology

Standard 1: The student integrates academic and applied technology principles into the workplace.

##### Community Issues

Standard 1: The student analyzes and communicates the impact that industry and the community have on each other and on the individual.

##### Personal Conduct

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

## Course Emphasis: Science, Language Arts, Workforce Education

### Grades 6 - 12

#### Project FRIENDS

The Center for Advancement of Children's Learning  
Marianna, Jackson County

#### Contact:

Lee Smith, Facilitator  
3891 VoTech Drive, Marianna, 32446  
Phone: (850)482-1296 Fax: (850)482-9907

#### Project Profile

Project FRIENDS was designed to benefit both students and the Jackson County Animal Shelter. At the Center for the Advancement of Children's Learning (CACL), basic academics and vocational-prevocational skills were targeted in the classrooms. The students at CACL generally have educational as well as behavioral disorders that seriously impair educational progress. Hands-on training, School-to-Work, vocational skills, sensitivity training, and conflict resolution are emphasized. They have been instructed in animal care, janitorial duties, and conflict resolution. This project gave the students a chance to use these and other related skills in the real world. These students need to see how their skills can benefit others in the community and how they can make a positive, concrete difference.

#### Project Support and Participation

This project had 20 student participants and 10 adult volunteers. The Jackson County Animal Shelter was the main partner. The project received a Florida Learn & Serve grant of \$4,299. Employees from Melvin Engineering Firm and the district superintendent's office joined the students and were major partners in assisting the students.

#### Service-Learning Activities

Participating students from two classes received instruction in animal care and janitorial and maintenance services needed at the animal shelter. In small groups visiting on Tuesdays and Thursdays, the students fed, cleaned, and exercised the animals. They also cleaned and made improvements to the facility, helping to maintain the facility and the grounds. Students surveyed the community to determine its awareness and use of the animal shelter. They created a brochure to publicize the needs and goals of the shelter and then circulated it throughout Jackson County. Students received academic credit for their work, and their behavior at the shelter was directly linked with their social/personal grade. Work at the shelter was part of the students' prevocational class grade, and their journal writing was part of their language arts/reading grade.

During the project, a dispute arose between the county, which funds the shelter, and the organization that administers the shelter over the potential liability of students working at the animal shelter. Ultimately, the project had to be terminated as a result of this dispute. Students reflected through journal writing.

#### Project Impact

There was very positive interaction between the troubled students and the community through the project. Teachers and administrators were also impacted positively. Teachers adapted their instruction and lesson plans, and time was provided for direct discussion of the project and to learn more about matters pertaining to it. It was very useful to have community members come to the school to assist in instruction. This interaction improved the teachers' understanding of the role of community in the school, improved the students' view of themselves, and the community's image of the students.

## Curriculum Connections:

### Sunshine State Standards for Special Diploma

#### CURRICULUM AND LEARNING ENVIRONMENT

##### Sunshine State Standards

Standard 1: The student participates and makes progress in the Sunshine State Standards as appropriate for the individual student.

##### Functional Academics

Standard 1: The student locates, interprets and uses oral, print, or visual information for a variety of purposes.

Standard 2: The student expresses information effectively using oral, print or visual formats for a variety of purposes.

##### Life Work

Standard 1: The student recognizes opportunities and responsibilities in the workplace.

Standard 2: The student demonstrates skills and competencies needed for employment.

#### INDEPENDENT FUNCTIONING

##### Personal Care

Standard 1: The student engages in productive and leisure activities for use in home and community.

Standard 2: The student accesses and uses community resources and services.

##### Self-Management

Standard 1: The student demonstrates conduct that complies with social and environmental expectations.

#### SOCIAL AND EMOTIONAL BEHAVIOR

##### Working with Others

Standard 1: The student contributes to the overall effort of the group.

Standard 2: The student uses acceptable interpersonal skills when interfacing with others.

#### COMMUNICATION

##### Communicating with Others

Standard 1: The student effectively communicates with others.

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

## Course Emphasis: Special Diploma, Work Force Education

### Grades 9 - 12

#### School-to-Work Participant Service Program (STWPSP)

#### Mount Dora High School

#### Mount Dora, Lake County

##### Contact:

Sheila Unruh, Facilitator

700 Highland Street, Mt. Dora, 32757

Phone: (352)383-2177 Fax: (352)383-6466

#### Project Profile

This project addressed the needs of Mount Dora High School Exceptional Student Education students who are Educable Mentally Handicapped, Specific Learning Disabled, or Emotionally Handicapped. Project needs included helping students to be involved with and care for the community, helping students make the transition from school to work, preparing them for the work force, and providing useful after-school alternatives. Goals included providing reinforcement of social personal skills and building confidence, initiative, self-esteem, and marketable skills.

According to *Home and Away* magazine, Mt. Dora is one of the "top five most desirable places to retire." This unfortunately translates to there being very little for the teenage population to do, and youth crime is increasing as measured by police reports and surveys of parents, teachers, and the community.

#### Project Support and Participation

This project had 37 student participants, 99 adult volunteers, and 486 service recipients. The project received a Florida Learn & Serve grant for \$4,400 and partners were the City of Mount Dora, Roseborough Elementary School, Mount Dora Middle School, Mount Dora High School, and Waterman Village (a non-profit retirement center).

#### Service-Learning Activities

Targeted students spent three hours daily serving as tutors and mentors to Kindergarten and first grader students. Training was provided in reading strategies. Targeted students served children by entertaining them with storytelling and reading. They learned job skills as they participated in providing service at the fire station, middle and elementary schools, public works, public library, and Waterman Village (a non-profit retirement center). The students participated in tutoring and mentoring of younger students, recycling projects, adopt-a-highway, campus beautification, reading to children in the public library, and educating community organizations and local schools about the project. Two students were presenters at the state School-to-Work Conference in Orlando.

Students received academic credit for their participation in the Supported Competitive Employment class. Florida Sunshine State Standards were followed in Career Preparation, Social and Personal Skills, Reading, and English. The skills learned in these courses reinforced what students needed to experience at their respective service sites.

#### Structured Reflection Opportunities

Students wrote reflection journals and gave oral and written reports on their activities both in school and to the community.

#### Project Impact

Student participation has grown from the 8 targeted groups to 33. Students have 100% punctuality. Absenteeism and tardiness dropped by half. Discipline referrals decreased

## **The Curriculum Connections:**

### **Technical and Production Skills**

Standard 1: The student organizes work assignments by demonstrating production techniques.

### **Technology**

Standard 1: The student integrates academic and applied technology principles into the workplace.

Standard 2: The student applies appropriate technology to an industry to solve technical and production problems.

### **Labor**

Standard 1: The student demonstrates an understanding of labor issues related to the workplace.

### **Community Issues**

Standard 1: The student analyzes and communicates the impact that industry and the community have on each other and on the individual.

### **Health, Safety, and Environment**

Standard 1: The student analyzes and communicates health and safety issues in the workplace and community.

### **Personal Conduct**

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

significantly. In addition, 95% of students have shown improved grades. The project, in conjunction with its service partner (Waterman Village), won the Florida School-to-Work Gold Zone All Means All Award.

### **Future Plans**

The project is well established and has received tremendous community support and recognition. The tutoring program will be expanded. Environmental issues will be studied in science classes, after which students will go into the field to help improve environmental conditions in Mount Dora. Students will start a media program and mentor students at Mount Dora Middle School. Students will prepare video memories for the families of senior citizens within the Mount Dora community and continue practicing their public speaking skills.

## Curriculum Connections:

### Sunshine State Standards

#### **SOCIAL STUDIES**

##### **Time, Continuity and Change [History]**

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.3)

Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.3)

##### **People, Places and Environments**

###### **[Geography]**

Standard 1: The student understands the world in spatial terms. (SS.B.1.3)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3)

##### **Government and the Citizen**

###### **[Civics and Government]**

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3)

#### **LANGUAGE ARTS**

##### **Reading**

Standard 1: The student uses the reading process effectively. (LA.A.1.3)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.3)

##### **Writing**

Standard 1: The student uses writing processes effectively. (LA.B.1.3)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.3)

##### **Listening, Viewing, Speaking**

Standard 1: The student uses listening strategies effectively. (LA.C.1.3)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.3)

## Course Emphasis: Social Studies, Language Arts

### Grades 6 - 8

#### Community History Project

Howard Middle School  
Ocala, Marion County

**Contact:** Scott Hackmyer, Principal  
1108 NW Martin Luther King, Jr. Avenue  
Ocala, 34475  
Phone: (352) 671-7225

#### Project Profile

The Community History Project was a joint effort between Howard Middle School and the Marion County YMCA Family Center's Black Achievement program. At-risk, disadvantaged middle school students created a community history focusing on minority senior citizens aged 70-85. Students interviewed participating seniors, working together prepare a book highlighting the seniors' life histories and community changes. Ethnic influences on history and community development are an important part of the publication series.

#### Project Support and Participation

This project had 35 student participants, 10 adult volunteers, and 36 service recipients. The project received a Florida Learn & Serve grant for \$3,926. Collaborators in the project included the City of Ocala's Weed and Seed program, members of the West Ocala Neighborhood Revitalization Committee, the YMCA, and various retired as well as younger professionals from the school system and community.

#### Service-Learning Activities

Students completed a variety of preparation activities prior to meeting with the seniors. Youth questioned and wrote while the seniors re-told their experiences with an historical perspective. Historical site visits and the seniors' reports of changes they had observed and/or been a part of during their lifetimes were compiled through students' journal writings, reports, and essays. Historical reviews/discussions of clothing, music, language, and culture were included in these group meetings.

#### Project Impact

Students developed greater empathy and sensitivity to older persons' challenges, needs, and cultural perspectives. Students' school reports were monitored with noted improvements in grades and attendance. Giving the seniors opportunities to talk about their lives and make a contribution in working with the students has improved health, outlook, and attitude in both age groups. Students, seniors, and the community have eagerly anticipated the living history publication. The program celebration has become a community event with many local leaders participating and much pride on the part of the students, seniors and volunteers.

#### Future Plans

Opportunities to expand this project will be pursued to increase positive interactions between seniors and youth.

## The Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (LA.A.1.1,2,3,4)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.1,2,3,4)

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.1,2,3,4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.1,2,3,4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (LA.C.1.1,2,3,4)

Standard 3: The student uses speaking strategies effectively. (LA.C.2.1,2,3,4)

##### Language

Standard 1: The student understands the nature of language. (LA.D.1.1,2,3,4)

Standard 2: The student understands the power of language. (LA.D.2.1,2,3,4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1,2,3,4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.1,2,3,4)

#### SOCIAL STUDIES

##### Time, Continuity and Change [History]

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.1,2,3,4)

Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.1,2,3,4)

##### People, Places and Environments

###### [Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.1,2,3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.1,2,3,4)

###### [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.1,2,3,4)

## Course Emphasis: Interdisciplinary

### Grades PreK -12

Youth Service-Learning Council

Wakulla Middle School

Crawfordville, Wakulla County

NATIONAL SERVICE-LEARNING LEADER SCHOOL

#### Contact:

Sue Hutchins, Teacher, and Sue Anderson, District Facilitator

87 Andrew Hargrett Road, Crawfordville, 32327

Phone: (850) 926-8111 Fax: (850) 926-2442

E-mail: andersons@wakulla.k12.fl.us

#### Project Profile

The goals of Wakulla Middle School's Youth Service-Learning Council were to build leadership skills in students, especially at-risk students, to apply academic knowledge to practical experiences, and to continue to expand service learning in district schools. The Wakulla Middle School Youth Service-Learning Council awarded 20 mini-grants of up to \$750 to teachers and student groups to fulfill school improvement objectives and meet community needs.

#### Project Support and Participation

This ongoing project had 800 student participants, and 20,000 service recipients including 200 PreK -12 students. The project received a Florida Learn & Serve grant for \$17,000. Partners were: Wakulla County School Board providing a \$25,000 in-kind match; Parks and Recreation Department; Senior Citizens; Winn Dixie; Wakulla County District Schools; a nursing home; a shelter for victims of domestic violence; and an adult home for the mentally handicapped.

#### Service-Learning Activities

Wakulla Middle School's 30-member Youth Service-Learning Council is a representative and diverse group of students formed to review, select, and administer service-learning mini-grants. Council members are selected from all school programs, including ESE, dropout prevention, gifted, and regular education classes. To be considered for membership, students submit an application including an essay and a teacher recommendation to the Youth Council's advisor. The advisor and guidance counselors review the applications and select the council members. All mini-grants must include preparation, action, reflection and recognition activities and meet a school improvement goal or a community need.

Mini-grants were varied and involved many different populations and disciplines, including the following:

- Partnership with the local Parks and Recreation Department to work on county park land
- Helping with Red Ribbon Week
- "A Fiesta of Learning" high school/elementary school Spanish class project
- Writing a school newspaper
- Kids Voting
- Computer tutors
- Kids-to-Kids International book-making project
- Textbooks on tape
- Making deliveries to EMH students
- Creating a millennium mural
- Reflecting on Japanese culture project
- Peer tutors reading remediation project
- An e-mail with veterans project

**The Curriculum Connections:**

- Space science peer teaching project
- Students writing children's books to donate to the public library
- Shots in the park Youth Council Project

**Sunshine State Standards**

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.1,2,3,4)

**HEALTH EDUCATION**

**Health Literacy**

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.1,2,3,4)

**Responsible Health Behavior**

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.1,2,3,4)

**Florida's Applied Technology Standards**

**COMPUTER TECHNOLOGY**

**Technology Communications Tools**

Standard 1: Student routinely and efficiently uses on-line information resources to meet needs for collaboration, research, publications, communications, and productivity.

**Technology Research Tools**

**Technology Problem-Solving and Decision-Making Tools**

Standard 1: Investigate and apply expert systems, intelligent agents, and simulations in real-world situations.

Standard 2: Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

**Florida's Applied Technology Curriculum**

**WORKFORCE TECHNOLOGY**

**Planning**

Standard 1: The student applies planning methods to decision-making related to life and work roles.

**Personal Conduct**

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

**Structuring Reflection Opportunities**

All mini-grants were required to include preparation, action, reflection, and celebration, and all were linked to at least one course/subject area. In addition, the mini-grant projects included a variety of reflective activities including journals, discussion, presentations, and performance that were assessed as part of students' grades.

**Project Impact**

Data and observation indicate an improvement in school attendance, community involvement, leadership skills, and academics as a result of the Youth Service-Learning Council. Wakulla Middle School was selected in 2001 as a National Service-Learning Leader School.



## Curriculum Connections:

### Sunshine State Standards

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.4)

Standard 2: The student knows how to access vital health information and health-promoting products and services. (HE.A.2.4)

##### Responsible Health Behavior

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.4)

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.4)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.4)

#### PHYSICAL EDUCATION

##### Physical Education Literacy

Standard 3: The student analyzes the benefits of regular participation in physical activity. (PE.A.3.4)

##### Responsible Physical Activity Behaviors

Standard 2: The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

## Course Emphasis: Health, Science, Physical Education

### Grades 10 -12

#### From Age to Age

#### Sarasota High School

#### Sarasota, Sarasota County

##### Contact:

Margaret Green, Facilitator

10001 S. School Avenue, Sarasota, 34237

Phone: (941)955-0181 Fax: (941)361-6380

#### Project Profile

From Age to Age: The Senior Health Connection was designed to expose students in the Medical Skills and Services course of the Sarasota High School MaST (Math, Science, and Technology) School of Health Sciences Technology magnet program to the elderly population who make up the majority of health care clients in Florida. A further goal was to teach CPR and choking relief techniques to seniors in our community--many of whom are parenting their grandchildren.

#### Project Support and Participation

This ongoing project had 36 student participants, and 150 service recipients including 200 PreK -12 students. The project received a Florida Learn & Serve grant for \$6,288 with matching funds and in-kind contributions of \$7,082. The primary partnership was with the Sarasota Senior Friendship Center. Other contributing partners include HMP Medical Supplies and Gaumard Scientific, which provided materials at discount.

#### Service-Learning Activities

A series of six trips--one tour and five service experiences--were conducted to the Sarasota Senior Friendship Center at two-week intervals from February-April, 2000. The Center is located about a mile away from school. On the trips, 36 10<sup>th</sup>-12<sup>th</sup> graders practiced their skills by measuring seniors' blood pressure and demonstrating CPR and choking relief measures. Student preparation included aging sensitivity training and extensive discussion of aging, illness affecting seniors (Parkinson's, Alzheimer's, glaucoma, osteo- and rheumatoid arthritis, cataracts, etc.), death, and dying.

In the beginning, few of the elders were interested in having the students take their blood pressure. It took 2-3 trips before there were enough interested elders to keep the students busy. After conducting tests, the students socialized with the seniors, even joining them in line dancing. All the students were enrolled in the Medical Skills and Services course (DOE 800310) in the specialized curriculum for the MaST School of Health Sciences Technology. The skills they used and demonstrated are included in the required curriculum for that course. Students' journal writing provided reflection opportunities both before and after their visits.

#### Project Impact

Attitudes of both the students and the senior changed dramatically over the course of the project. The two groups were initially quite wary of each other, but over time came to enjoy and look forward to their visits. The course teacher felt that her learning objectives for the students were met and has now integrated the service learning into her curricula. A student survey indicated strong agreement that the students learned the materials and enjoyed the activities.

#### Future Plans

It is hoped that this activity may continue each year as part of the MaST School of Health Sciences Technology curriculum with support from either Learn & Serve or from the local Sarasota County Education Foundation.

## Curriculum Connections:

### Sunshine State Standards

#### LANGUAGE ARTS

##### Reading

Standard 1: The student uses the reading process effectively. (L.A.A.1.1,2,3,4)

Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.1,2,3,4)

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.1,2,3,4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.1,2,3,4)

##### Listening, Viewing, Speaking

Standard 1: The student uses listening strategies effectively. (L.A.C.1.1,2,3,4)

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.1,2,3,4)

##### Language

Standard 1: The student understands the nature of language. (L.A.D.1.1,2,3,4)

Standard 2: The student understands the power of language. (L.A.D.2.1,2,3,4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1,2,3,4)

##### The Nature of Science

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.1,2,3,4)

#### SOCIAL STUDIES

##### People, Place and Environments

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.1.1,2,3,4)

##### Government and the Citizen

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.1,2,3,4)

##### Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.1,2,3,4)

## Course Emphasis: Interdisciplinary

### Grades K - 12

#### Youth Service-Learning Council

#### Macintosh Middle School

#### Sarasota, Sarasota County

##### Contact:

Sherri Reynolds and Jeffi Westberry, Facilitators

1960 Landing Blvd., Sarasota, 34231

Phone: (941)927-9000 Fax: (941)361-6520

### Project Profile

A variety of needs have been met through this ongoing project. Facilitators feel that most importantly, they are spreading the word about the value of service learning as a tool to meet curriculum goals and Sunshine State Standards. Service learning is now a teaching tool as opposed to being misconstrued as just one more new fad that teachers are required to integrate into their already crowded curriculum. They are also meeting many of the Character Education requirements while doing service-learning activities. Some of the specific activities performed as part of this project helped the community meet the following needs: Transition/New Student orientation, awareness of the needs of special education students and the elderly, beach restoration, assistance for people with disabilities, hunger awareness and intervention, reading tutors, cross age tutoring and mentoring, performing art for character education, awareness of natural habitats, and wildlife preservation.

### Project Support and Participation

This project had 1,403 student participants, and numerous service recipients. The project received a Florida Learn & Serve grant for \$15,000. Partners were Safe & Drug Free Schools, Sarasota County Parks & Recreation Department YMCA, Florida Studio Theater, All Faith's Food Bank, Safe Place and Rape Crisis Center, Boy Scouts of America, Colonial Park Club Retirement Center, and Sunnyside Nursing Home.

### Service-Learning Activities

The Sarasota Youth Service Learning Council has been an invaluable force behind increasing the number and variety of service-learning projects in the Sarasota County School district. The 14 members of the Council for this year learned about service learning and how it differs from community service. They also learned leadership and communication skills and how to review a mini-grant application and score it according to a set criteria. They participated in many service projects of their own including organizing a Walk-a-Thon to raise funds for hospitalized children, World AIDS Day, Adopt-a-Family, and an Empty Bowls project. Teachers, counselors and students from all over Sarasota applied for these mini-grants. The Youth Council Reviewed each application and scored it according to Learn & Serve criteria. Eleven mini-grants were awarded for a total of \$10,420.

### Future Plans

Facilitators applied for and received a three-year grant to continue with this district-wide youth council project. At the end of the three years, the goal is to be self-sufficient, with local funds available to award mini-grants for the long term. Facilitators hope to continue being able to give schools the opportunities to complete service-learning projects for the benefit of each community and as a lifelong skill learned by each student participant.

## Curriculum Connections:

### Sunshine State Standards

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)

Standard 2: The student knows how to access vital health information and health-promoting products and services. (HE.A.2.3)

##### Responsible Health Behavior

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3)

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.3)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3)

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

##### Labor

Standard 1: The student demonstrates an understanding of labor issues related to the work place.

##### Technical and Production Skills

Standard 1: The student organizes work assignments by demonstrating production techniques.

##### Health, Safety, and Environment

Standard 1: The student analyzes and communicates health and safety issues in the workplace and community.

##### Personal Conduct

Standard 1: The student demonstrates an understanding of professional conduct in personal roles, as well as in work and industry.

## Course Emphasis: Health Education, Culinary Arts

### Grades 6 - 8

#### Desserts on Wheels

#### Forest Grove Middle School

#### Ft. Pierce, St. Lucie County

**Contact:** Janet Clayman, Facilitator  
3201 South 25th Street, Ft. Pierce, 34981  
Phone: (561) 468-5885

#### Project Profile

Forest Grove has formed a service-learning partnership with the St. Lucie Council on Aging which is located in the same school zone. Needs were assessed through discussion with students, staff, and senior citizens from the Council on Aging. The advisory committee meets at the beginning, middle, and end of the school year to design, plan, and organize activities. The staff receives training by attending the Florida Learn & Serve Institute. Students view the video "Learn to Serve, Serving to Learn, Florida Learn & Serve" and attend discussion and presentations from the program manager from Council on Aging. The students participate in role-playing activities to understand the physical limitations of some elderly people.

#### Project Support and Participation

This project had 23 student participants, 3 adult volunteers, and about 200 service recipients. The project received a Florida Learn & Serve grant for \$3,850 and had matching funds and in-kind contributions including \$75,000 (WLX-TV), \$1,080 (transportation), \$100 (concession stand), \$500 (Indian River Community, College Quad Tech/Prep/School-To-Work), and \$782.08 (Council on Aging).

#### Service-Learning Activities

Desserts on Wheels was held on Wednesdays from 2-4 p.m., from October-March in the Home Economics Room at Forest Grove Middle School. A teacher and 23 students in grades 6-8 (ages 11-16) prepared, cooked, and packaged nutritious desserts for 200 participants in the "Meals on Wheels" program. The majority of student volunteers were identified as educationally and/or economically disadvantaged. Transportation home was provided by the after-school program at Forest Grove.

There was a short demonstration each week of the recipe, a review of safety and sanitation, and a discussion of project goals. The students divided into six kitchen groups, followed the recipe, baked the item, and cleaned up the kitchen. A worker from the St. Lucie Council on Aging picked up the desserts, which were delivered to the elderly through Meals on Wheels.

Jack Roberts, Director of Learning Resources, supported the effort in developing the "Cooking with Clayman's Kids" TV program. Learning Resources Instructional Television Department provided production and broadcast of five shows. Each show was aired three times each month from September-June on two cable channels, and through the school district's Instructional Fixed Television Services broadcast system. The programs were aired in 27 schools with a student population of 26,000 and in more than 60,000 homes in the four-county area. The themes, questions, and interviews were originated and organized by the students:

- October—School pride. Meals on Wheels desserts prepared by the students
- November—Meals on Wheels dessert prepared by the students
- December—Promoted Learn & Serve and community involvement, Meals on Wheels desserts prepared by the students

- January—Students prepared a meal and a discussion on quality control and customer satisfaction
- March—Students attended field trip to Council on Aging, delivered and served desserts to the elderly, students received Presidential Service Awards

The program resulted in interdisciplinary units with business, art, and language arts. Students became pen pals with the senior for whom they prepared desserts, creating their own artful cards. They also sold food for profit in an entrepreneurial venture. They designed and ran a weekly concession stand at the school.

### **Structuring Reflection Opportunities**

Students have reported in their journals that the field trip had the most impact on them. It gave them a sense of accomplishment and pride in their work and that they indeed made an impact on the community.

### **Project Impact**

The elderly recipients received a nutritionally balanced meal from the “Meals on Wheels” program which may be the only meal they will eat that day. The elderly recipients may be homebound and physically unable to prepare a meal or drive to a congregate dining facility. When elderly recipients received a dessert and a letter from a young person, they appreciated the younger person taking time to think of them. Many elderly recipients wrote thank-you letters to the students. The letters often contained words of encouragement, and the students are proud of their participation in the service-learning activity. The senior citizens reported that being with the young people was wonderful. The monthly taping of the TV show provided the community with insight to the positive work of the students and the Council on Aging.

### **Future Plans**

Plans are to continue the program and to expand it by developing surveys of all participants, increase the number of interdisciplinary units, expand the concession activity, and seek additional funds for support.

## The Curriculum Connections: Course Emphasis: Social Studies

Sunshine State Standards

### Curriculum Connections:

Sunshine State Standards

#### SOCIAL STUDIES

##### People, Places and Environments [Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3,4)

##### Government and the Citizen [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3,4)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3,4)

##### Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.3,4)

Grades 6 - 12

Rites of Passage

Barry University

Miami, Miami-Dade County

**Contact:** Jacqueline Mondros  
11330 NE 2nd Avenue, Miami Shores, 33161  
Phone: (305) 899-3090 Fax: (305) 899-4783

#### Project Profile

Since 1994, the Academy for Better Communities at Barry University has been an active partner with several Dade County Schools. They established therapeutic after-school programs, group services, and in-home social services for children and their families in eight schools. In 1996-97 they began to serve middle school children in three different Dade County Schools: Miami Country Day Middle School (an essentially white, upper-middle class school), Nautilus Middle School and Miami Beach Senior High (both schools are economically mixed and mostly Hispanic middle school); and Norland Middle School and Norland Senior High School (essentially low-income Caribbean and African-American populations). The program, "Rites of Passage," focuses on helping teenagers become good citizens.

During early adolescence, children begin the process of "coming of age" academically, socially and physically. They tend to be self-absorbed and self-centered as they struggle with issues of identity and body image. They may experience difficulty as they try to find their place among their peer group and renegotiate their familial and community roles and responsibilities. This project emphasizes the power of community service activity in helping the early adolescent discover positive roles and role models, feel empathy for and greater comfort with those who are different, and establish a positive identity.

#### Project Support and Participation

This project had 250 student participants, 25 adult volunteers, and about 500 service recipients. The project received a Florida Learn & Serve grant for \$16,744 and had match and in-kind contributions totalling \$25,240. Partners were the Academy, Norland Middle, Norland Senior High, Nautilus Middle, Miami Beach Senior, Miami Beach Hispanic Community Center, and Miami Country Day School.

#### Service-Learning Activities

Students planned and implemented community service projects. Nautilus and Norland, close to area elementary schools, conducted after-school tutoring. They also worked to develop the "Community Clothes Closet," a clothes and appliance collection that is available to the residents of the North Miami Beach area. Norland children conducted a food drive in conjunction with local homeless shelter. Miami Country Day students were involved with a nearby nursing home, as well as Pass-It-On Ministries, a local system of food distribution. Students in each school engaged in at least four community service activities over the course of the school year for a total of twenty service activities. Some were ongoing and some were one-time events. Due to the success with the Miami Beach Community Clothing Closet, the community service activity was expanded to engage the Norland Middle and Norland High School Rites members in the school's neighborhood. An "Intergenerational Day" and "Bike-A-Thon" service activity projects were also implemented in these two schools.

#### Project Impact

Service projects are selected, designed, and implemented by each Rites group each year, therefore, it was difficult to predict exactly who in the community will be impacted and the nature of that impact. For example, the project to collect and distribute clothes and appliances on Miami Beach had a far greater direct impact than other service strategies conducted in the past. Other projects, however, were indirect service and were less easily counted. Consequently, as each group formed their plans for community service activities for the year, measures were established which, to the extent possible, counted the number of people helped through the Rites groups.

#### Future Plans

Facilitators plan to continue and expand community service activities such as the "Community Clothing Closet," "Intergenerational Day," and "Bike-A-Thon" by adding the projects to the Norland Middle and Norland Senior High School community. Facilitators will focus their strengths by stabilizing and increasing the number of community projects for the other schools.

## Curriculum Connections:

### Sunshine State Standards

#### SOCIAL STUDIES

##### People, Places and Environments [Geography]

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3)

##### Government and the Citizen [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)

Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3)

#### THE ARTS

##### Theatre

##### Skills and Techniques

Standard 1: The student acts by developing communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.3)

Standard 3: The student designs, conceptualizes, and interprets formal or informal productions. (TH.A.3.3)

##### Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.3)

##### Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.3)

##### Applications to Life

Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.3)

## Course Emphasis: Social Studies, Theatre

### Grades 6 - 8

#### Do Right, Don't Fight, and Take Flight

#### Seven Springs Middle School

#### New Port Richey, Pasco County

**Contact:** Cynthia Tehan, Facilitator  
9521 Indale Drive, New Port Richey, 34654  
Phone: (727) 774-6700 Fax: (727) 774-6791

#### Project Profile

Based on the referrals given at Seven Springs Middle School (SSMS), students need to learn good citizenship. These statistics and discussion with teachers and students about needs of the student population at SSMS revealed the need for training in assertiveness, goal-setting, and peaceful conflict resolution. This grant provided the opportunity to engage dropout prevention students with drama students to create performances that address these issues. The 6th grade dropout prevention students are encouraged by 7<sup>th</sup> and 8th grade drama students to participate and make a difference.

#### Project Support and Participation

This project had 110 student participants, and 12 adult volunteers. The project received a Florida Learn & Serve grant of \$3,983.. Partners were the drama and dropout prevention classrooms, Cox Elementary, Gulfside Elementary, and South Lake High.

#### Service-Learning Activities

Sixth graders and drama students worked together with "e-mates" to write skits that address the problems of peaceful conflict resolution, assertiveness and goal-setting. These skits were then performed in several classrooms at SSMS. In February 2000, the drama students spent six weeks rehearsing and then performing the play, *Beat Peer Pressure*. This play taught specific techniques for fighting peer pressure. The play, *Beat Peer Pressure* and the short play, *Mei-Ling and the Dragon* were then taken to Cox Elementary School and Gulfside Elementary School to perform. In all, 1,600 students saw the play, *Beat Peer Pressure*.

The goal was to influence students to be assertive when friends pressure them to do the wrong thing. At the role-play after the performance, it was clear that the audience learned some of the eight techniques presented. Then, through role-play, audience members demonstrated their understanding by practicing one of the techniques. In May, the drama classes worked on short skits about peaceful conflict resolution. These skits were then videotaped and played for the school. Also, to promote leadership skills, 14 selected drama students attended a two-day training in Haines City. Students from South Lake High School, a National Service-Learning Leader School, conducted this workshop.

#### Future Plans

The program will add two projects: Respect for All and the SSMS Environmental Study. The first part of the project will be skits and a play that teach respect for others. This play will be performed at SSMS for the student body and at nearby Richey Elementary School. The SSMS Environmental Study incorporates the 6th grade Science curriculum with monitoring the wildlife and wetlands surrounding our school amid rapid development of former family-held farmlands.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1,3)

### Sunshine State Standards for Special Diploma

#### CURRICULUM AND LEARNING ENVIRONMENT

##### Life Work

Standard 1: The student recognizes opportunities and responsibilities in the workplace.

Standard 2: The student demonstrates skills and competencies needed for employment.

#### INDEPENDENT FUNCTIONING

##### Personal Care

Standard 1: The student engages in productive and leisure activities for use in home and community.

Standard 2: The student accesses and uses community resources and services.

#### SOCIAL AND EMOTIONAL BEHAVIOR

##### Working with Others

Standard 1: The student contributes to the overall effort of the group.

Standard 2: The student uses acceptable interpersonal skills when interfacing with others.

## Course Emphasis: Science, Special Diploma

Grades 1 - 3, 6 - 8

Perking up the Pines

Laurel Nokomis School

Nokomis, Sarasota County

#### Contact:

Claire Herzog, Facilitator

1900 East Laurel Road, Nokomis, 34275

Phone: (941)486-2171 Fax: (941)486-2013

E-mail: ceherzog@aol.com

#### Project Profile

Students assigned to self-contained classrooms often feel left out of activities enjoyed by the mainstream student population. Perking up the Pines (the Pines is a long-term care facility for Alzheimer's patients), was a project that allowed 32 students with exceptionalities ranging from learning disabilities to emotional handicaps to learn skills in a "hands-on" way and make their education more meaningful. Activities allowed students to participate in community building skills, appreciate and respect the differences in society, learn academic skills (particularly vocational skills), and realize their obligation to help those less fortunate. More importantly, students saw themselves as givers of help rather than recipients.

#### Project Support and Participation

This project had 32 student participants, 9 adult volunteers, and an estimated 100 service recipients. The project received a Florida Learn & Serve grant for \$2,849 and match and in-kind contributions of \$13,275. Partners were the Pines, Sarasota County Cooperative Extension Master Gardeners, and the Sarasota Garden Club. The mayor visited the students while they were working at Pines. The Garden Club nominated the project for an intergenerational service award from the Florida Council on Aging.

#### Service-Learning Activities

After determining the needs of Pines residents, students built raised planter boxes and grew herbs for horticultural therapy activities in the Alzheimer's unit. With help from

local Master Gardeners, students learned to use tools, read blueprints, and create a budget for supplies. They made lists and shopped for supplies at Home Depot. They built raised beds and trellises for vines, weeded garden areas, and planted new gardens. They learned to propagate and grow plants and studied herbs and their uses. After receiving training to help them understand Alzheimer's Disease, students taught the Alzheimer's patients how to "pot up" rooted cuttings and apply fertilizer to the plants.

Students and Pines residents joined in activities including flower arranging, pressed flower sun catchers, and butterfly bingo. Students planted gardens and weeded. Residents were thrilled to visit the school and join in a class where they created webs by brainstorming with students about the importance of plants. The students made candied mint leaves for the elderly and took their orders for lunch. The ladies from Assisted Living put together framed certificates of appreciation for the students that were presented during a celebration ceremony. The project was linked to the curriculum of an exploratory vocational education course, Introduction to Agri-Business. The students received academic credit for their participation. The Pines residents provided service to students as well. With the help of the Sarasota Garden Club, residents created flower arrangements for tables and helped plan a pizza party and recognition ceremony. Residents called each student forward, shook her or his hand, and presented the student with a framed certificate of appreciation.

#### Project Impact

As indicated by surveys and school data, students were positively impacted by their service learning experience. Teachers felt the program was both educational and character building. Referral rates were drastically reduced (47% lower) and students felt they learned new skills. According to the Horticultural Therapist at Pines, residents have shown increased interest in socialization and physical activity. They cherished the time spent with the students. A presentation on the project was given for the Florida State Horticultural Therapy Association and for the Florida State Horticultural Society who published the proceedings.

#### Future Plans

Laurel Nokomis School plans to continue its relationship with Pines of Sarasota, a proven match. Many organizations have sought their services after reading newspaper and journal articles. They plan to visit other sites and determine how their students might help.

## Curriculum Connections:

### Sunshine State Standards

#### SCIENCE

##### Processes That Shape the Earth

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.3)

##### Processes of Life

Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3)

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3)

##### The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3)

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3)

Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3)

#### HEALTH EDUCATION

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3)

#### MATH

##### Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.3)

Standard 3: The student estimates measurements in real-world problem situations. (MA.B.2.3)

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.3)

## Course Emphasis: Science, Math, Health

### Grades 6 - 8

#### Earth Force

#### Roosevelt Middle School for Math, Science, and Technology

#### West Palm Beach, Palm Beach County

**Contact:** Ellen Mazzota, Facilitator  
1900 N. Australian Avenue, West Palm Beach, 33407  
Phone: (561) 802-2128 Fax: (561) 822-0222

#### Project Profile

Roosevelt Middle for Math Science and Technology is located in a low socioeconomic area in West Palm Beach. Approximately 44% of the students are economically disadvantaged and receive free and reduced lunch. Among these students, a high percentage are unaware of environmental issues related to air quality. This project provided the opportunity to improve students' communication skills, increase parental and community involvement, and promote learning practices that provide real-world experiences.

#### Project Support and Participation

This project had 50 student participants, 3 adult volunteers, and an estimated 300 service recipients. The project received a Florida Learn & Serve grant of \$4,443 with match and in-kind of \$2,880. Partners were Pine Jog Environmental Center and the U.S. Environmental Protection Agency.

#### Service-Learning Activities

Teachers utilized the Earth Force Community Action Problem Solving (CAPS) format for the project. Under CAPS, teachers received training on program materials and in the six-step deliberative process that students use and that underlies CAPS. The steps are (1) Community environmental inventory, (2) Problem selection, (3) Policy and community practice research, (4) Options for influencing policy and practice, (5) Planning and taking civic action, and (6) Looking back and looking ahead.

Students spent about two hours a week investigating air quality issues within their community. Students conducted air quality tests, identifying pollutants found around the school and community. They investigated laws and regulations regarding air pollutants through agency and web searches. Students listed causes of air pollutants and identified practices that contribute to pollution. The students surveyed their peers to identify the mode of transportation they used for school. Then, students decided to educate the public about air pollution and best practices to maintain/improve air quality. Students presented a play on environmental pollutants, created posters with information on causes of air pollution, and distributed tips on alternatives to driving to school.

#### Project Impact

The students who participated in this project increased their awareness on environmental issues related to air quality increased by 50%. Students increased their community service hours by 95%. Students continued to inform their classmates and members of their community about air quality after their work on the project. All the students felt empowered to make a difference and improve air quality in their community.

#### Future Plans

Through Earth Force, facilitators will continue to involve students in addressing community problems. Students will use school-to-work skills and continue to investigate areas of their community and evaluate the community's role in their quality of life. Students will embark on service-learning projects meeting environmental problems dealing with the air, water, and land. Through this process, students will continue to improve their communication skills and develop relationships with community leaders.



## Curriculum Connections:

### Sunshine State Standards

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.1,2,3,4)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.1,2,3,4)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.1.2,3,4)

#### LANGUAGE ARTS

##### Writing

Standard 1: The student uses writing processes effectively. (L.A.B.1.1.2,3,4)

Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.1,2,3,4)

##### Listening, Viewing, Speaking

Standard 3: The student uses speaking strategies effectively. (L.A.C.2.1,2,3,4)

#### SCIENCE

##### How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1.2,3,4)

##### Force and Motion

Standard 1: The student understands that types of motion may be described, measured and predicted. (SC.C.1.1,2,3,4)

### Florida's Applied Technology Curriculum

#### WORKFORCE TECHNOLOGY

##### Planning

Standard 1: The student applies planning methods to decision-making related to life and work roles.

##### Technical and Production Skills

Standard 1: The student organizes work assignments by demonstrating production techniques.

##### Labor

Standard 1: The student demonstrates an understanding of labor issues related to the workplace.

## Course Emphasis: Interdisciplinary, Teacher Education

### Grades K - 12, Graduate School

#### Service-Learning Course

#### Manatee Community College Bradenton, Manatee County

##### Contact:

Dr. Anita Hocker, Facilitator  
5940 26th Street West, Bradenton, 32406  
Phone: (941) 358-4200, ext. 101

#### Project Profile

The project was designed to address needs at several levels. Manatee Community College was interested in creating a course for existing teachers that focused on service learning. Students would benefit from participation in service-learning activities as a part of their courses, and the larger community could also be helped by a series of curriculum-based service-learning projects.

#### Project Support and Participation

This project had 12 teachers and over 300 student participants who reached hundreds of service recipients. The project received a Florida Learn & Serve grant for \$8,375. Partners were Brookside Middle School, Oak Park School, Cysis School, Haile Middle School, and Gulf Coast Marine Institute.

#### Service-Learning Activities

The project created a new special topics course at Manatee Community College for existing teachers, IDS 2930. The early sessions of the course focused on the mechanics and elements of service learning and how to design, initiate, implement, and evaluate service-learning projects. Sessions were conducted by Dr. Tony Richards (AR and Associates, Nova Scotia), Dr. Anita Hocker (Manatee Community College and Manatee County Schools), and Pepar Anspaugh (Manatee Community College).

The teachers' primary assignment was to then implement a service-learning project in their Manatee or Sarasota County classroom. Teachers were from all grade levels, and their projects included the following:

- Brookside Middle School—A student-designed walk to raise funds to cure diabetes.
- Oak Park School—Working with animals in shelters to make them more receptive to people and therefore more likely to be adopted. Students then wrote and distributed a booklet about their efforts.
- Cysis School—Students learned about, then taught other students about prevention strategies.
- Cysis School—Business and Technology Class students wrote and presented a play explaining the school handbook
- Haile Middle School ESE—Students constructed picnic tables for the campus.
- Gulf Coast Marine Institute—Several projects, including peer mediation/conflict resolution, selling plants to raise funds for charity, Meals on Wheels, decorating a nursing home, teaching nursery schoolers about Easter, and high school students teaching elementary schoolers about aerodynamics through a project to make the best paper airplane.

#### Project Impact

Process impacts were the creation of a service-learning course and then 11 service-learning projects at area schools, impacting several hundred students directly as either servers or served.

## Curriculum Connections:

### Sunshine State Standards

#### SOCIAL STUDIES

##### Time, Continuity and Change [History]

Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.1,2,3,4)

Standard 5: The student understands U.S. History from 1880 to the present day. (SS.A.5.1,2,3,4)

##### People, Places and Environments

###### [Geography]

Standard 1: The student understands the world in spatial terms. (SS.B.1.1,2,3,4)

Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.1,2,3,4)

#### THE ARTS

##### Visual Arts

###### Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.1,2,3,4)

###### Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.1,2,3,4)

##### Theatre

###### Skills and Techniques

Standard 1: The student acts by developing communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.1,2,3,4)

Standard 3: The student designs, conceptualizes, and interprets formal or informal productions. (TH.A.3.1,2,3,4)

###### Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.1,2,3,4)

###### Applications to Life

Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.1,2,3,4)

#### LANGUAGE ARTS

##### Writing

Standard 1: The student uses writing processes effectively. (LA.B.1.1,2,3,4)

Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.1,2,3,4)

## Course Emphasis: Interdisciplinary

### Grades PreK - 12

#### Nassau Youth Council

#### School Board of Nassau County

#### Fernandina Beach, Nassau County

##### Contact:

Marion Broschart  
Nassau County School District  
1201 Atlantic Avenue  
Fernandina Beach, 32034  
Phone: 904-321-5801 Fax: 904-321-5998

#### Project Profile

Nassau County has a rich cultural and natural resource heritage, but no coordinated county-wide resource to record this heritage. The project formed a council of students representing the district who administered a mini-grant program for teachers. The mini-grants were designed to provide service-learning opportunities for students focusing on the history and heritage of Nassau County.

The Amelia Island Museum of History serves as a focal point for Fernandina Beach history and helped the school district better serve the entire county through the following student projects:

1. Oral, print, and visual arts documentation about county history
2. More leadership development programs and community service partnerships for Nassau youth
3. Expanded Training in service-learning philosophy techniques for Nassau teachers and students
4. More opportunities for student leaders to become peer mentors, providing opportunities to help younger students while enhancing both their academic and community service skills.

#### Project Support and Participation

This project had 296 student participants and 25 adult volunteers who reached over 3,000 service recipients. The project received a Florida Learn & Serve grant for \$14,515 and matching funds and in-kind contributions of \$3,600. Partners were the Amelia Island Museum of History, Fort Clinch State Park, the Nassau County Libraries, and the local Chambers of Commerce.

#### Service-Learning Activities

Once the Youth Council members were selected, Learn & Serve staff trained the council members, emphasizing service learning and required grant procedures. Council members planned their own cultural heritage project and helped coordinate other project preparation throughout the county. The Youth Council created and dispersed the mini-grant applications throughout the school district, advertised the mini-grant opportunities, evaluated the applications, and awarded 15 grants during two cycles of funding. Grant recipients worked on their projects during March-December. Students created local heritage murals, community information pamphlets, provided information about and samples of local native flora and fauna, created outdoor community learning centers, performed plays about local heritage, and began school-wide recycling programs in elementary schools. The Youth Council visual arts project (Historic Monopoly Board) continued beyond the grant period, as did many of the natural resource heritage programs.

#### Reflection and Celebration

Reflection was ongoing and varied, as the students and teachers evaluated the effectiveness of the projects. Recognition will take place in October, as part of an official

## **SCIENCE**

### **Processes That Shape the Earth**

Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.1,2,3,4)

### **How Living Things Interact with Their Environment**

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.1,2,3,4)

Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.1,2,3,4)

Nassau celebration of local Heritage activities—an annual event. Also, the local chambers of commerce, school board, Amelia Island Museum of History, and Fort Clinch helped to honor the final project celebrations.

### **Project Impact**

Program impact was measured by the number of completed products such as pamphlets, books, murals, artworks, and native natural resources preserved and restored to local areas/parks. An annotated Nassau Cultural Heritage mini-grant bibliography will be distributed to all schools and libraries in the county as reference materials.

### **Future Plans**

Future plans include an expansion of at least two major Cultural Heritage projects in Nassau County:

- The American Beach Park Development. (American Beach was one of the historically safe havens for African-American families from throughout the Southeast. It remains one of the few remaining coastal communities inhabited and frequented by African-Americans.)
- The David Levy Yulee Museum and Park Development. Residents of the Nassau community of Yulee need to know their heritage. The town is named for David Yulee, the “architect of Florida’s statehood,” and the first U.S. Senator from Florida.

Both projects will include students from elementary, middle, and high schools in the county and continue the curriculum integration and public service efforts of the previously successful Nassau Cultural Heritage Florida Learn & Serve grants.

## Curriculum Connections:

### Sunshine State Standards

#### THE ARTS

##### Theatre

###### Skills and Techniques

Standard 1: The student acts by developing communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.3,4)

Standard 3: The student designs, conceptualizes, and interprets formal or informal productions. (TH.A.3.3,4)

###### Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.3,4)

###### Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.3,4)

###### Applications to Life

Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.3,4)

#### HEALTH EDUCATION

##### Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3,4)

##### Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3,4)

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3,4)

##### Advocate and Promote Healthy Living

Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3,4)

## Course Emphasis: Interdisciplinary

### Grades 8 - 12

Hippodrome Improvisational Teen Theatre  
Putnam Academy, School Board of Putnam County  
Palatka, Putnam County

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#### Project Profile

Peer education has shown to be effective in motivating attitudes and influencing students' behavior. Theatrical performances and workshops are avenues for promoting group discussion and curbing students' negative behavior among peers who are at the brink of significant decision-making regarding sexual activity, drug use, and other potentially self-destructive behavior. The interactive, peer-developed process has been shown to significantly offset high-risk behaviors.

#### Project Support and Participation

This project had 35 student participants and reached over 350 service recipients. The project received a Florida Learn & Serve grant of \$7,869 and match and in-kind of \$9,140. Putnam Academy and the Hippodrome State Theatre were the primary project partners.

#### Service-Learning Activities

Using performance standards as a springboard, theatre specialists led the students in the development of improvised scenarios, providing an opportunity for students to "act out" such skills as self-awareness, self-acceptance, self-improvement, interpersonal communication, and resisting negative peer pressure. After six weeks, students were responsible for composing, preparing, scheduling, and giving performances with positive messages relevant to the target audience of other students. Their performances reflected critical life issues and material explored in the classroom. These performances, or peer education workshops, included question-and-answer sessions with student audiences following each performance. Such sessions allowed students to reflect upon their service. Back in the classroom, students analyzed their performances, as well as their own decision-making process regarding the issues explored during each particular performance. The production itself, along with the resulting reinforcement from peers, staff, and the general public, instilled in students a strong sense of success.

#### Structured Reflection Opportunities

In a sense, the performances themselves are a form of reflective service learning. Students examined issues they face in their lives, the (successful or unsuccessful) decisions they made, and the impacts of those decisions. The plays and skits reflect an internalization of those lessons that are used to educate others. The post-performance discussions are also powerful reflective exercises and additional service learning.

#### Project Impact

Project objectives were to increase self-esteem, increase knowledge of the consequences of engaging in high-risk behaviors, and improve attendance rates and GPA of the performer participants. The project progressed satisfactorily toward meeting those objectives.

#### Future Plans

The project will continue to refine and modify classroom instruction and performances based on feedback from recipients and other evaluation data. Project expansion will continue, including both additional performance sites and service-learning sites.

# A Listing of Standards with Service-Learning Examples That Address Those Standards

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## Elementary Linkages to Service Learning The Arts

**Service learning activities relate to projects involving performance, music, teaching creation of public art, TV/video production, advocacy, public relations, technology, oral history, local history, cultural celebration and diversity, and intergenerational.**

### Dance

Benchmark	Service Learning Performance Task
<p><b>Skills and Techniques</b>  <b>Standard 1: The student identifies and demonstrates movement elements in performing dance.</b>  <b>(DA.A.1.1)</b>            1. knows basic non-locomotor/axial movements (e.g., bend, twist, and swing).            2. knows simple locomotor movements (e.g., walk, run, hop, jump, and leap) and compound locomotor movements (e.g., gallop, slide, and leap).            3. performs movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle, and low levels in space.            4. moves to various sounds, including rhythmic accompaniment, and responds to changes in tempo.            5. moves following straight and curved pathways.  <b>(DA.A.1.2)</b>            1. uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery).            2. knows dance steps, positions, and patterns from various dance forms or traditions (e.g., ethnic, modern, and ballet).            3. uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space.</p> <p><b>Standard 2: The student understands choreographic principles, processes, and structures.</b>  <b>(DA.A.2.1)</b>            1. creates a series of movements with a beginning, middle, and end.            2. uses improvisation to explore and create movement ideas (e.g., walk across the room, stop two times, and change level once).            3. creates movement patterns alone, with partners, and with groups.  <b>(DA.A.2.2)</b>            1. explores the use of basic choreographic principles (e.g., transition and dynamic change).            2. creates structured improvisations of dance movements in a variety of groupings.            3. creates a dance phrase (i.e., a brief sequence of related movements that has a sense of rhythmic completion), repeats it, and varies it (e.g., makes changes in time, space, and force/energy).             4. works with others using partnering skills such as imitating, leading, following, and mirroring.</p>	<ul style="list-style-type: none"> <li>• Teach younger student how to do dance.</li> <li>• Perform dance routines for senior citizens, and/or at community functions.</li> <li>• Tell a story to younger children through performance and interpretative dance.</li> <li>• Choreograph a dance for a service learning reflection or presentation.</li> <li>• Compose a dance to reflect upon a service-learning project.</li> <li>• Perform and teach traditional folk, square, and/or ethnic dances at community festivals, nursing homes, and school functions or invite them into the school.</li> <li>• Organize a multicultural fair at your school to share dances from other cultures with the community.</li> <li>• Obtain musical selections popular to senior citizens, learn to play, or find the selected music. Plan monthly dances and student and senior citizens learn alike the dances of the era (30's, 40's, 50's, etc.) Senior citizens will be encouraged to share the memories they associate with the music.</li> </ul> <p>See music and theatre sections for more ideas.</p>

## Elementary Linkages to Service Learning The Arts

### **Creation and Communication**

**Standard 1: The student understands dance is a way to create meaning.**

**(DA.B.1.1)**

1. understands how gestures and movement communicate meaning.

2. creates a movement phrase that communicates feelings.

**(DA.B.1.2)**

1. knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique.

2. performs movement sequences to various accompaniments (e.g., sound, music, and spoken text), demonstrating their effect.

3. creates a dance that communicates experiences and ideas of personal significance.

### **Cultural and Historical Connections**

**Standard 1: The student demonstrates and understands dance in various cultures and historical periods.**

**(DA.C.1.1)**

1. understands how dance expresses and embodies elements of a culture.

2. explores movement in response to the sounds and music that reflect a specific culture.

3. knows the similarities and differences that exist between dance patterns of various cultures.

**(DA.C.1.2)**

1. knows the traditions and techniques (e.g., steps and movement styles) of various dances (e.g., folk, social, and classical) in various cultures and time periods.

2. performs folk, social, and classical dances from various cultures.

3. understands the role of dance in different cultures.

### **Aesthetic and Critical Analysis**

**Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.**

**(DA.D.1.1)**

1. finds multiple solutions to given movement problems.

2. understands that dance is sequential with a beginning, middle, and end.

3. understands that critical analysis of dance performances are based on personal opinion.

4. knows a simple descriptive vocabulary of movement.

**(DA.D.1.2)**

1. understands how individual solutions to movement problems are based on personal choices.

2. understands similarities and differences among various dance compositions in terms of space, time, and force.

3. knows possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety, and contrast).

### **Applications to Life**



## Elementary Linkages to Service Learning The Arts

<p><b>Standard 1: The student makes connections between dance and healthful living.</b> (DA.E.1.1) 1. knows how daily dance practice improves strength, coordination, and flexibility. 2. understands how healthy living practices (e.g., proper nutrition, adequate sleep, and daily exercise) contribute to enhanced dance movement abilities.</p> <p>(DA.E.1.2) 1. creates personal improvement goals in dance and uses problem-solving techniques to achieve goals. 2. knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination). 3. understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep, and daily exercise, leads to enhanced dance performance.</p> <p><b>Standard 2: The student makes connections between dance and other disciplines.</b> (DA.E.2.1) 1. knows how to express a visual image through movement (e.g., move like a cat, an ocean wave, or a cloud). (DA.E.2.2) 1. creates a movement study that illustrates a concept from another discipline (e.g., creates patterns from math forms such as ABA).</p>	
<b>Music</b>	
<p><b>Benchmark</b></p> <p><b>Skills and Techniques</b> <b>Standard 1: The student sings, alone and with others, a varied repertoire of music.</b> (MU.A.1.1) 1. sings songs within a five-to-seven note range alone and maintains the tonal center. 2. sings simple songs (e.g., folk, patriotic, nursery rhymes,</p>	<p><b>Service Learning Performance Task</b></p> <ul style="list-style-type: none"> <li>• Present choral or music concerts at nursing homes, and in the community.</li> <li>• Work with community agencies to write jingles or theme songs.</li> <li>• Raise funds to purchase musical instruments or pay for music lessons for children who cannot afford them.</li> </ul>

## Elementary Linkages to Service Learning

### The Arts

rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment.

3. sings a culturally diverse repertoire of songs (some from memory) with appropriate expression, dynamics, and phrasing. (MU.A.1.2)

1. sings songs (e.g., descants, rounds, partner songs, two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments.
2. sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers).
3. uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, interpretation).
4. blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.

#### **Standard 2:**

**The student performs on instruments, alone and with others, a varied repertoire of music.**

(MU.A.2.1)

1. performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo.
2. performs expressively with appropriate dynamics and tempos on classroom and ethnic instruments.

(MU.A.2.2)

1. independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques.
2. performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical).
3. performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor .
4. performs simple music phrases by ear.

#### **Standard 3: The student reads and notates music.**

(MU.A.3.1)

1. reads simple rhythmic and melodic notation, using traditional and nontraditional symbols.
2. demonstrates pitch direction by using visual representation (e.g., steps and line drawings).
3. writes the notation for simple rhythmic patterns that have been performed by someone else.

(MU.A.3.2)

1. sight reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys.
2. accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing.
3. writes notation for simple melodic patterns that have been performed by someone else.

- Study music from each decade of the 20<sup>th</sup> century. Share with the elderly by playing a game where they guess which decade a musical selection is from.
- Create songs/rap about any given unit (reflection)
- Create rhythms used to recognize patterns or counting (for tutoring younger or disabled students)
- Compare and contrast music across eras and share with senior citizens
- Interview and discuss with senior citizens on how popular music reflects social and political views of any given era
- Recognize poetic devices in music lyrics to use for service learning presentations
- Use music to reflect different cultures and eras for service-learning presentations.
- Understand the effects of music on the body, mind, and attitudes and use for service-learning presentations.
- Learn from senior citizens “War” songs across history and participate in a sing-a-long.

## Elementary Linkages to Service Learning

### The Arts

#### **Creation and Communication**

**Standard 1: The student improvises melodies, variations, and accompaniments.**

**(MU.B.1.1)**

1. improvises appropriate “musical answers” (e.g., simple rhythmic variations) in the same style to given rhythmic phrases.
2. improvises simple rhythmic and melodic patterns and accompaniments.

**(MU.B.1.2)**

1. improvises “musical answers” (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases.
2. improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.

**Standard 2: The student composes and arranges music within specific guidelines.**

**(MU.B.2.1)**

1. creates simple accompaniments with classroom instruments.

**(MU.B.2.2)**

1. knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling.
2. understands how composed music communicates text, ideas, meanings, and emotion.

#### **Cultural and Historical Connections**

**Standard 1: The student understands music in relation to culture and history.**

**(MU.C.1.1)**

1. knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American).
2. understands how rhythm and tone color are used in different types of music around the world.
3. knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life).

**(MU.C.1.2)**

1. knows music and composers that represent various historical periods and cultures (e.g., orchestral and band, Baroque and Handel, Villa-Lobos and mariachi).
2. describes how basic elements of music (e.g., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world.
3. understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa).
4. knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.

## Elementary Linkages to Service Learning The Arts

### **Aesthetic and Critical Analysis**

**Standard 1: The student listens to, analyzes, and describes music.**

**(MU.D.1.1)**

1. knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement.
2. identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult).
3. knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles.
4. understands how music can communicate ideas suggesting events, feelings, moods, or images.

**(MU.D.1.2)**

1. knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain).
2. identifies instruments and their “families” (e.g., violin as a string instrument, flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet).
3. uses perceptual skills and appropriate terminology to describe aural examples of diverse music.

**Standard 2: The student evaluates music and music performance.**

**(MU.D.2.1)**

1. identifies simple criteria for the evaluation of performances and compositions.
2. knows how to offer simple, constructive suggestions for the improvement of his or her own and others’ performances.

**(MU.D.2.2)**

1. knows how to devise simple criteria to evaluate performances and compositions.
2. uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others’ performances.

### **Applications to Life**

**Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts.**

**(MU.E.1.1)**

1. understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theater, and dance).
2. understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds).

**(MU.E.1.2)**

1. knows similarities and differences in artistic vocabulary.
2. understands the relationship between music and other subjects (e.g., between folk songs and historical events).

- Use rubrics, schedules checklists and journals to plan and evaluate performance with music service project.
- Apply knowledge gained from listening to and evaluating another group’s performance to improve one’s own performance.

- Trace how music reflects the life and times (politics, economics) of various ages and cultures of the community.
- Perform music specifically designed for special occasions (patriotic, holiday, personal).
- Review how music is used as a tool in advertising.

## Elementary Linkages to Service Learning The Arts

<p><b>Standard 2: The student understands the relationship between music and the world beyond the school setting.</b> <b>(MU.E.2.1)</b></p> <ol style="list-style-type: none"> <li>1. knows how music is used in daily life (e.g., for entertainment or relaxation).</li> <li>2. knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert).</li> <li>3. understands that musical preferences reflect one's own experiences.</li> <li>4. understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures.</li> </ol> <p><b>(MU.E.2.2)</b></p> <ol style="list-style-type: none"> <li>1. knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment).</li> <li>2. knows and applies appropriate audience behavior in various musical settings (e.g., symphony concerts, school concerts, and parades).</li> <li>3. understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music.</li> <li>4. understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing story teller and a concert master).</li> </ol>	
<b>Theatre</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Skills and Techniques</b> <b>Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.</b> <b>(TH.A.1.1)</b></p> <ol style="list-style-type: none"> <li>1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation).</li> <li>2. creates, individually and in groups, animate and inanimate objects through the movement of the human body (e.g., pantomimes living and non-living objects such as rocks, trees, and celestial objects).</li> </ol> <p><b>(TH.A.1.2)</b></p> <ol style="list-style-type: none"> <li>1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).</li> </ol> <p><b>Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.</b> <b>(TH.A.2.1)</b></p> <ol style="list-style-type: none"> <li>1. communicates with others ideas about characterization and plot development within dramatic-play activities.</li> </ol> <p><b>(TH.A.2.2)</b></p> <ol style="list-style-type: none"> <li>1. communicates directing choices to actors in improvised and</li> </ol>	<ul style="list-style-type: none"> <li>• Create short skits or plays with positive messages and present them to your school.</li> <li>• Invite senior citizens to see a play at your school.</li> <li>• Perform for a senior citizen center or nursing home.</li> <li>• Transform a children's story into a play and present it to younger students.</li> <li>• Perform puppet shows on health issues for any age group.</li> <li>• Help others to understand unique drama from other cultures, through presentations.</li> <li>• Create short skits with positive messages about character education.</li> <li>• Produce skits to dramatize service-learning experiences as a form of reflection and sharing of the service learning experience.</li> <li>• Perform music, theatre, dance or puppetry for you children encouraging audience interaction.</li> <li>• Develop an interactive performance where younger children learn about an environmental issue.</li> </ul>

## Elementary Linkages to Service Learning The Arts

- scripted scenes.
- 2. collaborates with actors to modify scripts for character motivation.
- 3. uses theatre terms when evaluating a performance.
- 4. articulates emotional responses to the whole, as well as parts of, dramatic performances.

### **Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.**

#### **(TH.A.3.1)**

- 1. designs the playing space to communicate character and action in specific locales.

#### **(TH.A.3.2)**

- 1. understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and in formal play productions.
- 2. creates an environment (e.g., with scenery, props, sound effects, and costumes) to communicate locale and mood.

### **Creation and Communication**

#### **Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.**

##### **(TH.B.1.1)**

- 1. creates simple scenes that have a setting, dialogue, and plot.

##### **(TH.B.1.2)**

- 1. knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literary, and everyday situations.

### **Cultural and Historical Connections**

#### **Standard 1: The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.**

##### **(TH.C.1.1)**

- 1. expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play.
- 2. understands how we learn about ourselves, our relationships and our environment through forms of theater (e.g., film, television, plays, and electronic media).
- 3. understands characters, situations, and dramatic media from the stories and dramas of various cultures.

##### **(TH.C.1.2)**

- 1. understands how cultural influences are expressed in the portrayal of characters and themes through the dramatic media chosen.
- 2. understands how theatre is an interpretation of actual events in history and everyday life.
- 3. understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.

### **Aesthetic and Critical Analysis**

#### **Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television,**

## Elementary Linkages to Service Learning The Arts

<p><b>and electronic media.</b> <b>(TH.D.1.1)</b> 1. portrays imaginary sensory experiences (e.g., smelling a flower or touching velvet) through dramatic play. 2. gives reasons for personal preferences for formal or informal performances. 3. understands appropriate audience responses to dramatic presentations. 4. understands how theater communicates events of everyday life. 5. understands the similarities and differences between play acting, pretending, and real life.</p> <p><b>(TH.D.1.2)</b> 1. knows how theatre uses visual elements (e.g., set design and costuming), sound (e.g., sound effects and vocal inflection), and movement (e.g., staging and character portrayal) to communicate. 2. understands the similarities and differences between real life and the theatre's representation of life (e.g., the meaning of the concept, "willing suspension of disbelief").</p> <p><b>Applications to Life</b> <b>Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life.</b></p> <p><b>(TH.E.1.1)</b> 1. uses role playing to resolve everyday conflict situations (e.g., fighting over a toy, bullying others, and stealing someone's property). 2. understands the similarities and differences among how emotions are expressed in theater, dramatic media, music, dance, and visual art. 3. cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self-discipline, and meets deadlines).</p> <p><b>(TH.E.1.2)</b> 1. understands the emotional and social impact of theatre, film, and television on an individual's life and community and in other cultures. 2. understands the artistic characteristics of various media (e.g., theatre, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic media. 3. understands theatre as a social function and theatre etiquette as the responsibility of the audience. 4. collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).</p>	
<b>Visual Arts</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<b>Skills and Techniques</b>	

## Elementary Linkages to Service Learning

### The Arts

**Standard 1: The student understands and applies media, techniques, and processes.**

**(VA.A.1.1)**

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination.
2. uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner.
3. distinguishes the differences within and among art materials, techniques, processes, and organizational structures such as elements and principles of design.
4. uses good craftsmanship when producing works of art.

**(VA.A.1.2)**

1. uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination.
2. uses control in handling tools and materials in a safe and responsible manner.
3. knows the effects and functions of using various organizational elements and principles of design when creating works of art.
4. uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

**Creation and Communication**

**Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.**

**(VA.B.1.1)**

1. knows how subject matter, symbols, and ideas are used to communicate meaning in works of art.
2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
3. knows a variety of purposes for creating works of art.
4. uses the elements of art and the principles of design to effectively communicate ideas.

**(VA.B.1.2)**

1. understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes.
2. understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas.
3. knows how to identify the intentions of those creating works of art.
4. uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

**Cultural and Historical Connections**

**Standard 1: The student understands the visual arts in relation to history and culture.**

**(VA.C.1.1)**

- Create works of art and donate them to a local charity or sell them and donate the profits.
- Design and paint murals around a community theme.
- Beautify the school with a mural in a hallway or lobby about topics learned in service learning projects.
- Paint over graffiti in the community.
- Make a visual art display appropriate for a preschool or children's hospital.
- Teach younger students about primary colors and how to mix and create new colors.
- Make table decorations or placemats for a nursing home or homeless shelter.
- Design posters for non-profit organizations or for public information.
- Teach art lessons to younger children or senior citizens.
- Create and reproduce coloring books with an environmental or safety theme and present them to preschool children.
- Make lap quilts and donate them to residents at a nursing home OR make a large quilt and raffle to raise money for charity.
- Make bookmarks to promote reading and give them to younger children.
- Create sculptures and donate to a local garden.
- Design notepads, bumper stickers, and t-shirts with environmental messages and sell – donate profits to a local environmental organization, or use to create an outdoor classroom at your school.
- Create an artistic and audio display of various cultures represented in your area. Invite the public to view.
- Design recycling boxes for your school using the art of the cultures you are studying.
- Create place mats for local nursing home.
- Create displays for school hallways.
- Make personalized artwork for senior citizens.
- Reflect upon a service-learning project using visual arts.
- Create a children's garden, with interactive activities and garden sculptures (gardens and playground areas).
- Create original ceramic items, market, and sell to the public and donate the proceeds to a local charity.
- Create a community mural.
- Paint over graffiti walls to create a community mural dealing with community environmental or social issues.
- Provide artwork to beautify hospitals, community centers, handicapped centers and retirement homes.
- Make decorations for holiday celebrations for younger children, the homeless, or the elderly.
- Use collaborative art projects to facilitate services learning among groups of different ages and cultures.
- Make and collect holiday gifts for homeless children to be



## Elementary Linkages to Service Learning

### The Arts

1. knows that specific works of art belong to particular cultures, times, and places.

2. understands how artists generate and express ideas according to their individual, cultural, and historical experiences.

**(VA.C.1.2)**

1. understands the similarities and differences in works of art from a variety of sources.

2. understands how artists have used visual languages and symbol systems through time and across cultures.

#### **Aesthetic and Critical Analysis**

**Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.**

**(VA.D.1.1)**

1. uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art.

2. understands that works of art can be rendered realistically, symbolically, or abstractly.

3. knows the difference between an original work of art and a reproduction.

**(VA.D.1.2)**

1. develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary.

2. uses different approaches to respond to and to judge various works of art.

3. understands perceived similarities and differences among different genres of art.

#### **Applications to Life**

**Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.**

**(VA.E.1.1)**

1. understands that people create art for various reasons and that everyday objects are designed by artists.

2. knows various careers that are available to artists.

3. understands and uses appropriate behavior in a cultural experience.

**(VA.E.1.2)**

1. understands the influence of artists on the quality of everyday life.

2. knows the types of tasks performed by various artists and some of the required training.

3. understands the similarities and differences and the various contributions of galleries, studios, and museums.

presented at a holiday celebration for the children.

- Photograph and frame activities between students and the elderly, youth, disabled, etc and place these framed pictures around the nursing home, shelter or schools.

- Study art appreciation to prepare to become docents at a local art gallery.

- Use rubrics, checklists and journals to plan and evaluate artwork prepared for a service project.

- Apply knowledge of art forms and styles to improve one's own artwork.



## Elementary Linkages to Service Learning Foreign Language

<p>personal enrichment (e.g., listens to, reads, or views age-appropriate stories, plays, poems, films, or visual works of art). 5. comprehends and responds to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary. 6. compares and contrasts age-appropriate target-language records, films, and TV programs. 7. recognizes the multiple ways in which an idea may be expressed in the target language and uses them appropriately.</p> <p><b>Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b> <b>(FL.A.3.1)</b> 1. provides simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). <b>(FL.A.3.2)</b> 1. describes important people (e.g., family members and friends) and objects present in his or her everyday environment and in school. 2. provides information in spoken or written form on a variety of topics of popular and cultural interest (provides, e.g., descriptions, expressions of opinion, appreciation, and analysis). 3. gives responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works.</p>	<ul style="list-style-type: none"> <li>• Collect oral histories of recent immigrants, and create a book for each immigrant and/or a skit to perform for other classes.</li> <li>• Become a Phone Pal (language pal) or E-mail Pal to non-English speakers to help them practice their skills.</li> </ul>
<p><b>B. Culture</b></p>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Standard 1: The student understands the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices.</b> <b>(FL.B.1.1)</b> 1. participates in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing). 2. recognizes patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community). 3. recognizes various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods). <b>(FL.B.1.2)</b> 1. recognizes various activities and celebrations in which children participate in the target culture (e.g., games, songs,</p>	<ul style="list-style-type: none"> <li>• Research and prepare a French café. Invite parents to the café on open house night.</li> <li>• Volunteer at local hospitals and sing traditional songs in French.</li> </ul>



## Elementary Linkages to Service Learning Foreign Language

<p>the major elements of the source material (e.g., what it is, why peers use it, and where it might be found).</p> <p>4. restates and shares information acquired from written texts in the context of a group discussion.</p>	
<p><b>D. Comparisons</b></p>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture.</b></p> <p><b>(FL.D.1.1)</b></p> <p>1. knows examples of word borrowing from one language to another.</p> <p>2. uses simple vocabulary and short phrases in the target language.</p> <p><b>(FL.D.1.2)</b></p> <p>1. identifies examples and understands the significance of true and false cognates (i.e., words derived from a common original form).</p> <p>2. recognizes the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.</p> <p><b>Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture.</b></p> <p><b>(FL.D.2.1)</b></p> <p>1. knows the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture.</p> <p>2. recognizes that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings).</p> <p><b>(FL.D.2.2)</b></p> <p>1. distinguishes the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture.</p> <p>2. recognizes forms of the target language evident in the local culture (e.g. signs, symbols, advertisements, packages, displays, murals, songs, and rhymes).</p> <p>3. recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.</p>	<ul style="list-style-type: none"> <li>• Tutor lower level students in same age group. L2 student will be able to provide good examples of cognates, word borrowing, etc.</li> </ul>

## Elementary Linkages to Service Learning Foreign Language

<b>E. Experiences</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses the language within and beyond the school setting.</b></p> <p><b>(FL.D.2.1)</b></p> <p>1. knows the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture.</p> <p>2. recognizes that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings).</p> <p><b>(FL.E.1.2)</b></p> <p>1. knows that many people in the United States use languages other than English on a daily basis.</p> <p>2. demonstrates an awareness of employment possibilities (and other applications) for those who are able to master the target language</p>	

## Elementary Linkages to Service Learning Health/Physical Education

<b>Health</b>	
Benchmark	Service Learning Performance Task
<p><b>Health Literacy</b>  <b>Standard 1: The student comprehends concepts related to health promotion and disease prevention.</b>  <b>(HE.A.1.1)</b>            1. knows names of body parts.            2. understands positive health behaviors that enhance wellness.            3. understands the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention.            4. recognizes environmental health problems and understands possible solutions.            5. identifies common health problems of children and possible ways to prevent these problems.            6. understands why health problems should be recognized and treated early.            7. recognizes that injuries may be prevented.            8. recognizes the relationship between physical and emotional health.            9. classifies food and food combinations according to the Food Guide Pyramid.</p> <p><b>(HE.A.1.2)</b>            1. understands the functions of human body systems.            2. knows how personal health behaviors influence individual well-being.            3. knows the indicators of physical, mental, emotional, and social health during childhood.            4. understands how the family influences personal health.            5. knows the ways in which the environment impacts health.</p>	<ul style="list-style-type: none"> <li>• Make posters or picture books illustrating body parts. 4<sup>th</sup>-5<sup>th</sup> graders teach younger students; create body part games and play games with younger students; Puppet show with body parts as the characters, present to younger students.</li> <li>• Create an exhibit that focuses on lifestyles that promote healthy family living; display the exhibit in the community.</li> <li>• Role-play various family responsibilities for health promotion and disease prevention and perform skit for a parent/teacher organization meeting.</li> <li>• Analyze an environmental health problem in your community. Partner with environmental organizations to raise awareness of this problem in your community through presentations (Power points, videos, skits, books, etc.) at school, community events, or retirement centers.</li> <li>• After studying various types of diseases, write get well cards and letters of encouragement to children in the hospital with diabetes, cancer, or asthma.</li> <li>• Collaborate among high school and elementary students to write daily PA announcements that demonstrate the importance of recognizing health problems early with health tips that illustrate the relationship between physical and emotional health.</li> <li>• High school students collaborate with elementary students to create and utilize pamphlets on injury prevention to teach seniors at retirement centers.</li> <li>• Make posters on physical and emotional health. Discuss the relationship. Write daily PA announcements that demonstrate the importance of recognizing health problems early. Include health tips that illustrate the relationship between physical and emotional health.</li> <li>• Conduct a district-wide food drive with high school students utilizing posters to teach younger students the Food Guide Pyramid. The younger students collect and count the food and the high school students deliver the food to a local food bank.</li>   <li>• Make posters or picture books illustrating the functions of human body systems (4<sup>th</sup>-5<sup>th</sup> grade) and teach younger students; create human body system games and play games with younger students; Perform a puppet show with body systems as the characters, present to younger students.</li> <li>• Create an exhibit that focuses on lifestyles that promote healthy family living; display the exhibit in the community.</li> <li>• Interview a senior citizen. Share experiences related to</li> </ul>

## Elementary Linkages to Service Learning Health/Physical Education

6. knows the most common health problems of children.
7. knows why health problems should be detected and treated early.
8. knows how childhood injuries and illnesses can be prevented and treated
9. knows why illegal drugs should not be used and the consequences of their use.
10. knows the nutritional values of different foods.

**Standard 2: The student knows how to access valid health information and health-promoting products and services. (HE.A.2.1)**

1. knows sources of health information (e.g., people, places, and products) and how to locate them.
2. knows the meaning of warning labels and signs on hazardous substances.
3. identifies advertisements for health products.

**(HE.A.2.2)**

1. knows the characteristics of valid health information, products, and services.
2. knows how to locate resources from home, school, and community that provide valid health information.
3. knows how the media influence the selection of health

physical, mental, emotional and social health during childhood.

- Role-play various family responsibilities for health promotion and disease prevention and perform skit for a parent/teacher organization meeting.
  - Analyze an environmental health problem in your community. Partner with environmental organizations to raise awareness of this problem in your community through presentations (Power points, videos, skits, books, etc.) at school, community events, or retirement centers.
  - Invite a pediatrician to speak about the most common health problems of children and why health problems should be detected and treated early. Create a video or posters that demonstrates preventive measures and show it at your school.
  - Identify and promote preventative safety procedures at home, school and in the community, create posters for home safety awareness and display in the community.
  - Write and perform anti-drug skits for peers or younger students.
  - Collaborate with high schools students to collect food labels and discuss the nutritional values of different foods. Have a community "Cultural Dinner" with students making and serving different dishes from different cultures. Community members will pay to sample the different dishes and funds will be raised to benefit a non-profit organization.
- 
- Collaborate with high school students to research sources of health information and create brochures. Conduct community presentations (Lions Club, Kiwanis, etc) and distribute brochures for the Health Department.
  - Collaborate with seniors to create a book about warning labels and signs on hazardous substances. The books will be places in local libraries.
  - Collaborate with high school students and edit the CLEO award show. The CLEO is an organization that presents awards for commercials. Students will identify healthy versus non-healthy products and present their results via a video, skit, song, etc. to their school.
- 
- Collaborate with high school students to research sources of health information and create brochures. Conduct community presentations (Lions Club, Kiwanis, etc) and distribute brochures for the Health Department.
  - Collaborate with high school students and edit the CLEO award show. The CLEO is an organization that presents awards for commercials. Students will identify healthy



## Elementary Linkages to Service Learning Health/Physical Education

information, products, and services.

4. knows criteria for selecting health resources, products, and services.

5. knows of the availability of stress-management resources in the home, school, and community and has access to them.

### Responsible Health Behavior

**Standard 1: The student knows health-enhancing behaviors and how to reduce health risks.**

#### (HE.B.1.1)

1. knows and practices good personal health habits.

2. identifies safe and unsafe behaviors.

3. knows positive ways to handle anger.

4. knows and practices ways to prevent injuries.

5. distinguishes between threatening and non-threatening environments.

6. demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.

#### (HE.B.1.2)

1. knows the importance of assuming responsibility for personal health habits.

2. compares behaviors that are safe to those that are risky or harmful.

3. knows and uses stress-management skills.

4. uses strategies for improving or maintaining personal health.

5. knows strategies for avoiding threatening or abusive situations.

versus non-healthy products. Students will identify healthy versus non-healthy products and present their results via a video, skit, song, etc. to their school.

- Develop and present skits or puppet shows to peers or younger children on assertiveness, refusal skills, stress management, conflict resolution strategies and coping skills.
- Study human-animal bonding and companion animals and how animals can help relieve stress. Have some visit the classroom. Make animal related items such as key rings or doggie bone holiday ornaments, sell the items and donate the proceeds to a local animal therapy or companion animal program.

- Collaborate with high school students to write goals that practice personal health habits and track daily progress. Share goals once a week as pen pals. Chart your successes and failures and note key reasons for success and failure. Hold an “awareness of health habits” night for parents and share your results.

- Identify and promote preventative safety procedures at home, school and in the community, create posters for home safety awareness and display in the community.

- Write and publish a pamphlet on assertiveness, refusal skills, stress management, conflict resolution strategies and coping skills.

- High school Care and Prevention students will collaborate with elementary to create a mock accident. High school and elementary students will decide how the injuries could have been prevented. A book, video, etc. will be made to share with schools.

- Write and perform skits to teach peers or younger students how to handle peer pressure or violence.

- Collaborate with sheriff or police department to create coloring books that demonstrate how to seek help in threatening situations. Use the coloring books to teach peers and younger students.

- Collaborate with high school students to write goals that practice personal health habits and track daily progress. Share goals once a week as pen pals. Chart your successes and failures and note key reasons for success and failure. Hold an “awareness of health habits” night for parents and share your results.

- Collaborate with D.A.R.E. officers to compare behaviors that are safe to those that are risky or harmful and present the results to younger students (via a skit, etc.)

- Develop and present skits or puppet shows to peers or

## Elementary Linkages to Service Learning Health/Physical Education

6. knows and practices basic techniques for medical emergencies.

**Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health.  
(HE.B.2.1)**

1. recognizes the ways in which the media, technology, and other sources provide information about health.
2. recognizes that individuals have different cultural backgrounds that impact health practices.
3. knows and accepts the differences of people with special health needs.

**(HE.B.2.2)**

1. knows how the media influence thoughts and feelings about health behavior.
2. understands how information from school and family influences personal health behaviors.
3. knows the ways in which technology can influence personal health.
4. understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities and food preferences).

**Standard 3: The student knows how to use effective interpersonal communication skills that enhance health.  
(HE.B.3.1)**

1. knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).

younger children on assertiveness, refusal skills, stress management, conflict resolution strategies and coping skills.

- Develop and present a power -point to show to peers or younger children that demonstrates assertiveness, refusal skills, stress management, conflict resolution strategies and coping skills.
- Conduct a campaign about how the 911 emergency system works to help the community. Teach peers or elementary students how and when to use it. Create and distribute a brochure on community emergency services. Print it in the newspaper.
  
- Collaborate with high school students and edit the CLEO award show. The CLEO is an organization that presents awards for commercials. Students will identify healthy versus non-healthy products. Students will identify healthy versus non-healthy products and present their results via a video, skit, song, etc. to their school.
- Have a community “Cultural Dinner” with students making and serving different dishes from different cultures. Presentations will be given on how different cultures background impact health practices. Community members will pay to sample the different dishes and funds will be raised to benefit a non-profit organization.
- Learn what it is like to have a physical, emotional or social problem and make a “Friend Bear” with an encouraging letter from a friend to be distributed to children in hospitals, abuse shelters, or homeless shelters.
  
- Collaborate with high school students and examine advertisements in newspapers, magazines, etc. Students will discuss how the media influences thoughts and behavior. The results will be shared with their school, senior centers, and non-profit organizations.
- Learn about community health issues and develop an ad campaign to advocate child immunization and health check-ups. Share your ideas with the health department and other community health organizations.
  
- Divide students into groups and assign one to two objectives on effective interpersonal communications skills that enhance health. Each group creates a situational skit to

## Elementary Linkages to Service Learning Health/Physical Education

2. knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others).
3. knows how to use positive communication skills when expressing needs, wants, and feelings.
4. knows various ways of communicating care and consideration of others (e.g., sharing and saying “please” and “thank you”).
5. listens attentively (e.g., does not talk while others are talking).
6. knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).
7. knows various ways in which to resolve conflict using positive behavior.
8. identifies healthy ways to handle feelings.

### **(HE.B.3.2)**

1. understands the relationship between verbal and nonverbal communication (e.g., body language).
2. knows the skills needed to be a responsible friend and family member (e.g., communication and sharing).
3. knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation).
4. knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating).
5. exhibits attentive listening skills to enhance interpersonal communication.
6. knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).
7. knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passivity vs. action).
8. knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).

### **Advocate and Promote Healthy Living**

**Standard 1: The student knows how to use goal-setting and decision-making skills which enhance health.**

#### **(HE.C.1.1)**

1. identifies health problems that require the help of a trusted adult (e.g., child abuse).
2. recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).

#### **(HE.C.1.2)**

1. knows how to apply a decision-making process to health

perform for peers at school and/or at a parent organization meeting.

- Adopt a family at Christmas. Collect money, plan a budget, and purchase needed items based on the budget.
- Work with the local fire prevention agencies to study fire safety (fire/ smoke alarm, etc.) and make books and posters to use in a public service awareness campaign.
- Learn water safety and prevention measures against drowning and prepare brochures and posters for pediatrician offices.

- Elementary and high school students collaborate to establish a junior peer mediation class that will mediate student conflicts as an alternative to student referrals for their school.
- Write and perform skits to teach peers or younger students how to handle peer pressure.
- Conduct anti-smoking, -alcohol, or -drug campaigns throughout your school through skits, announcements, brochures, etc.
- Collaborate with a grief counselor to learn about types of grief. Write and illustrate coloring books or create puppet shows to teach peers, seniors, and parents.

- Collaborate with high school students to create a series of illustrated books on trusted adults and their roles (police, sheriff, fire department, counselors, etc.). Use the books to teach peers.
- Create videos demonstrating the proper way to evacuate classrooms in case of emergencies such as fire, bomb threats, or terrorism.
- Learn about community health issues and develop an ad campaign to advocate child immunization and health check-ups. Share your ideas with the health department and other community health organizations

- Interview and videotape seniors who have or have had health diseases due to tobacco abuse (emphysema, heart

## Elementary Linkages to Service Learning Health/Physical Education

issues and problems (e.g., decision not to use tobacco products).  
 2. knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues).  
 3. knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy).  
 4. knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness).

### **Standard 2: The student knows how to advocate for personal, family, and community health.**

#### **(HE.C.1.1)**

1. knows various ways to share health information (e.g., talking to peers about healthy snacks).
2. knows various ways to convey accurate health information and ideas to both individuals and groups.
3. knows the community agencies that support healthy families, individuals, and communities.
4. knows methods for assisting others in making positive choices (e.g., about safety belts).
5. works with one or more people toward a common goal.

#### **(HE.C.2.2)**

1. knows various methods for communicating health information and ideas (e.g., through oral or written reports).
2. knows ways to effectively express feelings and opinions on health issues.
3. knows the community agencies that advocate healthy individuals, families, and communities (e.g., health department and volunteer agencies).
4. knows how to positively influence others to make positive choices.
5. knows various ways individuals and groups can work together.

disease, cancer, etc.). Interview and videotape seniors who have maintained a healthy lifestyle. Use the videos to teach others during "Red Ribbon Week".

- Collaborate with high school students to research sources of health information and create brochures. Conduct community presentations (Lions Club, Kiwanis, etc) and distribute brochures for the Health Department.
  - Visit a wellness center. Design health and nutrition posters for senior citizen centers, child-care centers, nursing homes, and school cafeterias.
  - Collaborate with high school students to design action plans for individual wellness. Organize a health fair and distribute the action plans.
  - Create puppets and make a puppet stage. Prepare and perform a puppet show on nutrition for kindergarten and/or first-grade students
  - Collaborate with high school students to organize a blood drive for parents.
- 
- Collaborate with high school students to organize a health fair for your community. Set up booths to distribute action plans for individual wellness, informational brochures about community agencies that support health, recipes for healthy snacks, etc.
  - Conduct an awareness campaign on the importance of wearing a seatbelt and design posters, skits, and public announcements that advocate use.
  - Study household hazard waste and teach others less harmful substitutes through demonstrations.
  - Do safety inspections at school and report your findings to the Principal.
  - Assemble first aid kits and distribute to homeless shelters, housing projects, or other community agencies. Teach other students what items should be in first aid kits.
- 
- Conduct a media blitz at school and in the community about the negative effects of drugs, alcohol and tobacco. Use parent newsletters, announcements at school, posters, e-mail, Internet, and letters to the editor of your local paper.
  - Collaborate with high school students to research laws that deal with drugs, alcohol and tobacco. Have a school debate on how to improve the laws. Write letters to congress.
  - Write and perform skits and/or books, puppet shows, or videos on how to positively influence others to make positive choices. Use them to teach peers and younger students.

## Elementary Linkages to Service Learning Health/Physical Education

<p>6. knows how to enlist family, school, and community helpers to aid in achieving health goals.</p>	<ul style="list-style-type: none"> <li>Organize a health carnival for your community to raise funds for sick children.</li> </ul>
<b>Physical Education</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Physical Education Literacy</b>  <b>Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.</b>  <b>(PE.A.1.1)</b>          1. combines shapes, levels, directions, pathways, and ranges into simple sequences.          2. kicks stationary and rolled balls with strong force while maintaining balance.          3. adapts movement to changing environmental conditions.          4. chases, flees, and dodges to avoid or catch others and maneuver around obstacles.          5. consistently strikes lightweight objects with body parts and with lightweight implements.          6. knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing and balancing in symmetrical and asymmetrical shapes on a variety of body parts on mats or apparatus).          7. demonstrates basic locomotor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide).          8. uses an overhand throwing pattern with accuracy.          9. knows various techniques for catching thrown objects.</p> <p><b>(PE.A.1.2)</b>          1. knows various techniques for throwing or catching different objects.          2. knows how to design and modify sequences that show changes in direction and speed.          3. knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations.          4. understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play.          5. knows how to create, explore, and devise game strategies.</p> <p><b>Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.</b>  <b>(PE.A.2.1)</b>          1. knows how to absorb force by establishing a base of support to receive the force of the oncoming object.          2. knows ways to establish bases of support using various body parts and fundamental principles of balance.</p>	<ul style="list-style-type: none"> <li>Groups of students develop dances that combine shapes, levels, directions, pathways, and ranges and perform the dances for the parent teacher organization.</li> <li>Students learn about the following: force and balance; avoiding obstacles; lightweight objects and body weight; throwing and catching objects; and locomotor skills. Students research or design games that involve these skills and invite their parents to a field day to play the games.</li> <li>Organize a cross-age field day to teach seniors shuffleboard, ping pong, croquet, or other sports activities.</li> <li>Conduct a citywide fitness walk-run- or bike-a-thon, to raise money for the American Heart Association, Diabetes Foundation, mental health organization, etc.</li> <li>Design and construct an exercise and fitness trail at a local park.</li> <li>Develop games with strategies and rules to play with senior citizens.</li> <li>Create a physical fitness awareness carnival with proceeds going to American Heart Association.</li> <li>Research STOMP and watch a professional video. Learn, practice, and teach STOMP routine to seniors.</li> <li>Visit a wellness center and observe aerobic classes.</li> </ul>

## Elementary Linkages to Service Learning Health/Physical Education

3. knows various techniques for landing safely.
4. uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (i.e., straight, zig-zag, and curved).
5. uses movement control to run, hop, and skip in different ways in a large group without bumping into others or falling.
6. knows the characteristics of a mature throw.

### (PE.A.2.2)

1. recognizes the proper techniques of performing an overhand throw.
2. understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games, dance, and gymnastics.
3. knows the reasons that appropriate practice improves performance.

### **Standard 3: The student analyzes the benefits of regular participation in physical activity.**

#### (PE.A.3.1)

1. identifies changes in the body during physical activity.
2. knows that the heart is a muscle that will become stronger as a result of physical activity.
3. understands that physical activity produces feelings of pleasure.
4. knows ways in which physical activity promotes muscular strength.

#### (PE.A.3.2)

1. describes healthful benefits that result from regular participation in vigorous physical activity.
2. understands how a healthy body contributes to positive self-concepts.
3. knows the opportunities in the school and community for regular participation in physical activity.
4. selects and participates regularly in physical activities for the purpose of improving skill and health.

### **Responsible Physical Activity Behaviors**

### **Standard 1: The student achieves and maintains a health-enhancing level of physical fitness.**

#### (PE.B.1.1)

1. knows how to move each joint through a functional range of motion.
2. understands the changes that occur in respiration during

Collaborate with an aerobic instructor to learn steps and how to create sequences of steps. Create aerobic routines and teach to peers, parents. Adapt exercise routines to teach seniors or physically challenged students and adults.

- Collaborate with high school students to organize a community Olympics. Research Olympic gold medal winners in various Olympic events throughout history. As part of the community Olympics, organize a Gold Metal Winner exhibit that demonstrate basic movement concepts. Invite students, parents, teachers and community members to participate in the Community Olympics.
- Create health chart posters on how the body reacts to different types of physical activity and present it to the parent/teacher organization. Hang the posters in a wellness center.
- Develop board games on the effects of physical activity on the muscular system and play the games with parents and/or seniors.
- Create and perform a puppet show on the benefits of physical activity for younger students.
- Create a video demonstrating the benefits of vigorous physical activity and how activity contributes to self-concept and share it with faculty members.
- Create a school or community physical fitness event bulletin board.
- Contact sporting event organizations within your community and ask to be included in the advertisement and organization of community events (i.e., create posters for events such as triathlons, relay for life, etc.)

- Create a rap type dance that illustrates range of motion and perform it in the community.
- Collaborate with high school students to create a book that

## Elementary Linkages to Service Learning Health/Physical Education

<p>vigorous physical activity. 3. knows various warm-up and cool-down exercises. 4. participates in health-related fitness assessment.</p> <p><b>(PE.B.1.2)</b> 1. knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance. 2. knows activities that promote a faster heart rate. 3. knows how proper stretching increases flexibility and understands why flexibility is important. 4. knows how exercise helps control obesity. 5. understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.</p> <p><b>Standard 2: The student demonstrates responsible personal and social behavior in physical activity.</b> <b>(PE.B.2.1)</b> 1. understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings. 2. follows directions given by instructor or group leader. 3. understands the difference between compliance and noncompliance with game rules and fair play. 4. identifies appropriate behaviors for participating with others in physical activity settings.</p> <p><b>(PE.B.2.2)</b> 1. knows potential risks associated with physical activities. 2. applies and follows rules while playing sports and games. 3. knows the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.</p> <p><b>Advocate and Promote Physically Active Lifestyles</b> <b>Standard 1: The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.</b> <b>(PE.C.1.1)</b> 1. knows the importance of demonstrating consideration of</p>	<p>illustrates various types of physical activity with changes in respiration and warm up/ cool down exercises for each activity.</p> <ul style="list-style-type: none"> <li>• Students, faculty and community members will collaborate to create an exercise/training center. Create posters that demonstrate areas of exercise such as flexibility, body position, and proper use of muscles.</li> <li>• Organize a health fair. Invite health professionals that can assess fitness levels for school and community participants.</li>   <li>• Health Academy high school students will collaborate with elementary students to organize a race for physical fitness awareness.</li> <li>• Create a health/exercise video (i.e., Jane Fonda) to be used within the community wellness centers.</li>   <li>• Create a video, book, skit, or puppet show on safety during physical activity.</li> <li>• Create a ropes challenge course and demonstrate stations for students, faculty and community members. Appropriate behaviors are discussed after each station is completed.</li> <li>• Create a video. PP, book, etc. that demonstrates positive and negative behavior during physical activity and discuss with peers.</li>   <li>• Teach potential risks associated with physical activities to younger students.</li> <li>• Develop Special Olympic games to accommodate the physically challenged. Students will officiate and award winners.</li>   <li>• Students from different cultures demonstrate a game or</li> </ul>
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## Elementary Linkages to Service Learning Health/Physical Education

others in physical activity settings.  
2. knows games to play with students who have disabilities.

### (PE.C.1.2)

1. recognizes the differences and similarities in the physical activity choices of others.  
2. knows how to perform games and/or dances from a variety of cultures.

**Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.**

### (PE.C.2.1)

1. identifies the feelings resulting from challenges, successes, and failures in physical activity.  
2. knows various ways to use the body and movement activities to communicate ideas and feelings (e.g., creative movement).  
3. recognizes the benefits that accompany cooperation and sharing.

### (PE.C.2.2)

1. identifies physical activities that contribute to personal feelings of joy.  
2. knows the positive benefits of exercising at home.  
3. designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.

dance unique to their culture to perform for their peers and others.

- Research or develop games that are adapted for students who have disabilities and play the games with them.
  
- Learn multicultural game from various cultures in the community. Organize an event where others in the school learn the game and the history of these games.
- Collaborate with high school students to research various cultural games and dances then paint a mural in the community.
  
- Keep a daily journal of feelings on challenges, successes and failures during physical activity. Students place one each week anonymously into a container. The teacher will draw at random and distribute to small groups. Students will develop a strategy for the challenges and failures and report out to their peers. Collaborate with a local university to conduct research on ways to promote understanding and tolerance (obesity, fear, anger, trust, etc) among young children.
- Create a tolerance dance based on an idea or feeling and perform it for peers.
  
- Keep a weekly journal of activities that create fear and anxiety versus feelings of joy. Share with parents, teacher and students. Develop ways to overcome fear and anxiety through student teamwork.
- Create a health/exercise video (i.e., Jane Fonda) to be shared with parents at home.
- Organize a parent night that will include games, gymnastics and dance. Students will demonstrate and teach adults.



## Elementary Linkages to Service Learning Language Arts

<b>A. Reading</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses the reading process effectively.</b> <b>(L.A.A.1.1)</b></p> <ol style="list-style-type: none"> <li>1. predicts what a passage is about based on its title and illustrations.</li> <li>2. identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.</li> <li>3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.</li> <li>4. increases comprehension by re-reading, re-telling, and discussion.</li> </ol> <p><b>(L.A.A.1.2)</b></p> <ol style="list-style-type: none"> <li>1. uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.</li> <li>2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, re-telling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts.</li> <li>3. uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.</li> <li>4. clarifies understanding by re-reading, self-correction, summarizing, checking other sources, and class or group discussion.</li> </ol>	<ul style="list-style-type: none"> <li>• React to pictures of people providing service by discussing, drawing, and making guesses with other students about what happened.</li> <li>• Read informational brochures or pamphlets of non-profit agencies in your community. Have class discuss and select one they would like to work with on a project.</li> <li>• Read stories related to key issues and retell them to younger students in lessons, presentations, plays, etc.</li> <li>• Reflect on information gained from a guest speaker, retelling the main points.</li> <li>• Tutor younger students in reading and reading comprehension.</li> <li>• Create word walls related to reading on project issues to improve vocabulary.</li> <li>• Create a vocabulary lexicon of the service-learning components (preparation, action, demonstration, reflection, evaluation).</li> <li>• Preview trade book relating to a social concern to predict main idea during the planning process.</li> </ul> <ul style="list-style-type: none"> <li>• Use recipes to make treats for senior citizens or preschool children.</li> <li>• Develop a specialized vocabulary booklet for each service-learning project.</li> <li>• Reread a favorite book. Ask students to become the main character and write a story about an event based on how the main character would act in that situation. Share with other students in an effort to meet school's need to improve FCAT reading scores.</li> <li>• Discuss in small groups the conflicts in a news article or community issue students will address through service.</li> <li>• Work on constructing a class word wall to strengthen vocabulary skills.</li> <li>• Use the index to research an issue related to a service-learning project.</li> <li>• Create a service-learning display that includes illustrations, charts, photographs, maps and graphics.</li> <li>• Create charts that give the meanings of common prefixes and suffixes and give to other classes or to be included in a parent reading toolkit.</li> <li>• Create a "word parts" game for younger children to teach prefixes, suffixes and root word meanings.</li> <li>• Use magazine photos to create stories to retell to seniors.</li> <li>• Allow older students, trained in reading strategies, to work regularly with a reading buddy.</li> </ul>

## Elementary Linkages to Service Learning Language Arts

### **Standard 2: The student constructs meaning from a wide range of texts.**

#### **(L.A.A.2.1)**

1. determines the main idea or essential message from text and identifies supporting information.
2. selects material to read for pleasure.
3. reads for information to use in performing a task and learning a new task.
4. knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source.
5. uses simple materials of the reference system to obtain information.

#### **(L.A.A.2.2)**

1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
2. identifies the author's purpose in a simple text.
3. recognizes when a text is primarily intended to persuade.
4. identifies specific personal preferences relative to fiction and nonfiction reading.
5. reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.
6. recognizes the difference between fact and opinion presented in a text.
7. recognizes the use of comparison and contrast in a text.
8. selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

- Read a book about butterflies and then observe their habits in the schoolyard garden; record how the butterflies' behavior compares to the habits described in the book.
- Use age-appropriate dictionaries and children's encyclopedias (on-line references included) to obtain information for a group service project.
- Collect used books and magazines to establish a reading corner where students can read and exchange a variety of reading materials.
- Teach younger students how to use research books in the media center. Create a short brochure and take them on a tour of the media center.
- Make presentations that contrast various viewpoints on a social issue by identifying and comparing details.
- Read stories or books connected to the theme of the service-learning project and make timelines that illustrate the chronological order of events in the book and in the project.
- Take students to the library to select books and articles that relate to the service-learning project.
- Read a persuasive article that deals with a topic related to the service-learning project. Have students identify persuasive words and phrases.
- Research books and articles to gather information for a service-learning presentation or display.
  
- Read different articles on the service need/issue and describe the differing authors' viewpoints on the same subject.
- Create a game where paragraphs are cut into sentences and pasted on hard cardboard. Have younger students put the sentences in order.
- Collect data on a needs identification trip and have students compile findings into a comprehensive classroom report.
- Teach test-taking skills to younger lower achieving students.
- Read stories to younger children and help them make Venn diagrams to compare and contrast characters.
- Compare reference text on a service-learning subject with the information presented in a brochure (environmental concerns, tolerance, bullying, etc) and list the ways the brochure sounds more appealing than the reference text.
- Read an autobiography of a writer and write a book review about how the author was influenced by the local environment or culture. Present reviews weekly on the school's daily news show.
- Help younger learners to distinguish fact and opinion in newspaper articles using a two-column chart graphic organizer.

## Elementary Linkages to Service Learning Language Arts

	<ul style="list-style-type: none"> <li>• Use reference system tools (dictionaries, encyclopedias, key words, indexes, cross references maps, charts, and photos) to find information for topics of a service project.</li> </ul>
<b>B. Writing</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student uses writing processes effectively.</b> <b>(L.A.B.1.1)</b></p> <ol style="list-style-type: none"> <li>1. makes a plan for writing that includes a central idea and related ideas.</li> <li>2. drafts and revises simple sentences and passages, stories, letters, and simple explanations that: express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing.</li> <li>3. produces final simple documents that have been edited for: correct spelling; appropriate end punctuation; correct capitalization of initial words, "I," and names of people; correct sentence structure; and correct usage of age-appropriate verb/subject and noun/pronoun agreement.</li> </ol> <p><b>(L.A.B.1.2)</b></p> <ol style="list-style-type: none"> <li>1. prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.</li> <li>2. drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.</li> <li>3. produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.</li> </ol>	<ul style="list-style-type: none"> <li>• Brainstorm ideas for a service-learning project using webs and graphic organizers.</li> <li>• Write in a reflective journal every day to capture student's affective and cognitive development during the implementation of a project.</li> <li>• Take notes and record data on a field trip to put into formal writing for a presentation to be shared school-wide.</li> <li>• Sponsor a school-wide spelling bee.</li> <li>• Write thank-you letters to guest speakers and service partners.</li> <li>• Publish a class service-learning newsletter.</li> <li>• Write and publish a book of poetry to commemorate a special day –Martin Luther King Day, U.N. World Peace Day, U.N. children's Day, National Day of Service, Gandhi Day etc.</li> <li>• Invite parents to join their children at a writing workshop where students create books to give to a children's hospital.</li> <li>• Set up an editing room to help peers and younger students with mastering mechanics.</li> <li>• Write pen pal letters to seniors.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss as a group or whole class how to present a final report for a service-project. Create webs and storyboards to plan.</li> <li>• Master and teach cursive writing to younger students.</li> <li>• Set up editing teams and peer writing teams to strengthen writing skills.</li> <li>• Create a game to teach younger children capitalization.</li> <li>• Write a script to explain the steps of a service-learning project to be presented at a celebration event.</li> <li>• Write a report that summarizes a variety of thoughts taken from pen pal letters.</li> <li>• Sponsor a school essay contest for Arbor Day.</li> <li>• Develop a class instructional portfolio handbook made up of Letters to the Reviewer, to showcase students' growth as writers and to illustrate examples of reflective writing to new students.</li> <li>• Write a reflection paper on student's role during an environmental service-learning project, addressing all of the sensory details.</li> <li>• Develop a memoir relating to a person met during an intergenerational project.</li> </ul>

## Elementary Linkages to Service Learning Language Arts

### **Standard 2: The student writes to communicate ideas and information effectively.**

#### **(L.A.B.2.1)**

1. writes questions and observations about familiar topics, stories, or new experiences.
2. uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes.
3. uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing.
4. composes simple sets of instructions for simple tasks using logical sequencing of steps.

- Establish a pen pal relationship with someone from a different culture.
  - Write a personal narrative comparing pre thoughts and feelings concerning an upcoming service-learning project followed post thoughts as a result of the project.
  - Write and illustrate books for homeless children and/or read finished product with nursing home resident.
  - Write the script for a play or puppet show to deliver a health, safety, or personal actions message to peers or younger children.
  - Use poetry to reflect on a completed service-learning project.
  - Develop informational brochures related to the curriculum and school (1<sup>st</sup> day at school, safety on the playground, healthy habits, lunchroom etiquette, etc.).
  - Write letters to legislators or letters to the editor about important education or community issues that students have researched and discussed.
  - Create a school newspaper for parents and/or the community.
  - Publish a local history pamphlet based on oral history interviews.
  - Use simple graphic organizers to draft a narrative about a trip for a service-learning activity.
  - Write and present scripts for the school's daily news show presenting effective reading strategies.
  - Draft, revise, and publish a pet care pamphlet concerning proper pet care.
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- Develop a KWL chart (what one knows, what one wants to learn and what one has learned) with other students in a group that identifies what he or she has learned about a service-learning topic.
  - Write in a journal on daily basis to record new understandings on a project.
  - Write and send e-mail questions and thank you notes to service-learning partners (agencies) assisting in a project.
  - Record observations in a log while on an environmental service-learning field trip.
  - Take notes while listening to a guest speaker and write down questions to ask.
  - Compose, publish, and disseminate a students' guide to your school for new students.
  - Write a playground game book with complete rules and directions.
  - Outline the steps of a service-learning project.
  - Teach basic computer skills to younger students or to retirees.
  - Use a computer to publish a book for Read Across America Day (March 2<sup>nd</sup>, Dr. Seuss's birthday)
  - Write a set of instructions to develop test-taking skills and

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<p><b>(L.A.B.2.2)</b></p> <ol style="list-style-type: none"> <li>1. writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.</li> <li>2. organizes information using alphabetical and numerical systems.</li> <li>3. writes for a variety of occasions, audiences, and purposes.</li> <li>4. uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.</li> <li>5. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.</li> <li>6. creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.</li> </ol>	<p>teach to younger students.</p> <ul style="list-style-type: none"> <li>• Team with seniors to write childhood memory books.</li> <li>• Take notes on procedures and interviews conducted during as service-learning activity.</li> <li>• Organize a file system and database of persons involved in a service project (including documentation of group and individual service hours).</li> <li>• Create a newsletter or brochure collaboratively using desktop publishing informing the public about issues learned during the service project (safety and health, environmental, tolerance, etc.)</li> <li>• Research information on the Internet to use for service-learning projects.</li> <li>• Compile a report based on scientific observations gathered during a service-learning field trip.</li> <li>• Interview parents about their careers and compile into a book.</li> <li>• Volunteer at the school media center to alphabetize and reshel returned books.</li> <li>• Interview veterans and compile their stories in a book for Veteran's Day or Memorial Day.</li> <li>• Use a semantic analysis map to create characteristics of a successful service-learning project and share with other classes.</li> <li>• Create and maintain a school supply store.</li> </ul>
<b>C. Listening, Viewing, and Speaking</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student uses listening strategies effectively. (L.A.C.1.1)</b></p> <ol style="list-style-type: none"> <li>1. listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules.</li> <li>2. recognizes personal preferences in listening to literature and other material.</li> <li>3. carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering.</li> <li>4. retells specific details of information heard, including sequence of events.</li> </ol> <p><b>(L.A.C.1.2)</b></p> <ol style="list-style-type: none"> <li>1. listens and responds to a variety of oral presentations, such</li> </ol>	<ul style="list-style-type: none"> <li>• Follow short and simple directions during a service learning activity.</li> <li>• Respond to oral presentations and interviews by explaining in one's own words what was the key points and speaker's message of the topic.</li> <li>• Discuss together a plan for implementing a service project that includes learning key elements, decision-making procedures, scheduling and other resources.</li> <li>• Select a favorite song to retell in a skit for a performance.</li> <li>• Conduct mock interviews before conducting oral history projects.</li> <li>• Write a speech to tell about the service-learning project and present to the School Improvement Committee.</li> <li>• Record books on tape for blind or ESOL students.</li> <li>• Distinguish between facts and personal experiences in a</li> </ul>

## Elementary Linkages to Service Learning Language Arts

as stories, poems, skits, songs, personal accounts, and informational speeches.

2. identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.
3. carries on an extended conversation with a group of friends.
4. listens attentively to the speaker, including making eye contact and facing the speaker.
5. responds to speakers by asking questions, making contributions, and paraphrasing what is said.

### Standard 2: The student uses viewing strategies effectively.

#### (L.A.C.2.1)

1. determines the main idea in a non-print communication.
2. recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.

#### (L.A.C.2.2)

1. determines main concept and supporting details in a non-print media message.
2. recognizes and responds to nonverbal cues used in a variety of non-print media, such as motion pictures, television advertisements, and works of art.

### Standard 3: The student uses speaking strategies effectively.

#### (L.A.C.3.1)

1. speaks clearly and at a volume audible in large-or small-group settings.
2. asks questions to seek answers and further explanation of other people's ideas.
3. speaks effectively in conversations with others.
4. uses eye contact and simple gestures to enhance delivery.

#### (L.A.C.3.2)

discussion about the key points presented by a health, environmental, or governmental expert.

- Brainstorm with others about a potential service project as a means of planning.
- Listen quietly and attentively to guest speakers and presenters.
- Ask a speaker specific questions by paraphrasing one of the speakers points and then asking the speaker for clarification.
- Actively participate in a reflective discussion.
- Tell another group of students about the key points made at a presentation or by a guest speaker.
- Go around a circle letting every class member tell what they learned from a service-learning project, repeating previous members' statements as you go.

- Use eye contact, smiles, and hand gestures effectively during an oral presentation about a project.
- Use miming to present a message to younger students.
- Play charades with younger students.

- Teach a lesson on Grant Wood's American Gothic painting. Discuss nonverbal cues gathered from the clothing, farming implements, and facial expressions. Create own painting in the style of American Gothic and hang in school hallway.
- Study paintings of the masters and create stories, skits or plays based on their work to share with others.
- Make a game to play with younger students designed to identify the main idea and targeted audience in a variety of magazine and newspaper advertisements.

- Speak clearly and with a respectful tone of voice when planning or discussing a service activity.
- Engage in a "meet and greet" project with senior citizens. Practice asking questions and follow-up questions with other students in small groups in preparation for the activity.
- Use speaking strategies to interview grandparents and older relatives for an oral history project.
- Hold a debate on an important school or community issue.

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<ol style="list-style-type: none"> <li>1. speaks clearly at an understandable rate and uses appropriate volume.</li> <li>2. asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.</li> <li>3. speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.</li> <li>4. uses eye contact and gestures that engage the as a leader in a group discussion.</li> <li>5. organizes a speech using a basic beginning, middle, and ending.</li> </ol>	<ul style="list-style-type: none"> <li>• Rehearse oral presentations and theatre parts to become effective in using both verbal and non-verbal strategies to engage the listener.</li> <li>• Use notes, props and visuals to assist in organizing a speech.</li> <li>• Write and present Public Service Announcements on the school TV Station that educate students on important issues.</li> <li>• Make a speech about the success of a service-learning project and present to a partner agency, Rotary Club or parent meeting.</li> <li>• Practice service-learning speeches with peers and in front of a mirror to perfect body language, as well as speech.</li> <li>• Attend a PTA meeting and present funding request for completion of a service project.</li> </ul>
<b>D. Language</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the nature of language.</b> <b>(LA.D.1.1)</b></p> <ol style="list-style-type: none"> <li>1. recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining).</li> <li>2. recognizes the differences between language that is used at home and language that is used at school.</li> </ol> <p><b>(LA.D.1.2)</b></p> <ol style="list-style-type: none"> <li>1. understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.</li> <li>2. understands that language formality varies according to situations and audiences.</li> </ol> <p><b>Standard 2: The student understands the power of language.</b> <b>(LA.D.2.1)</b></p> <ol style="list-style-type: none"> <li>1. understands that word choice can shape ideas, feelings, and actions.</li> <li>2. identifies and uses repetition, rhyme, and rhythm in oral and written text.</li> <li>3. recognizes that use of more than one medium increases the power to influence how one thinks and feels.</li> <li>4. knows the various types of mass media (including</li> </ol>	<ul style="list-style-type: none"> <li>• Role play first meetings and introductions and distinguish between the acceptable conduct for informal and formal social interactions.</li> <li>• Request information via telephone or letter from a local civic group, using appropriate level of formality to determine community needs.</li> <li>• Create a story using a variety of literary devices to present to others.</li> <li>• Write and perform a song based on syntactic structures using words from a service-learning project.</li> <li>• Research and write an etiquette book on meeting others from other cultures.</li> <li>• Learn body language differences among cultures in your community and school and write a story to promote cultural understanding.</li> <li>• Produce a skit, rap song, or video that promotes your support of a community, environmental or health issue within small groups.</li> <li>• Host a poetry slam on the need(s) being addressed by the project.</li> <li>• Write and illustrate stories for younger students.</li> <li>• Create stories, speeches, skits, songs and displays to teach</li> </ul>

## Elementary Linkages to Service Learning Language Arts

<p>billboards, newspapers, radio, and television).</p> <p><b>(L.A.D.2.2)</b></p> <ol style="list-style-type: none"> <li>1. understands that word choices can shape reactions, perception, and beliefs.</li> <li>2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.</li> <li>3. recognizes different techniques used in media messages and their purposes.</li> <li>4. selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.</li> <li>5. understands that a variety of messages can be conveyed through mass media.</li> </ol>	<ul style="list-style-type: none"> <li>• others about a service-learning project.</li> <li>• Survey the public to identify the opinions of an issue and the perception of media coverage to the issue.</li> <li>• Understand and use truthful and legal methods to produce advertisements.</li> <li>• Use one’s own experience to connect an oral presentation or essay with the known audience (peers, community, the elderly, different cultural groups).</li> <li>• Create a billboard to educate the public on an important environmental or social issue.</li> <li>• Write a Public Service Announcement for the school television program.</li> <li>• Write a Public Service Announcement for radio or television to invite the public to a service-learning event.</li> <li>• Create a lesson on visual literacy. Look at messages within ads by major companies. Have students create their own media message about service learning or community service.</li> <li>• Create a logo for your service learning class or club.</li> <li>• Make a haiku to demonstrate what you learned in your service-learning project.</li> <li>• Make video skits for your school television station to teach other students about important character traits.</li> <li>• Create posters, flyers and advertisements to promote your service-learning project.</li> </ul>
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### E. Literature

Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands the common features of a variety of literary forms.</b></p> <p><b>(L.A.E.1.1)</b></p> <ol style="list-style-type: none"> <li>1. knows the basic characteristics of fables, stories, and legends.</li> <li>2. identifies the story elements of setting, plot, character, problem, and solution/resolution.</li> </ol> <p><b>(L.A.E.1.2)</b></p> <ol style="list-style-type: none"> <li>1. identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.</li> <li>2. understands the development of plot and how conflicts are resolved in a story.</li> <li>3. knows the similarities and differences among the characters, settings, and events presented in various texts.</li> <li>4. knows that the attitudes and values that exist in a time period affect the works that are written during that time period.</li> <li>5. identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration,</li> </ol>	<ul style="list-style-type: none"> <li>• Perform fairy tale skits for younger children to teach about reading, safety, the environment, citizenship, or some other topic.</li> <li>• Study the major characteristics of nonfiction in preparation of writing a report about a service-learning project’s outcomes.</li> <li>• Create a graph to illustrate the rise and fall of conflict in a story.</li> <li>• Compare and contrast poetry from several periods in time and share with other students.</li> <li>• Create a play that teaches younger children literary devices: metaphor, simile, personification, alliteration, assonance etc.</li> </ul>



## Elementary Linkages to Service Learning Language Arts

and assonance.

### **Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.**

#### **(L.A.E.2.1)**

1. uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life.
2. recognizes rhymes, rhythm, and patterned structures in children's texts.

#### **(L.A.E.2.2)**

1. recognizes cause-and-effect relationships in literary texts.
2. recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts.
3. responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.
4. identifies the major theme in a story or nonfiction text.
5. forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

- Compare and contrast their lives to the lives of different characters and/or role models and make a presentation or book.
- Create children's stories using rhyme to give to reading buddies.
- Make a rap to teach others about recycling or another environmental issue.
- Team with a senior citizen home and write and present a play for the community with senior and student actors.
  
- Read articles about youth doing service. Organize and conduct a project based on what students learned.
- Read about a social or environmental problem. Have the students decide on a project based on needs in their community.
- Teach reading buddies cause and effect by selecting books that emphasize that relationship such as There was an Old Woman Who Swallowed Fly.
- Read the local newspaper regularly. Have students look for organizations or families that are in need of assistance. Conduct a project based on identified needs.
- Help peers or younger students understand false advertisements.
- Read about social or environmental problems in your community, looking at both sides of the issue and the motives behind the problems.
- Gather facts and opinions from various sources to determine which community issues can best be addressed through a service-learning project.

## Elementary Linkages to Service Learning Mathematics

<b>A. Number Sense, Concepts, and Operations</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the different ways numbers are represented and used in the real world.</b>  <b>(MA.A.1.1)</b>            1. associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.            2. understands the relative size of whole numbers between 0 and 1000.            3. uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.            4. understands that whole numbers can be represented in a variety of equivalent forms.</p> <p><b>(MA.A.1.2)</b>            1. names whole numbers combining three-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents.            2. understands the relative size of whole numbers, commonly used fractions, decimals, and percents.            3. understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations.            4. understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents.</p> <p><b>Standard 2: The student understands number systems.</b>  <b>(MA.A.2.1)</b>            1. understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.            2. uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.</p> <p><b>(MA.A.2.2)</b>            1. uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system.            2. recognizes and compares the decimal number system to the</p>	<ul style="list-style-type: none"> <li>• Tutor younger children on these concepts.</li> <li>• Create a math board game for younger children or donate it to the school library for other children to use.</li> <li>• Develop budgets and spreadsheets for service activities.</li> <li>• Raise and keep records of funds/expenditures for a local cause such as replacing park equipment or increasing the number of library books.</li>   <li>• Estimate the amount of food collected in a food drive and/or how many people it will feed.</li> <li>• Calculate the number of trees or amount of landfill space saved by the school’s recycling efforts.</li> <li>• Calculate the space needed at a food pantry to stock the shelves with your collections after the food drive.</li> <li>• Collect pennies/coins for charity.</li> <li>• Estimate space, weight, or how long it will take to collect a set number of pennies.</li> <li>• Collect a variety of coins to donate and help children learn the value of coins, how to make change, etc.</li> <li>• Graph the frequency of different years the coins were made after coins have been collected.</li> <li>• Inventory species of animals or measure or count trees and other plant life for the department of agriculture, environmental affairs, or parks.</li> </ul>

## Elementary Linkages to Service Learning Mathematics

structure of other number systems  
such as the Roman numeral system or bases other than ten.

**Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.**  
**(MA.A.3.1)**  
1. understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.  
2. selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.  
3. adds and subtracts whole numbers to solve real-world problems using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

**(MA.A.3.2)**  
1. understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division.  
2. selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers.  
3. adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

**Standard 4: The student uses estimation in problem solving and computation.**  
**(MA.A.4.1)**  
1. provides and justifies estimates for real-world quantities.

**(MA.A.4.2)**  
1. uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.

**Standard 5: The student understands and applies theories related to numbers.**  
**(MA.A.5.1)**  
1. classifies and models numbers as even or odd.

**(MA.A.5.2)**  
1. understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

- Perform various problems associated with service project activities. Use numerical information from research about the topic and create plans, trips, and schedules.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- Use rounding to estimate real quantities in service-learning problems.
- Make reasonable predictions using estimation strategies to get a sensible answer to real-world situations presented in service projects.

### **B. Measurement**

## Elementary Linkages to Service Learning Mathematics

Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.3)</b>            1. uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders.            2. uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures.            3. understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume.            4. constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.</p> <p><b>Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary). (MA.B.2.3)</b>            1. uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units.            2. solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.</p> <p><b>Standard 3: The student estimates measurements in real-world problem situations. (MA.B.3.3)</b>            1. solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.</p> <p><b>Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.3)</b>            1. selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement.)            2. selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.</p>	<ul style="list-style-type: none"> <li>• Create a garden area on school grounds – have students measure an area, plant seeds according to package directions, and keep records of growth patterns rainfall, and temperature.</li> <li>• Measure materials for construction projects.</li> <li>• Design a sculpture garden using a 2 dimensional drawing or a beautification project using geometric shapes.</li> <li>• Measure and monitor various environmental parameters over a period of time, collects data.</li> <li>• Map distribution and growth patterns of hardwood trees and the population of local plants and animals to determine impact of human development on a river, stream or wetland area.</li> </ul>
<b>C. Geometry and Spatial Sense</b>	
Benchmark	Service Learning Performance Task

## Elementary Linkages to Service Learning Mathematics

<p><b>Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes. (MA.C.1.3)</b> 1. understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions.</p> <p><b>Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed. (MA.C.2.3)</b> 1. understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements. 2. predicts and verifies patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).</p> <p><b>Standard 3: The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically. (MA.C.3.3)</b> 1. represents and applies geometric properties and relationships to solve real-world and mathematical problems. 2. identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.</p>	<ul style="list-style-type: none"> <li>• Make puzzles out of geometric shapes and donate to a children’s center.</li> <li>• Make books on shapes for preschool children – relate this to safety signs (i.e., octagon=stop sign, triangle=caution, etc.).</li>   <li>• Use geometric shapes and/or measurement skills to make a quilt:             <ul style="list-style-type: none"> <li>• donate to a local homeless shelter</li> <li>• make smaller lap quilts for nursing home residents</li> <li>• raffle it and give the proceeds to a local charity</li> </ul> </li> </ul>
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<b>D. Algebraic Thinking</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.3)</b> 1. describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities. 2. creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.</p> <p><b>Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.3)</b> 1. represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities. 2. uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.</p>	<ul style="list-style-type: none"> <li>• Graph items collected in a food or clothing drive.</li> <li>• Make graphs for your school’s recycling program.</li> <li>• Modify recipes so that they can serve larger groups or individuals.</li> <li>• Use algebraic ideas to solve problems that arise during or preparing for service-learning projects.</li> <li>• Graph statistical information collected from a survey.</li> </ul>

## Elementary Linkages to Service Learning Mathematics

<b>E. Data Analysis and Probability</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands and uses the tools of data analysis for managing information. (MA.E.1.3)</b></p> <p>1. collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.</p> <p>2. understands and applies the concepts of range and central tendency (mean, median, and mode).</p> <p>3. analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.</p> <p><b>Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics. (MA.E.2.3)</b></p> <p>1. compares experimental results with mathematical expectations of probabilities.</p> <p>2. determines odds for and odds against a given situation.</p> <p><b>Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.3)</b></p> <p>1. formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.</p> <p>2. identifies the common uses and misuses of probability and statistical analysis in the everyday world.</p>	<ul style="list-style-type: none"> <li>• Visit a senior citizen center and gather statistical information such as oldest, youngest, where people were born, etc. Make a display /pictograph with this information.</li> <li>• Conduct a survey of the needs of your community or school. Publicize/display the information for the entire school. Choose a project to meet those needs, with each grade/class helping in some way.</li> <li>• Study homelessness, both nationally and locally. Graph the statistics and display at your school to increase awareness.</li> <li>• Use computer program and graphics to analyze and report findings to data</li>   <li>• Take a class survey and records results on a chart or pictograph. Predict school and community-wide responses to survey questions and criteria that influences results.</li> </ul>

## Elementary Linkages to Service Learning Science

A. The Nature of Matter	
Benchmark	Service Learning Performance Task
<p><b>The Nature of Matter</b>  <b>Standard 1: The student understands that all matter has observable, measurable properties.</b>  <b>(SC.A.1.1)</b></p> <p>3. knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).</p> <p>4. recognizes that the same material can exist in different states.</p> <p>5. verifies that things can be done to materials to change some of their physical properties (e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt).</p> <p><b>(SC.A.1.2)</b></p> <p>6. determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers).</p> <p>7. knows that common materials (e.g., water) can be changed from one state to another by heating and cooling.</p> <p>8. knows that the weight of an object always equals the sum of its parts.</p> <p>9. knows that different materials are made by physically combining substances and that different objects can be made by combining different materials.</p> <p>10. knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.</p> <p><b>Standard 2: The student understands the basic principles of atomic theory.</b>  <b>(SC.A.2.1)</b></p> <p>11. recognizes that many things are made of smaller pieces, different amounts, and various shapes.</p> <p><b>(SC.A.2.2)</b></p> <p>1. knows that materials may be made of parts too small to be seen without magnification.</p>	<ul style="list-style-type: none"> <li>Make a simple classification game based on physical properties to play with your kindergarten buddies.</li> <li>Create a Science of Cooking Show on your school news to teach the properties of matter, physical and chemical changes to other students at your school.</li> <li>Teach first graders how to use a balance and make up a simple game to teach them that the weight of an object equals the sum of its parts.</li> </ul> <ul style="list-style-type: none"> <li>Use a hand lens to identify macro-invertebrates from the pond to determine the water quality in the pond.</li> </ul>
B. Energy	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student recognizes that energy</b></p>	

## Elementary Linkages to Service Learning Science

<p><b>may be changed in form with varying efficiency.</b> <b>(SC.B.1.1)</b></p> <ol style="list-style-type: none"> <li>12. knows that the sun supplies heat and light energy to Earth.</li> <li>13. knows that light can pass through some objects and not others.</li> <li>14. describes a model energy system (e.g., an aquarium or terrarium).</li> <li>15. knows that heat can be produced in many ways (e.g., by burning and rubbing).</li> <li>16. knows that every human action requires energy that comes from food.</li> </ol> <p><b>(SC.B.1.2)</b></p> <ol style="list-style-type: none"> <li>17. knows how to trace the flow of energy in a system (e.g., as in an ecosystem).</li> <li>18. recognizes various forms of energy (e.g., heat, light, and electricity).</li> <li>19. knows that most things that emit light also emit heat.</li> <li>20. knows the many ways in which energy can be transformed from one type to another.</li> <li>21. knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed.</li> <li>22. knows ways that heat can move from one object to another.</li> </ol> <p><b>Standard 2: The student understands the interaction of matter and energy.</b> <b>(SC.B.2.1)</b></p> <ol style="list-style-type: none"> <li>23. recognizes systems of matter and energy.</li> </ol> <p><b>(SC.B.2.2)</b></p> <ol style="list-style-type: none"> <li>24. knows that some source of energy is needed for organisms to stay alive and grow.</li> <li>25. recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy.</li> <li>26. knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.</li> </ol>	<ul style="list-style-type: none"> <li>• Create solar cookers or ovens to show how solar energy can be used rather than gas or electricity. Teach others this technology.</li> <li>• Broadcast energy-saving tips over the PA each day at school.</li> <li>• Create a pamphlet on energy-saving ideas to be distributed at school and in the community.</li> <li>• Study your school and find energy-saving measures the school could adopt. Tell the PTA and the principal what you found out.</li>   <li>• Make an energy fact sheet for parents.</li> <li>• Conduct a campaign at school to turn off the lights when not in use.</li> <li>• Learn how to make a complete circuit by making a matching board on the topic of your choice (the board lights up when a correct match is made) and donate to a preschool.</li> <li>• Create a demonstration model to show how magnetic energy can be changed into electrical energy and give it to the teachers at your school.</li>   <li>• Create a fact sheet for parents and students that shows non-renewable energy compared to renewable energy sources.</li> </ul>
<b>C. Force and Motion</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<b>Standard 1: The student understands that types of motion may be described, measured, and predicted.</b>	



## Elementary Linkages to Service Learning Science

<p><b>(SC.C.1.1)</b>            27. understands that different things move at different speeds.            28. knows that there is a relationship between force and motion.</p> <p><b>(SC.C.1.2)</b>            29. understands that the motion of an object can be described and measured.            30. <b>knows that waves travel at different speeds through different materials.</b></p> <p><b>Standard 2:</b>  <b>The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.</b></p> <p><b>(SC.C.2.1)</b>            31. knows that one way to change how something is moving is to give it a push or a pull.            32. knows that sound is caused by vibrations (pushing and pulling) to cause waves.</p> <p><b>(SC.C.2.2)</b>            33. recognizes that forces of gravity, magnetism, and electricity operate simple machines.            34. knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.            35. knows that the more massive an object is, the less effect a given force has.            36. knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.</p>	<ul style="list-style-type: none"> <li>• Use simple tools (wedge, pulley, lever, block and tackle) to conduct a clean-up of an area in your community.</li> </ul>
<b>D. Processes that Shape the Earth</b>	
<p><b>Benchmark</b></p> <p><b>Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.</b></p> <p><b>(SC.D.1.1)</b>            37. recognizes that the solid materials making up the Earth come in all sizes, from boulders to grains of sand.            38. knows that life occurs on or near the surface of the Earth in land, air, and water.            39. recognizes patterns in weather.</p> <p><b>(SC.D.1.2)</b>            40. knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to</p>	<p><b>Service Learning Performance Task</b></p> <ul style="list-style-type: none"> <li>• Fix an erosion – prone area.</li> <li>• Make a sundial for use on school grounds.</li> <li>• Plant trees or herbaceous plants to help improve soil conditions. Test soil in different locations and plant where soil is in the poorest condition.</li> <li>• Build a weather station at school and teach others about weather-related safety.</li> <li>• Make a compost pile using items collected at school (i.e., food scraps, leaves, grass clippings) and teach others how</li> </ul>

## Elementary Linkages to Service Learning Science

<p>combine with organic material to form soil.</p> <p>41. knows that 75 percent of the surface of the Earth is covered by water.</p> <p>42. knows that the water cycle is influenced by temperature, pressure, and the topography of the land.</p> <p>43. knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features.</p> <p>44. knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.</p> <p><b>Standard 2:</b> <b>The student understands the need for protection of the natural systems on Earth.</b> <b>(SC.D.2.1.)</b></p> <p>45. understands that people influence the quality of life of those around them.</p> <p><b>(SC.D.2.2)</b></p> <p>46. knows that using, recycling, and reducing the use of natural resources improve and protect the quality of life.</p>	<p>to compost.</p> <ul style="list-style-type: none"> <li>• Sort soil samples by particle size and mineral content for erosion and environmental studies.</li> <li>• Graph and compare weathers changes daily at home and in various places on Earth.</li> <li>• Calculate, compare, and report, for water studies, the area of the surface of the earth that is water and the area that is land, and that shifts (both slow and rapid) in land caused by waves and weather produce many new features.</li> </ul> <ul style="list-style-type: none"> <li>• Produce a skit for younger children that provides examples of natural and manmade changes how people have changed the air, water, and land.</li> <li>• Oppose helium balloon launches which can injure wildlife</li> <li>• Create, implement and report a plan with other students to recycle at home and at school. Start a recycling project at school.</li> <li>• Promote plastic recycling to reduce injured wildlife in oceans.</li> <li>• Teach others about the importance of conserving water. Give suggestions on how to conserve both at home and at school.</li> </ul>
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### E. Earth and Space Science

Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.</b> <b>(SC.E.1.1)</b></p> <p>47. knows that the light reflected by the moon looks a little different every day but looks the same again about every 28 days.</p> <p>48. knows that the appearance of sunrise and sunset is due to the rotation of Earth every 24 hours.</p> <p><b>(SC.E.1.2)</b></p> <p>49. knows that the tilt of the Earth on its own axis as it rotates and revolves around the sun causes changes in</p>	<ul style="list-style-type: none"> <li>• Make up a pamphlet, during special solar events, about the</li> </ul>

## Elementary Linkages to Service Learning Science

<p>season, length of day, and energy available.</p> <p>50. knows that the combination of the Earth's movement and the moon's own orbit around the Earth results in the appearance of cyclical phases of the moon.</p> <p>51. knows that the sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth.</p> <p>52. knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our Solar System.</p> <p>53. understands the arrangement of planets in our Solar System.</p> <p>Standard 2: The student recognizes the vastness of the universe and the Earth's place in it.</p> <p><b>(SC.E.2.1)</b></p> <p>1. knows that there are many objects in the sky that are only visible at night.</p> <p><b>(SC.E.2.2)</b></p> <p>54. knows that, in addition to the sun, there are many other stars that are far away.</p>	<p>how's and why's it is happening to share with parents.</p>
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### F. Processes of Life

Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student describes patterns of structure and function in living things.</b></p> <p><b>(SC.F.1.1)</b></p> <p>55. knows the basic needs of all living things.</p> <p>56. knows how to apply knowledge about life processes to distinguish between living and non-living things.</p> <p>57. describes how organisms change as they grow and mature.</p> <p>58. understands that structures of living things are adapted to their function in specific environments.</p> <p>59. compares and describes the structural characteristics of plants and animals.</p> <p><b>(SC.F.1.2)</b></p> <p>60. knows that the human body is made of systems with structures and functions that are related.</p> <p>61. knows how all animals depend on plants.</p> <p>62. knows that living things are different but share similar structures.</p> <p>63. knows that similar cells form different kinds of structures.</p>	<ul style="list-style-type: none"> <li>• Build understanding of the basic needs of all living things, examples of living and non living things, changes in things as they grow, adaptations, and characteristics of plants and animals while studying environment issues.</li> <li>• Describe food chain and relationship to predator and prey and effect on the food change of the extinction of animals.</li> <li>• Collect and compare insects attracted to light at night, study the attraction to light stimuli. Compare this to the attraction of sea turtles to light and effects of light pollution to sea turtle hatchlings. Make posters convincing residents of beachfront property to "turn off the lights."</li> <li>• Compare how various organisms react to stimuli such as light, heat, chemicals, and excessive salt. Research the various stimuli present in local waters, and current efforts that are being used to combat problems. Create poster, brochures, or public service announcements addressing this problem.</li> <li>• Explore water, soil and land for different areas for living things. Compare samples from different regions. Prepare reports of variations noticed for instance along a riverbed and report findings to local environmental agencies.</li> </ul>

## Elementary Linkages to Service Learning Science

<p><b>Standard 2: The student understands the process and importance of genetic diversity.</b> <b>(SC.F.2.1)</b></p> <p>64. knows that living things have offspring that resemble their parents.</p> <p>65. knows that there are many different kinds of living things that live in a variety of environments.</p> <p><b>(SC.F.2.2)</b></p> <p>1. knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.</p>	
<b>G. How Living Things Interact with Their Environment</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.</b> <b>(SC.F.2.1)</b></p> <p>66. knows that environments have living and non-living parts.</p> <p>67. knows that plants and animals are dependent upon each other for survival.</p> <p>68. knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark).</p> <p>69. knows that animals and plants can be associated with their environment by an examination of their structural characteristics.</p> <p><b>(SC.G.1.2)</b></p> <p>70. knows ways that plants, animals, and □rotests interact.</p> <p>71. knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment.</p> <p>72. knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction.</p> <p>73. knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter.</p> <p>74. knows that animals eat plants or other animals to</p>	<ul style="list-style-type: none"> <li>• Conduct a project for the local Humane Society – collect needed items, conduct an awareness campaign on being a good pet owner, etc.</li> <li>• Adopt an animal at a local zoo.</li> <li>• Develop wildlife habitat on school grounds. Compare and describes the features of plants and animals that help them to live in different environments.</li> <li>• Use native plants to explain the regional climate and geography.</li> <li>• Grow plants for a complete life cycle to identify the factors essential to plant life.</li>   <li>• Create a butterfly garden that will show the life cycle of local insects.</li> <li>• Raise plants (vegetables, herbs, flowers) in the classroom and plant them outside to beautify school grounds or an area in the community.</li> <li>• Study endangered species – make birdhouses or other animal habitat and donate to a wildlife refuge OR conduct a campaign to save endangered species in your area.</li> <li>• Research a problem caused by non-native plants or animals. Generate possible solutions and conduct a project to address the problem.</li> </ul>

## Elementary Linkages to Service Learning Science

<p>acquire the energy they need for survival.</p> <p>75. knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms.</p> <p>76. knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.</p> <p><b>Standard 2: The student understands the consequences of using limited natural resources.</b> <b>(SC.G.2.1)</b></p> <p>77. knows that if living things do not get food, water, shelter, and space, they will die.</p> <p>78. knows that the activities of humans affect plants and animals in many ways.</p> <p><b>(SC.G.2.2)</b></p> <p>79. knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring.</p> <p>80. knows that the size of a population is dependent upon the available resources within its community.</p> <p>81. understands that changes in the habitat of an organism may be beneficial or harmful.</p>	<ul style="list-style-type: none"> <li>• Investigate decomposition of waste products (yard clippings, paper, plastic), keep records of observations, and use these findings to make suggestions on mulches, and propose litter solutions.</li> <li>• Examine various types of soil and isolate, identify, and quantify contents. Compare with soils in Florida ecosystems for water content and nutrient value.</li> <li>• In a small group designs and makes a model of a local ecosystem and explain how the communities, populations and individuals act.</li> <li>• Discuss environmental hazards causing problems for wildlife. Have students choose which animal/project they would like to help. Have them create/restore habitat, plant vegetation, and clean up litter.</li> <li>• Write legislators about environmental problems in your community.</li> <li>• With other students in small groups, explore human activities around the school grounds and suggest how these activities may affect the plants and animals living there.</li> <li>• Conduct studies using brine shrimp, radish seeds, etc, to observe results of uncontrolled growth in a population with limited resources to an environment.</li>   <li>• Conduct a recycling drive.</li> <li>• Adopt a park, coastal area or area of highway, participate in clean-ups, collect data on types of debris collected and submit results to local environmental agencies.</li> </ul>
<b>H. The Nature of Science</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>

## Elementary Linkages to Service Learning Science

### **Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.1)**

82. knows that in order to learn, it is important to observe the same things often and compare them.
83. knows that when tests are repeated under the same conditions, similar results are usually obtained.
84. knows that, in doing science, it is often helpful to work with a team and to share findings with others.
85. knows that people use scientific processes including hypotheses, making inferences, and recording and communicating data when exploring the natural world.
86. uses the senses, tools, and instruments to obtain information from his or her surroundings.

### **(SC.H.1.2)**

87. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments.
88. knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results.
89. knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions.
90. knows that to compare and contrast observations and results is an essential skill in science.
91. knows that a model of something is different from the real thing, but can be used to learn something about the real thing.

### **Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.1)**

92. recognizes that patterns exist within and across systems.

### **(SC.H.2.2)**

93. knows that natural events are often predictable and logical.

### **Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.1)**

94. knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.

During a service project apply these scientific processes:

- Use observation and list new things learned.
  - Collect data and compares observations of the group to pool and share findings and verify accuracy.
  - Collect data over a period of days (weather temperature) or number of trials and compares data.
  - Properly use tools needed to conduct inquiries.
  - Produce oral, written, and computer generated reports, diagrams, charts, maps, graphs, mathematical equations, and demonstrations or models to communicate results of projects.
  - Analyze the conclusions of a team to reach consensus.
  - Compare results of project with known scientific knowledge.
  - Identify the roles of national and local scientists contributing to the service inquiry.
  - Manipulate and controls variables in an experiment.
  - Use scientific inquiry to determine real problems in their community (erosion, pollution, etc.) that lend themselves to service-learning projects.
  - Communicate through brochures, newspaper articles, presentations or fairs the results of scientific investigations conducted in service project.
- 
- Use data collected over period of time to predict upcoming events.
- 
- Design and conduct a scientific investigation on the use or misuse of the natural resources in their area and develop a presentation to show how science and technology play a role in their use and preservation.

## Elementary Linkages to Service Learning Science

**(SC.H.3.2)**

95. understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.
96. knows that data are collected and interpreted in order to explain an event or concept.
97. knows that before a group of people build something or try something new, they should determine how it may affect other people.
98. knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.

- Determine community needs or challenges resulting from technology (noise, air, water pollution, etc.) and apply scientific theories in developing a service-learning project (community awareness, stream cleanup, air and water monitoring/reporting, tree planting, etc.) that addresses the problem.
- Design and conduct a scientific investigation on the use or misuse of the natural resources in their area and develop a presentation to show how science and technology play a role in their use and preservation.
- Use scientific inquiry to determine real problems in their community (erosion, pollution, etc.) that lend themselves to service-learning projects.
- Communicate through brochures, newspaper articles, presentations or fairs the results of scientific investigations conducted in above idea.

## Elementary Linkages to Service Learning Social Studies

<b>A. Time, Continuity, and Change [History]</b>	
Benchmark	Service-Learning Activity Idea
<p><b>Standard 1: The student understands historical chronology and the historical perspective.</b> <b>(SS.A.1.1)</b></p> <ol style="list-style-type: none"> <li>1. compares everyday life in different places and times and understands that people, places, and things change over time.</li> <li>2. understands that history tells the story of people and events of other times and places.</li> <li>3. knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands).</li> <li>4. understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).</li> </ol> <p><b>(SS.A.1.2)</b></p> <ol style="list-style-type: none"> <li>1. understands how individuals, ideas, decisions, and events can influence history.</li> <li>2. uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.</li> <li>3. understands broad categories of time in years, decades, and centuries.</li> </ol>	<ul style="list-style-type: none"> <li>• Interview family members and/or older community residents to discover and share stories, songs, and celebrations that are part of family and cultural heritage.</li> <li>• Publish oral histories on any of a variety of historical topics.</li> <li>• Use a calendar to plan and set events for service projects.</li> <li>• Create family trees and share at a cultural fair.</li> <li>• Study different calendar systems; make a calendar to be used as a holiday gift using a digital camera for the monthly pictures.</li> <li>• Make a sundial for a school garden.</li> <li>• Create a timeline for a service-learning project.</li> <li>• Create a display that illustrates changes in transportation from the beginning of time to the future.</li> <li>• Team up with senior citizens to create a time capsule with items from students' childhood and the seniors' childhood.</li> </ul> <ul style="list-style-type: none"> <li>• Use primary source reports, newspapers, graphs, and documents for activities relating to service project.</li> <li>• Create cause and effect charts to illustrate how events influenced important events and share with other classes.</li> <li>• Construct a timeline of the history of a community, school or agency.</li> <li>• Compare timelines of one's own life with a senior citizen.</li> <li>• Have groups select different decades of the past century and make a project/display to highlight that decade's events.</li> <li>• Read stories on historical figures and discuss the culture, dress, food, traditions and politics of their time.</li> <li>• Create a poster that highlights great inventions of each decade from 1900 to 2000.</li> <li>• Work with a music class to create a program highlighting great songs from the last 10 decades.</li> </ul>



## Elementary Linkages to Service Learning Social Studies

**Standard 2: The student understands the world from its beginnings to the time of the Renaissance. (SS.A.2.1), (SS.A.2.2)**

- Research the local Pre-Colombian civilizations in the area and the ethical policies governing archeological sites. Assist in a local archeological dig and document the experience with photos and a written report.
- Create a museum display of earlier cultures.
- Dramatize events from history to teach other students—create plays, skits, lessons, or presentations about earlier cultures/civilizations, and people.
- Write a simple book in Egyptian hieroglyphics and present it to younger children with a code so they can translate it.
- Compose poetry to describe events in the Renaissance.
- Help younger children make their own family crest.
- Sponsor a school-wide cultural diversity celebration. Have each class adopt a country and feature food, traditions, fashion, art, music, games and customs from each.
- Make models of ancient Egyptian, Greek and Roman architecture and display in the media center.
- Make a timeline and displays that highlight scientific inventions through the ages and display at the school science fair.

**Standard 3: The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.1), (SS.A.3.2)**

- Create a mural depicting the feudal and manorial society of the early middle ages and the changes in societal makeup in the high and later middle ages for display.
- Write a simple book for younger students to highlight the significance of the Magna Carta and its influence on our current legal system.

**Standard 4: The student understands U.S. history to 1880. (SS.A.4.1), (SS.A.4.2)**

- Create a skit that addresses the issue of which country claimed America with an imaginary dialogue among explorers.
- Teach the Mayflower Compact to other students during a Thanksgiving celebration.
- Make a timeline of events that notes major events in the development of the postal system from 1691 to present times.
- Create a puppet show for younger children dealing with the ride of Paul Revere.
- Create models and/or a display of early American architecture.
- Create a play with our founding fathers.
- Create a game depicting the travels of Lewis and Clark.
- Create a local history and brochure of earlier eras in the local area.
- Sponsor a Senior Fair where seniors share photos and

## Elementary Linkages to Service Learning Social Studies

### **Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.1)**

1. knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives).
2. knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veterans' memorials) are associated with state and national history.
3. knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day).
4. understands changes in community life over time (e.g., changes in goods and services, changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).

### **(SS.A.5.2)**

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life.
2. knows the social and political consequences of industrialization and urbanization in the United States after 1880.
3. knows the political causes and outcomes of World War I.
4. understands social and cultural transformations of the 1920s and 1930s.
5. understands the social and economic impact of the Great Depression on American society.
6. understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war.
7. knows the economic, political, and social transformations that have taken place in the United States since World War II.
8. knows the political and military aspects of United States foreign relations since World War II.

artifacts to teach students about community history.

- Create a Native American mini-museum.
- Research the history of an area in your community (school, street, cemetery, landmark) and share this information with the school via lessons, performances, publications, etc.
- Work with the elderly to discuss people and events honored in commemorative holidays (Veteran's Day, Independence Day, Martin Luther King Day) and how these holidays were celebrated in the past and present.
- Compare with senior citizens, the items and schedules that comprise a modern school day with items they had when they were students.
- Discuss with immigrants their hopes and fears arriving in the United States, make a list of the obstacles they faced and ways they over came the obstacles.
- Contact a local historical society to ask about possible projects your students could do for/with them.
- Conduct an oral history project with a senior citizen center. Focus on one event in history. Write a narrative of the interview and give it back to the senior citizens to share with their family and friends.
- Make books about the history and significance of the American Flag for younger children.
- Design a history day event, focusing on an important era in history. Invite the community to attend.
- Make presentations on important historical events to peers or younger students.
- Help restore local historical or archeological sites.
- Determine how physical geography, environment, natural resources, and technology affected the growth of your region or community; give presentations to other students about how events and development changed local history, economy, and the environment.
- Partner/Learn about veterans' past and present events and their contributions to the military.
- Team up with seniors to hold a quilting bee creating quilts that tell about your communities' history.

## Elementary Linkages to Service Learning Social Studies

<p><b>Standard 6: The student understands the history of Florida and its people. (SS.A.6.2)</b></p> <ol style="list-style-type: none"> <li>1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history.</li> <li>2. understands the influence of geography on the history of Florida.</li> <li>3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history.</li> <li>4. understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history.</li> <li>5. knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida.</li> <li>6. understands the cultural, social, and political features of Native American tribes in Florida's history.</li> <li>7. understands the unique historical conditions that influenced the formation of the state and how statehood was granted.</li> </ol>	<ul style="list-style-type: none"> <li>• Conduct same activities described above, with a Florida or local community focus.</li> <li>• Conduct a variety of projects at state or local historical sites, including conducting research, creating brochures, video tours, giving tours/serving as docents, dressing in period costumes and giving presentations/demonstrations, writing and performing plays about events at the site, creating cards which are representing the historic site(s), participating in restoration efforts, etc.</li> <li>• Tour a local, state or national part to connect geography to the history of Florida. Create display.</li> <li>• Sponsor a Florida cultural day event.</li> <li>• Weave some Native American style baskets to give to seniors.</li> <li>• Create a timeline that lists Florida's great explorers and display it in the cafeteria.</li> <li>• Visit one of Florida's early settlements and write a reflection on the trip.</li> <li>• Research Florida's main Indian Tribes – Timucua, Apalachee, Calusa, Jeaga, Ais, Tequestta, and Seminole. Create displays that depict their culture and history. Host a Native Floridian Day.</li> <li>• Work with an art class to create a topographical map of Florida that shows the state's geographic regions.</li> <li>• Create displays showing Florida's wildlife. Teach others about endangered species and ways to save them.</li> <li>• Team up with senior citizens to create a past and present Florida Book.</li> <li>• Write elementary level biographies on famous Floridians from the earliest times to the present day and present them to other students at read Across America Day in March.</li> </ul>
<b>B. People, Places, and Environments [Geography]</b>	
<b>Benchmark</b>	<b>Service-Learning Performance Task</b>
<p><b>Standard 1: The student understands the world in spatial terms. (SS.B.1.1)</b></p> <ol style="list-style-type: none"> <li>1. determines the absolute and relative location of people, places, and things.</li> <li>2. uses simple maps, globes, and other three-dimensional models to identify and locate places.</li> <li>3. identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume).</li> <li>4. knows areas that can be classified as regions.</li> </ol>	<ul style="list-style-type: none"> <li>• Have students develop and then teach games or lessons to other students on how to locate landforms, water and places (political divisions) on maps using north, east, south and west; how to use community and regional maps; how to use various types of maps, globes, aerial and satellite images to acquire information.</li> <li>• Draw and label maps of the school grounds to give to visitors and new students.</li> </ul>

## Elementary Linkages to Service Learning Social Studies

### (SS.B.1.2)

1. uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
2. knows how regions are constructed according to physical criteria and human criteria.
3. locates and describes the physical and cultural features of major world political regions.
4. knows how changing transportation and communication technology have affected relationships between locations.
5. knows ways in which people view and relate to places and regions differently.

### **Standard 2: The student understands the interactions of people and the physical environment.**

#### (SS.B.2.1)

1. identifies some physical and human characteristics of places.
2. knows how different communities have changed physically and demographically.
3. knows basic needs and how families in the U.S. and other countries meet them.
4. knows the role that resources play in our daily lives.
5. knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

- Use or create maps of the local area, identifying sites that could benefit from service-learning projects.
- Paint an outline of the U.S. on the playground at school to be used as an educational tool for all students. Future projects could add particular features for specific lessons, such as state borders, capitols, national parks, etc.
- Produce a map of your community that highlights places kids like to visit. Give this to the local Welcome Wagon or Chamber of Commerce to reproduce for new children in the community, or use it to give to new children at your school.
- Assess your school grounds and determine the best place to (1) plant a tree, (2) develop a butterfly garden, or (3) start a compost pile.
- Raise money to purchase playground equipment and help your school determine the best place to put it.
- Create a display of transportation through the centuries and how it has brought the world closer together.
- Write pen pal letters to students in other regions of the state or county to learn about the physical and cultural differences and similarities.

- Have students develop a community book, highlighting the uniqueness of their community. Include topics such as landforms, climate, water, plants, and animals. Have students try to find another community similar in geography, human characteristics, and other features as their community and become pen pals to share knowledge.
- Interview senior citizens who have lived in your community their entire lives. Include this information on web pages or in booklets you develop about your community to distribute to newcomers.
- Make a book that shows the different kinds of housing common to different regions of the world.
- Develop booklets about your community (and its uniqueness) to give to the Welcome Wagon or Chamber of Commerce to distribute to new families in the community. This booklet should include information about climate, landforms, water, plants, and animals.

## Elementary Linkages to Service Learning Social Studies

### (SS.B.2.2)

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| <ol style="list-style-type: none"><li>1. understands why certain areas of the world are more densely populated than others.</li><li>2. understands how the physical environment supports and constrains human activities.</li><li>3. understands how human activity affects the physical environment.</li><li>4. understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.</li></ol> | <ul style="list-style-type: none"><li>• Map the world's rainforest. Develop an awareness campaign to help others understand their importance. Raise money to protect a rainforest habitat.</li><li>• Gather and interpret demographic data to draw conclusions concerning human patterns of habitation and present the results.</li><li>• Using the Internet, access home pages of other communities throughout Florida. E-mail students at these schools, interviewing them about what life is like in their community. Students can also answer questions they may have. This is an excellent way to break down stereotypes students may have about another part of the state. Obtain information to use for a home page explaining what life is like in their community.</li><li>• Create a service-learning project involving cleaning up waterways, rivers, canals or lakes. Do water testing and hold a community awareness event to teach conservation.</li><li>• Interview senior citizens who have immigrated to this country (or whose parents immigrated here). Create a booklet about their stories.</li><li>• Investigate environmental concerns in your area and conduct a local clean-up.</li><li>• Prepare friendship boxes for children in disaster areas around the world.</li><li>• Send school supplies to third world countries you have studied.</li><li>• Hold a cultural fair where students teach others what they have learned and celebrate differences.</li><li>• Have students study the ethnic composition of their community and immigration patterns. Students can interview people in the community who have immigrated here. Focus questions on how their culture addresses certain social issues. Document their stories in a book to be shared with others.</li><li>• Discuss the importance of family. Adopt a family through a local social service agency, and collect items they need (i.e. food, clothing, books).</li><li>• Hold a multicultural fair highlighting the uniqueness of the U.S., Canada, and Mexico.</li><li>• Share holiday greetings with senior citizens or military personnel. This can be done in several ways:<ol style="list-style-type: none"><li>1. Write letters or make cards to send to nursing homes and/or military personnel.</li><li>2. Do a holiday presentation at a nursing home sharing information about how other cultures celebrate holidays.</li></ol></li></ul> |
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## Elementary Linkages to Service Learning Social Studies

	<ol style="list-style-type: none"> <li>3. Conduct interviews with senior citizens about how holidays have or have not changed since they were children.</li> </ol> <ul style="list-style-type: none"> <li>• Contact community agencies that assist people with food, clothing, and shelter. Do a project based on their current needs. Projects may include:             <ol style="list-style-type: none"> <li>1. a food drive</li> <li>2. a clothing drive</li> <li>3. a toy or school supply drive (for kids in shelters)</li> <li>4. collecting personal hygiene and first aid supplies (for military personnel)</li> </ol> </li> </ul>
<b>C. Government and the Citizen [Civics and Government]</b>	
<b>Benchmark</b>	<b>Service-Learning Performance Task</b>
<p><b>Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American Constitutional government.</b> <b>(SS.C.1.1)</b></p> <ol style="list-style-type: none"> <li>1. knows how various symbols are used to depict Americans' shared values, principles, and beliefs.</li> <li>2. knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans.</li> <li>3. understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go too far."</li> <li>4. recognizes major elected officials.</li> <li>5. knows examples of authority and power without authority, and knows that people in positions of authority have limits on their authority.</li> <li>6. understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.</li> </ol> <p><b>(SS.C.1.2)</b></p> <ol style="list-style-type: none"> <li>1. identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States.</li> </ol>	<ul style="list-style-type: none"> <li>• Teach younger children about how policemen and firemen are helpful people in the community.</li> <li>• Develop skits about the school rules and community rules and present to other students.</li> <li>• Develop a booklet or coloring book helping younger students understand the Constitution and its importance.</li> <li>• Study a social issue such as hunger or homelessness and discuss how local, state, and federal governments address this problem (through laws, ordinances, etc.) in different and/or similar ways. Conduct a project for a local soup kitchen or homeless shelter based on their current needs.</li> <li>• Make coloring books to teach lower primary or preschool children about the Bill of Rights.</li> <li>• Discuss the importance of voting. Have students organize and hold a mock election to help them better understand the voting process and the importance of it in a democratic society. Develop a "get out to vote" service-learning project.</li> <li>• Develop a book advocating qualities that build character and civic engagement and make this available to other students and the community.</li> <li>• After learning conflict resolution techniques, teach younger children what they have learned, and write stories about how to resolve conflict and give them to younger children.</li> </ul> <ul style="list-style-type: none"> <li>• Survey youth about their needs and opinions and convey this information to policymakers.</li> <li>• Make a chart to explain the three branches of the federal government and how they interact. Hang it in the Media</li> </ul>

## Elementary Linkages to Service Learning Social Studies

2. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights.
3. knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the names of his or her representatives in the executive branches of government at the local, state, and national levels (e.g., mayor, governor, and president).
4. knows possible consequences of the absence of government, rules, and laws.
5. knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.

### **Standard 2: The student understands the role of the citizen in American democracy.**

#### **(SS.C.2.1)**

1. knows the qualities of a good citizen (e.g., honesty, courage, and patriotism).
2. knows that a responsibility is a duty to do something or not to do something.
3. knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.
4. knows that the right to privacy is a personal right guaranteed by the United States Constitution and knows when privacy is expected.

#### **(SS.C.2.2)**

1. understands the importance of participation through community service, civic improvement, and political activities.
2. understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important.
3. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries).
4. knows examples of the extension of the privileges and

Center.

- Translate the U.S. Constitution into simple language for younger students.
- Discuss crime, punishment and citizenship. Create a service-learning or citizenship award for your class or school.
- Make a game to teach younger children the names of local, state and federal policy makers and government officials.
- Visit your local town or city hall and write a reflection about the trip.
- Attend a legislative session and/or watch C-Span and reflect on the procedures.

- Describes why volunteer service and political activity are important in our democratic society. Make a presentation on Law Day.
- Make a display that describes ways in which a citizen can bring change in governmental actions.
- Write and illustrate Good Citizenship books for younger children.
- Create a classroom Set of Rules for using principles of democracy.
- Write and perform skits on character.
- Write and broadcast Public Service Announcements on school TV to promote character education.
- Create a school calendar that features a different character trait each month. Write something about the trait for each calendar day.

- Sponsor a community volunteer fair.
- Compile and publish a booklet of local volunteer opportunities for youth.
- Develop and share a list of volunteer rights and responsibilities.
- Create a presentation, performance, or other product that tells about youth who made a difference in their community.
- Recruit other students to participate in volunteer activities that are important in our democratic society.
- Create a monthly service-learning award to recognize students who demonstrate responsible citizenship. Let students select the award recipient.
- Sponsor a voting education campaign with your local board

## Elementary Linkages to Service Learning Social Studies

<p>responsibilities of citizenship.</p> <p>5. knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.</p>	<p>of elections.</p> <ul style="list-style-type: none"> <li>• Chart the U.N. Declaration of Human Rights, classifying them as personal, economic and/or political. Teach the rights to other students.</li> </ul>
<b>D. Economics</b>	
<b>Benchmark</b>	<b>Service-Learning Performance Task</b>
<p><b>Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources.</b> <b>(SS.D.1.1)</b></p> <ol style="list-style-type: none"> <li>1. understands how scarcity affects the choices people make in everyday situations.</li> <li>2. knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services.</li> <li>3. knows the difference between goods and services and between consumers and producers.</li> <li>4. understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.</li> </ol> <p><b>(SS.D.1.2)</b></p> <ol style="list-style-type: none"> <li>1. understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices.</li> <li>2. understands that scarcity of resources requires choices on many levels, from the individual to societal.</li> <li>3. understands the basic concept of credit.</li> <li>4. understands that any consumer (e.g., an individual, a household, or a government) has certain rights.</li> <li>5. understands the concept of earning income and the basic concept of a budget.</li> </ol>	<ul style="list-style-type: none"> <li>• List the resources needed to perform a service project.</li> <li>• Identify alternatives in the decision matrix of a service project; identify “trade-offs” and opportunity costs of the final choices.</li> <li>• Review a list of local service projects and through the decision matrix decide which project to undertake.</li> <li>• Use economic principles to plan and budget a service-learning project.</li> <li>• Establish a school store, selling items such as pencils, notebooks, etc., and use the profits to purchase classroom materials. Students using the store can borrow money for purchases and pay interest. This will also help students understand the difference between revenue and profit.</li> <li>• Conduct a project or raise money for a non-profit of the students’ choice.</li> </ul> <ul style="list-style-type: none"> <li>• Raise funds, as a part of an advocacy campaign, to purchase land and save it from development.</li> <li>• Work with younger children to help them understand the concept of money and making change.</li> <li>• Develop a list of goods and services that are scarce in your community. Discuss possible causes and suggest ways your community can cope with this problem. Present this information to city or county officials.</li> <li>• Start a school-based business and donate profits to a charity.</li> <li>• Work with younger children to create budgets based on their allowances.</li> <li>• Study consumer reports to compare and contrast several products, which interest students. Create a report and publish it in the school newspaper.</li> <li>• In addition to fundraising to support project activities, students are assigned to be in charge of the project budget,</li> </ul>



## Elementary Linkages to Service Learning Social Studies

**Standard 2: The student understands the characteristics of different economic systems and institutions.**

**(SS.D.2.1)**

1. understands that most people work in jobs in which they produce a few special goods or services.
2. understands the basic concepts of markets and exchanges.
3. understands the basic functions of a bank.
4. understands that people in different places around the world depend on each other for the exchange of goods and services.

**(SS.D.2.2)**

1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence.
2. understands the roles that money plays in a market economy.
3. understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and businesses.
4. knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.

expenditures, accounting, and final reporting using the school's purchase order system.

- Make a chart to highlight some other country's currency and rates as compared to the dollar.
  - Open a bank or credit union at the school.
  - Hold a career day to invite community members to discuss their careers and the goods and services that they provide.
  - Create a display to depict forms of exchange from around the world through the ages.
- 
- Use the process of specialization to produce goods for a service project.
  - Decide the cost and the price (fair market value) of goods for service projects.
  - Create a stock market game for younger students.
  - Take a field trip to a bank and then create a tri-fold to explain different services the bank provides.
  - Discuss how education is funded and make a pie chart to show where the dollars come from in your county.
  - Make a chart to show how much sales tax is in different counties or states.

## Middle School Linkages to Service Learning The Arts

**Service learning activities relate to projects involving performance, music, teaching, creation of public art, TV/video production, advocacy, public relations, technology, oral history, local history, cultural celebration and diversity, and intergenerational.**

### Dance

#### Benchmark

#### Skills and Techniques

**Standard 1: The student identifies and demonstrates movement elements in performing dance. (DA.A.1.3)**

1. uses appropriate skeletal alignment, strength, flexibility, agility, and coordination in various movement phrases.
2. performs complex dance steps and movements from various dance forms or traditions.
3. creates movement patterns that convey ideas, thoughts, or feelings
4. transfers rhythmic patterns from the aural to the kinesthetic.

**Standard 2: The student understands choreographic principles, processes, and structures. (DA.A.2.3)**

1. creates movement sequences with specific choreographic principles (e.g., theme and variation, canon, and rondo).
2. uses improvisations to generate movement for composition and choreography.
3. creates movement sequences that communicate an understanding of structures or forms (e.g., ABA, canon, and narrative) through brief dance studies.
4. knows how to use choreographic processes and structures (e.g., improvisation, sequencing, and chance) to choreograph dance in groups.

#### Creation and Communication

**Standard 1: The student understands dance is a way to create meaning. (DA.B.1.3)**

1. uses movement choices to communicate abstract ideas.
2. uses various elements (e.g., lighting and costume design) to influence the interpretation of a dance.
3. creates dance that reflects and communicates experiences and ideas of personal significance.

#### Cultural and Historical Connections

**Standard 1: The student demonstrates and understands dance in various cultures and historical periods. (DA.C.1.3)**

1. knows the historical role of dance in social and performance situations (e.g., concert and theatre).
2. understands the similarities and differences among movements from various American social dances.
3. knows the role of social, classical, and theatrical dance in contemporary society.

#### Aesthetic and Critical Analysis

**Standard 1: The student applies and demonstrates critical and creative thinking skills in dance. (DA.D.1.3)**

#### Service Learning Performance Task

- Teach younger students how to dance.
- Go to a Senior Citizen Center and ask if they can teach their dances to the students.
- Compose a dance to reflect upon a service-learning project
- Combine dance movement with a rap to deliver a health or safety message to younger children.
- Video dance used in reflection and describe using appropriate dance vocabulary.
- Design and conduct dance warm-up exercises for younger children or senior citizens before a recreational or instructional dance session.
- Perform and teach traditional folk, square, ethnic dances at community festivals, nursing homes, and school functions.
- Teach others about dances from other cultures either by going to a community agency or inviting them into the school.
- Organize a multicultural fair at your school to share dances from other cultures with the community.
- Obtain musical selections popular to senior citizens, learn to play, or find the selected music. Plan monthly dances and student and senior citizens learn alike the dances of the era (30's, 40's, 50's, etc.). Senior citizens will be encouraged to share the memories they associate with the music.

See music and theatre sections for more ideas.

## Middle School Linkages to Service Learning The Arts

<p>1. understands the concept of revision within the choreographic process.</p> <p>2. creates and uses a set of aesthetic criteria and applies it in the evaluation of personal and others' work.</p> <p>3. knows how to formulate and answer aesthetic questions about dance in physical, perceptual, conceptual, and qualitative terms.</p> <p><b>Applications to Life</b></p> <p><b>Standard 1: The student makes connections between dance and healthful living. (DA.E.1.3)</b></p> <p>1. uses and applies the concepts of healthy lifestyle choices and methods of conditioning for maximum performance in dance.</p> <p>2. understands how the discipline of dance contributes to personal growth.</p> <p><b>Standard 2: The student makes connections between dance and other disciplines. (DA.E.2.3)</b></p> <p>1. understands the ways in which dance and other disciplines can express similar ideas (e.g., how they can "comment" on political and social issues).</p> <p>2. understands the ways various media (e.g., technology, music, and visual art) can be used to reinforce, enhance, or alter a dance idea.</p>	
<b>Music</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Skills and Techniques</b></p> <p><b>Standard 1: The student sings, alone and with others, a varied repertoire of music. (MU.A.1.3)</b></p> <p>1. sings choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.</p> <p>2. sings, with appropriate expression, a repertoire of music literature from various styles and historical periods.</p> <p>3. performs in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.</p> <p><b>Standard 2: The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.3)</b></p> <p>1. performs on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control).</p> <p>2. performs, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).</p> <p>3. performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director).</p>	<ul style="list-style-type: none"> <li>• Present choral or music presentations at nursing homes.</li> <li>• Present concerts for the community and donate admission charges to a local charity.</li> <li>• Create songs/rap about a community issue or service project.</li> <li>• Compare and contrast music across eras with senior citizens.</li> <li>• Hold a multicultural music fair highlighting the different cultures you are studying. Invite the public to attend.</li> <li>• Teach younger children these musical styles.</li> <li>• Visit nursing homes or hospitals and ask about the songs they like to learn and sing. Share music with senior citizens and have a discussion about it.</li> <li>• Hold a sing along for preschoolers, teaching them popular children's songs.</li> <li>• Compose rap songs about social or community issues present at a civic event.</li> <li>• Form a community orchestra, band, or chorus with students and community members performing at community events.</li> </ul>

**Middle School Linkages to Service Learning**  
**The Arts**

**Standard 3: The student reads and notates music. (MU.A.3.3)**

1. sight reads music in bass and/or treble clefs written in simple and compound meters.
2. uses notation and symbols to organize musical ideas.
3. writes notation for rhythmic and melodic phrases that have been performed by someone else.

**Creation and Communication**

**Standard 1: The student improvises melodies, variations, and accompaniments. (MU.B.1.3)**

1. improvises simple harmonic accompaniments for a given melody.
2. improvises short melodies over given rhythmic accompaniment.

**Standard 2: The student composes and arranges music within specific guidelines. (MU.B.2.3)**

1. uses basic principles of composition to create short pieces for voice and/or instruments using both traditional and non traditional sound sources that express an idea or a feeling.
2. arranges simple pieces for voices or instruments other than those for which the pieces were written.
3. composes short pieces with others that express an idea or a feeling.

**Cultural and Historical Connections**

**Standard 1: The student understands music in relation to culture and history. (MU.C.1.3)**

1. knows the main characteristics of the music of various cultures, historical periods, genres, and composers.
2. knows representative examples of various American music genres.
3. knows the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

- Study how music is used in advertising. Write and record jingles or theme songs for community organizations.
  - Study music from each decade of the 20<sup>th</sup> and share and discuss it with the elderly. Learn to play, or find someone to play the selected music so that the residents at the senior citizens center can have a sing-along on a regular event basis. The sing-along can be recorded and a copy made for the senior citizens center. Senior citizens will be encouraged to share the memories they associate with the music.
  - Recognize poetic devices in music lyrics for use in presentations.
  - Discuss the effects of music on the body, mind, and attitudes.
  - Compare and contrast “War songs” across history with senior citizens.
  - Teach songs to younger children.
  - Organize a community choir – perform at fund-raisers for local non-profit organizations.
  - Work with community agencies to write jingles or theme songs.
  - Create and perform a rap for elementary students focusing on drug refusal skills.
- 
- Choose and arrange appropriate music, instrumentations and voicing for various activities.

## Middle School Linkages to Service Learning The Arts

<p><b>Aesthetic and Critical Analysis</b>  <b>Standard 1: The student listens to, analyzes, and describes music. (MU.D.1.3)</b>            1. identifies major musical themes or patterns which outline the form of a composition.            2. knows basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.            3. understands how the elements of music are manipulated to contribute to the expressive quality of music.</p> <p><b>Standard 2: The student evaluates music and music performance. (MU.D.2.3)</b>            1. creates criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.            2. uses specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.</p> <p><b>Applications to Life</b>  <b>Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.3)</b>            1. understands the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pieta).            2. understands how the elements of music connect to other subject areas (e.g., how acoustics connect to science).</p> <p><b>Standard 2: The student understands the relationship between music and the world beyond the school setting. (MU.E.2.3)</b>            1. understands the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.            2. uses informed consumer choices concerning music (e.g., appreciation for certain selections, performers, composers based on one's own criteria).            3. understands the role of music, musicians, and performance practices in various cultures.            4. understands the uniqueness of music and its importance in society (e.g., public and private rituals).</p>	<ul style="list-style-type: none"> <li>• Use rubrics, schedules, checklists, and journals to plan and evaluate performance with music service project.</li> <li>• Apply knowledge gained from listening to and evaluating another group's performance to improve one's own performance.</li> </ul> <ul style="list-style-type: none"> <li>• Trace how music reflects the life and times (politics, economics) of various ages and cultures of the community.</li> <li>• Perform music specifically designed for special occasions (patriotic, holiday, personal).</li> <li>• Review how music is used as a tool in advertising.</li> </ul>
<b>Theatre</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Skills and Techniques</b>  <b>Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.3)</b>            1. develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).</p>	<ul style="list-style-type: none"> <li>• Create short skits or plays with positive messages and present them to your school.</li> <li>• Perform plays on current issues and then facilitate discussion around these topics.</li> </ul>

## Middle School Linkages to Service Learning

### The Arts

**Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions. (TH.A.2.3)**

1. uses the elements of dramatic form (e.g., plot, character, dialogue, conflict and resolution, and setting) to stage a play.

**Standard 3: The student designs, conceptualizes, and interprets formal and informal productions. (TH.A.3.3)**

1. safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting.

2. develops and uses technical sound effects such as microphones, synthesizers, tapes, and CDs to emphasize and enhance the meaning of a play.

#### Creation and Communication

**Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.3)**

1. collaborates with actors to refine original scripts and justify writing choices.

#### Cultural and Historical Connections

**Standard 1: The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present. (TH.C.1.3)**

1. understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theatre.

2. understands the social impact of historical and cultural events on the theatre (e.g., art imitates life; life imitates art).

3. understands the lives, works, and influences of representative theatre artists from various cultures and historical periods.

#### Aesthetic and Critical Analysis

**Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.3)**

1. understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress).

- Research and write plays around current events or community issues to increase awareness.
- Produce a play for the community with a positive message about today's youth.
- Help with a community play production.
- Teach younger students or community members about these works through a dramatic presentation.
- Invite senior citizens into the school for a free production of a play.
- Use dramatic works to introduce community needs.
- Reflect upon service-learning project by comparing and contrasting with various dramatic works.
- Produce skits to dramatize service-learning experiences as a form of reflection and sharing of the service learning experience.
- Perform music, theatre, dance or puppetry for young children encouraging audience interaction.
- Develop an interactive performance where young children learn about environmental issues and present it to local elementary school children.
- Revise dialogue based on the actors' perspective to improve the service-learning performance for the following year.
- Create a documentary comparing and contrasting the changes in human behavior through historical periods (for example, appreciation of Native American culture as portrayed through visual arts, theatre, film, and television).
- View a local performance as part of the preparation for a service-learning drama project, discusses characterization, plot, conflict, and theme in the production.

## Middle School Linkages to Service Learning The Arts

<p>2. understands the relationship of plot, conflict, and theme in a play.</p> <p>3. develops criteria for the evaluation of dramatic texts and performances.</p> <p>4. understands that theatre experiences involve empathy (e.g., vicarious identification with characters and actions) and aesthetic distance (e.g., recognition that the play is not real life).</p> <p><b>Applications to Life</b>  <b>Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.3)</b></p> <p>1. understands the influence various arts media have on theatrical productions.</p> <p>2. understands the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture).</p> <p>3. knows pertinent skills, discipline, and knowledge needed to pursue careers and recreational opportunities in theatre, film, television, and electronic media.</p> <p>4. understands the value of collaboration in creating a theatrical production.</p> <p>5. knows about significant playwrights, performers, directors, and producers and their contributions to theatre.</p>	<ul style="list-style-type: none"> <li>• Create a rubric to evaluate the quality of the theatre project.</li>   <li>• Research the life of an actor/artist. Collaborate on a dramatization to recreate their life experience that demonstrates a social need (Charlie Chaplin, The Three Stooges, Little Orphan Annie).</li> <li>• Interview audience members following a service-learning performance to gauge impact and receive feedback as a means of reflection.</li> <li>• Survey the audience about prior theatre experiences to help prepare for an effective service-learning performance.</li> </ul>
<b>Visual Arts</b>	
<p><b>Benchmark</b></p> <p><b>Skills and Techniques</b>  <b>Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.3)</b></p> <p>1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control.</p> <p>2. uses refinement and control in handling tools and materials in a safe and responsible manner.</p> <p>3. understands what makes various organizational elements and principles of design effective and ineffective in the communication of ideas.</p> <p>4. creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.</p> <p><b>Creation and Communication</b>  <b>Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.3)</b></p> <p>1. knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art.</p> <p>2. knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas.</p> <p>3. understands and distinguishes multiple purposes for creating works of art.</p>	<p><b>Service Learning Performance Task</b></p> <ul style="list-style-type: none"> <li>• Teach art lessons to children, the elderly or the disabled.</li> <li>• Create a photo essay depicting the cultural diversity in your community.</li> <li>• Use an art form to reflect upon a service-learning project.</li> <li>• Photograph unique areas in your community and display this at a local library, art gallery, or community agency.</li> <li>• Make paintings for community agencies such as homeless shelters or soup kitchens OR make paintings, sell them, and donate the money to a local charity.</li> <li>• Engage in a painting activity with senior citizens.</li>   <li>• Involve students in an Empty Bowls project where they make ceramic bowls and make them available to the community, asking for donations for the purchase of each bowl, with all proceeds going to local agencies that address hunger issues.</li> <li>• Make portraits of senior citizens to give to them and their families.</li> <li>• Create place mats for local nursing home.</li> </ul>

## Middle School Linkages to Service Learning The Arts

4. knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

### **Cultural and Historical Connections**

**Standard 1: The student understands the visual arts in relation to**

**history and culture. (VA.C.1.3)**

1. understands and uses information from historical and cultural themes, trends, styles, periods of art, and artists.
2. understands the role of the artist and the function of art in different periods of time and in different cultures.

### **Aesthetic and Critical Analysis**

**Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.3)**

1. understands how a work of art can be judged by more than one standard.
2. uses research and contextual information to identify responses to works of art.
3. understands how an artist's intent plays a crucial role in the aesthetic value of an object.

- Fashion displays for school hallways.
- Create screen savers for school network.
- Create web pages.
- Make personalized artwork for senior citizens.
- Conduct a project for local art gallery based on their current needs.
  
- Share art by doing a presentation for senior citizens.
- Do a visual presentation for the entire school, which highlights all the cultures and periods you are studying.
- Create a photo exhibit about your community. Display at a local library, courthouse, or other highly visible area.
- Reflect upon a service-learning project using visual arts.
- Engage in art projects with children or senior citizens using these mediums and techniques.
- Create a children's garden, with interactive activities and garden sculptures (gardens and playground areas).
- Create original ceramic items, market, and sell to the public and donate the proceeds to a local charity.
- Create a community mural.
- Create an artistic and audio display of the various cultures represented in the local area and place at a public library, community museum, public gallery or civic auditorium.
- Paint over graffiti walls to create a community mural dealing with community, environmental, or social issues.
- Provide artwork to beautify hospitals, community centers, handicapped centers and retirement homes.
- Make decorations for holiday celebrations for younger children, the homeless, or the elderly.
- Make Halloween costumes for preschoolers at a local Head Start nursery.
- Photograph children of poor families and make albums to give to the children's parents.
- Make and collect holiday gifts for homeless children to be presented at a holiday celebration for the children.
- Photograph and frame activities between students and the elderly, youth, disabled, etc and place these framed pictures around the nursing home, shelter or schools.
  
- Use rubrics, checklists and journals to plan and evaluate artwork prepared for a service project.
- Apply knowledge of art forms and styles to improve one's own artwork.



## Middle School Linkages to Service Learning The Arts

### **Applications to Life**

**Standard 1: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.3)**

1. understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life.
2. understands the skills artists use in various careers and how they can be developed in art school or college or through internships.
3. understands the various roles of museums, cultural centers, and exhibition spaces.

- Study art appreciation to prepare to become docents at a local art gallery.
- Participate in the planning and implementation of a community art exhibit of student work.



## Middle School Linkages to Service Learning Foreign Language

descriptions of popular or historical characters, expressions of opinion, personal conclusions about general-interest topics, and comparisons and contrasts between the target culture and his or her own culture).	
<b>B. Culture</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.3)</b></p> <ol style="list-style-type: none"> <li>1. uses appropriate verbal and nonverbal communication for daily activities with peers and adults.</li> <li>2. participates in age-appropriate cultural activities (e.g., sports-related activities, music, television, and games).</li> <li>3. recognizes simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (such as school, family, and immediate community).</li> <li>4. identifies and discusses various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules).</li> <li>5. knows various expressive forms of the target culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and the influence of these forms on the larger community.</li> </ol>	<ul style="list-style-type: none"> <li>• Partner with PE classes to teach traditional French sports and games during National French Week.</li> <li>• Host a Reveillon (traditional French holiday meal) for the parents and/or community.</li> </ul>
<b>C. Connections</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.3)</b></p> <ol style="list-style-type: none"> <li>1. uses new information from a target-language class (e.g., knowledge gained through a film or discussion in language class) to enhance study of a topic in another class.</li> <li>2. uses sources in the target language to assemble specific information about topics of personal interest in connection with ideas being studied in another class.</li> </ol> <p><b>Standard 2: The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.3)</b></p> <ol style="list-style-type: none"> <li>1. uses the target language to establish contact with members of</li> </ol>	<ul style="list-style-type: none"> <li>• As a result of stronger grammar knowledge in foreign language, these students will tutor others in areas such as English grammar.</li> </ul>

## Middle School Linkages to Service Learning Foreign Language

<p>the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest).</p> <p>2. uses the target language to gain access to information and perspectives that are only available through the target language or within the target culture (e.g., target-language tourism publications or target-language sources about the target-language community).</p> <p>3. uses films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music, literature, history, or economics of the target culture.</p>	
<b>D. Comparisons</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.3)</b></p> <p>1. understands how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form.</p> <p>2. identifies and uses typical patterns of communication in the target language (e.g., cognates and syntax variations) both orally and in written form.</p> <p><b>Standard 2:</b></p> <p><b>The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture. (FL.D.2.3)</b></p> <p>1. understands cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, "coming of age" celebrations, and recreational gatherings).</p> <p>2. recognizes the similarities and differences between music and songs from the target culture and those in the native culture.</p> <p>3. recognizes the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges).</p> <p>4. understands selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.</p>	<ul style="list-style-type: none"> <li>• Seek out an organization for French expatriates and help them organize their festivities.</li> </ul>

## Middle School Linkages to Service Learning Foreign Language

<b>E. Experiences</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses the language within and beyond the school setting. (FL.E.1.3)</b></p> <p>1. knows the major languages other than English that are used in the United States and the geographic regions in which they are most commonly used.</p> <p>2. knows professional organizations or individuals who use the target language (e.g., foreign consulates, corporations, and educational institutions) that he or she could contact to request information about possible employment opportunities.</p>	<ul style="list-style-type: none"> <li>• Tutor elementary students in geography and francophone regions.</li> </ul>

## Middle School Linkages to Service Learning Health/Physical Education

<b>Health</b>	
Benchmark	Service Learning Performance Task
<p><b>Heath Literacy</b>  <b>Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)</b></p> <ol style="list-style-type: none"> <li>1. knows how body systems work together and influence each other.</li> <li>2. understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.</li> <li>3. knows how physical, mental, emotional, and social health interrelate during adolescence.</li> <li>4. understands how peer pressure can influence healthful choices.</li> <li>5. understands the relationship between environment and personal health.</li> <li>6. knows ways in which to reduce risks related to health problems of adolescents.</li> <li>7. knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death.</li> <li>8. knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.</li> <li>9. knows various methods of health promotion and disease prevention.</li> <li>10. knows eating disorders that adversely affect health.</li> </ol> <p><b>Standard 2: The student knows how to access valid health information and health-promoting products and services. (HE.A. 2.3)</b></p> <ol style="list-style-type: none"> <li>1. knows how to analyze the validity of health information, products, and services.</li> <li>2. knows how to use resources from the home, school, and community that provide valid health information.</li> <li>3. knows how to locate health products and services.</li> <li>4. knows how to access a variety of technologies for health information.</li> <li>5. knows how to compare the costs of health products in order to assess value.</li> <li>6. identifies situations requiring professional health services.</li> </ol>	<ul style="list-style-type: none"> <li>• Make posters or picture books that illustrate body systems. 4<sup>th</sup> –5<sup>th</sup> graders use the books to teach younger students</li> <li>• Create body system games and play games with younger students.</li> <li>• Perform a puppet show with body systems as the characters and present to younger students, and/or a parent/teacher organizational meeting.</li> <li>• Create an exhibit that focuses on lifestyles that promote healthy family living; display the exhibit in the community.</li> <li>• Write and perform anti-drug skits for peers or younger students.</li> <li>• Write or perform skits, puppet shows, songs, etc. to teach younger students about peer pressure and violence.</li> <li>• Analyze an environmental health problem in your community. Collaborate with an environmental organization to raise awareness of this problem in your community (power point videos, skits, books, etc.) at school, community events, or retirement centers.</li> <li>• Make posters, skits, or puppet shows on health problems that result from poor health choices (smoking = heart disease, etc.) Use the posters etc. to teach younger students.</li> <li>• Collaborate with high school students to create and utilize pamphlets and power points on positive health practices and appropriate health care measures to prevent accidents, illnesses, and death. Teach seniors at retirement cents and or younger children.</li> <li>• Research how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease. Develop risk factor board games, game shows, songs or raps, videos and/or power points to teach younger children and senior citizens.</li> <li>• Teach peers about common eating disorders.</li> </ul> <ul style="list-style-type: none"> <li>• Collaborate with high school students and edit the CLEO award show. The CLEO is an organization that presents awards for commercials. Students will identify healthy versus non-healthy products and services, compare costs of the products and assess the value. Students then create their own commercial (with accurate information), make a video and show it to their school.</li> <li>• Collaborate with high school students to research sources of health information and products (Internet), cost and accessibility. Create pamphlets, posters, etc. and conduct community presentations (Lions Club, Kiwanis, etc).</li> </ul>



## Middle School Linkages to Service Learning Health/Physical Education

**Standard 3: The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.3)**

1. knows effective verbal and nonverbal communication skills (e.g., body language and eye statements).
2. knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).
3. knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).
4. understands how the behavior of family members and peers affects interpersonal communication.
5. demonstrates attentive communication skills (e.g., eye contact and hand and body gestures).
6. knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).
7. understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.
8. knows communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening).

**Advocate and Promote Healthy Living**

**Standard 1: The student knows how to use goal-setting and decision-making skills that enhance health. (HE.C.1.3)**

1. knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).
2. understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g., when making food choices).
3. understands the various consequences of health-related decisions.
4. knows strategies and skills needed to attain a personal health goal.
5. knows how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).
6. knows the outcomes of good personal health habits.
7. knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.

- Write and perform situational skits and/or puppet shows that demonstrate effective communication skills. Perform at community events, parent teacher organizations, and for younger students
- Develop a plan and work with children to improve their self-esteem.
- After studying various types of diseases, write get well cards and letters of encouragement to children in the hospital with diabetes, cancer, or asthma.
- Develop an awareness campaign to explain the complexity of genetic conditions such as sickle cell anemia. Make brochures or kiosk displays and provide information to group associated with populations concerned with the disease, civic, and church groups and local hospitals and health care facilities.
- Conduct anti-smoking, -alcohol, or -drug campaigns throughout your school through skits, announcements, brochures, etc.
- Collaborate with high school students to research successful peer mediation programs in the country. Write a peer mediation curriculum that gives students a choice between administrative discipline referral and peer mediation with a behavioral contract of agreement.
- Teach peer mediation to younger students and help establish an elementary peer mediation program at feeder schools.
- Research how different cultures handle grief (i.e., interview seniors of different races). Create puppet shows to teach younger students and power points to teach adults (seniors, teacher/parent organizations).
- Study nutritional needs and eating habits of various groups (age, income) and provide workshop and brochures at schools, churches, and community centers to educate the public.
- Write and publish pamphlets from different cultures (and in different languages) on assertiveness, refusal skills, stress management, conflict resolution strategies and coping skills.
- Collaborate with high school students to write goals that practice personal health habits and track daily progress. Share goals once a week as pen pals. Chart your successes and failures and note key reasons for success and failure. Hold an “awareness of health habits” night for parents and share your results.



## Middle School Linkages to Service Learning Health/Physical Education

<p><b>Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.3)</b></p> <ol style="list-style-type: none"> <li>1. knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).</li> <li>2. knows ways to effectively express feelings and opinions on health issues.</li> <li>3. recognizes that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living.</li> <li>4. knows how to influence others to make positive choices.</li> <li>5. knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families.</li> <li>6. knows how to access community agencies that advocate healthy individuals, families, and communities.</li> </ol>	<ul style="list-style-type: none"> <li>• Collaborate with high school students to organize a blood drive.</li> <li>• Work with the local fire prevention agencies to study fire safety (fire/ smoke alarm, etc.) and make books and posters to use in a public service awareness campaign.</li> <li>• Write and perform skits to teach peers or younger students how to handle peer pressure or violence.</li> <li>• Create, script and perform scenarios related to tobacco and drug use, sexual activity, and peer pressure after training with theatre specialists.</li> <li>• Create puppets and make a puppet stage. Prepare and perform a puppet show on nutrition for kindergarten and/or first-grade students.</li> <li>• Work with animals in shelters to make them more receptive to people and more likely to be adopted. (human-animal bond)</li> <li>• Create a smoking awareness survey, analyze statistics with math classes and produce a video tape on smoking.</li> <li>• Identify and research social problems and then volunteer at homeless shelters, soup kitchens, health clinics, violence shelter, etc,</li> <li>• Conduct an AIDS awareness fair.</li> <li>• Petition and conduct awareness campaign against tobacco and alcohol sales to minors.</li> <li>• Learn about community health issues and then help in blood drives, immunization drives, and health screenings.</li> <li>• Study first aide techniques and then demonstrate them to elementary school aged children</li> <li>• Develop awareness activities (videos, brochures, presentations) for health related conditions such as diabetes, heart disease, sickle cell anemia home safety, child safety (bike helmet, water safety, seat belt), etc. Work with appropriate community agencies (i.e., American Heart Association for heart disease) to teach others about health conditions or home safety issues to specific audiences (i.e., younger children for bike safety)</li> </ul>
<p><b>Physical Education</b></p>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Physical Education Literacy</b></p> <p><b>Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity. (PE.A.1.3)</b></p> <ol style="list-style-type: none"> <li>1. combines skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g. proper catching techniques).</li> <li>2. uses basic offensive and defensive positioning while playing a modified version of a sport.</li> <li>3. designs and performs folk and square dance sequences.</li> <li>4. knows basic skills and safety procedures to participate in outdoor sports.</li> </ol>	<ul style="list-style-type: none"> <li>• Organize an after-school or Saturday parent/student intramural program that involves individual and team sports. Modify the sports to accommodate parents and seniors. Students teach basic skills and safety procedures as well as officiate the games.</li> <li>• Design and perform different types of dance sequences (folk, square, modern, ballroom, hip hop, line, etc.). Organize a student/parent/grandparent dance.</li> </ul>

## Middle School Linkages to Service Learning Health/Physical Education

### **Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills. (PE.A.2.3)**

1. knows the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels).
2. knows how to apply mature patterns of locomotor, nonlocomotor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports.
3. describes the principles of training and conditioning for specific physical activities.
4. knows how to design and refine a routine by combining various movements to music.
5. knows how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

### **Standard 3: The student analyzes the benefits of regular participation in physical activity. (PE.A.3.3)**

1. knows the potential fitness benefits of various activities.
2. knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan.
3. knows what community resources related to fitness are available.

### **Responsible Physical Activity Behaviors**

#### **Standard 1: The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.3)**

1. knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits.
2. describes and applies the principles of training and conditioning for specific physical activities.
3. knows proper warm-up, conditioning, and cool-down techniques and the reasons for using them.
4. knows the difference between muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities.
5. knows how aerobic activity differs from anaerobic activity.
6. understands the relationships between caloric intake and energy expenditure.

- Conduct a citywide fitness walk-run- or bike-a-thon, to raise money for the American Heart Association, Diabetes Foundation, mental health organization, etc.
  - Organize a student/teacher volleyball game. Charge admission to raise funds for a non-profit health organization.
  - Have a guest speaker discuss senior citizens and exercise. The students will brainstorm possible appropriate exercises for senior citizens. Develop an exercise plan for senior citizens and teach it at a local retirement center.
  - Collaborate with a fitness trainer to research and make posters, pamphlets, or brochures on training and conditioning principals, exercise safety, etc.. Display or distribute at a wellness center.
  - Compose a musical aerobic routine and teach to peers, teachers, and/or adapt to teach seniors.
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- Create a visual display on the lifetime benefits of regular exercise.
  - Collaborate with elementary students to write goals that practice personal fitness and track daily progress. Share goals once a week as pen pals. Chart your successes and failures and note key reasons for success and failure. Hold an "awareness of fitness habits" night for parents and share your results.
  - Research community resources related to fitness. Create, pamphlets, brochures, videos, and distribute at community events, health fairs, etc. Collaborate with seniors and younger and older students.
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- Compose a musical aerobic routine and teach to peers, teachers, and/or adapt to teach seniors.
  - Collaborate with a wellness center to develop individual strength and endurance exercise programs for senior citizens and/or other community members.
  - Develop pamphlets, charts, and exhibits on how many calories are in specific "junk" foods and how much exercise is required to burn the calories. Organize a community health food fair to display the information.
  - Collaborate with high school student, coaches and the YMCA to teach a yoga and/or aerobic class to athletic teams during off season (football, baseball, etc.). Adapt the class to teach seniors and parents as well.
  - Set fitness goals and learn how to organize and maintain a wellness journal. Teach younger children and seniors.

## Middle School Linkages to Service Learning Health/Physical Education

7. knows the various ways to promote mobility in each joint.
8. knows how to determine recovery heart rate after exercise.
9. understands and applies formal and informal modes of fitness assessments (e.g., cardiovascular fitness: a mile walk or run is formal assessment, walking a flight of stairs is informal).
10. plans and participates in an individualized fitness program.
11. analyzes the results of fitness assessments to guide changes in a personal fitness program.
12. achieves and maintains appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition.
13. explores new ways to achieve activity goals in an individual wellness plan (e.g., walking in addition to playing a team sport).

### **Standard 2: The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.3)**

1. demonstrates appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help).
2. knows the effects of substance abuse on personal health and performance in physical activity.
3. understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities.
4. resolves interpersonal conflicts with sensitivity to the rights and feelings of others.

### **Advocate and Promote Physically Active Lifestyles**

#### **Standard 1: The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.C.1.3)**

1. knows how to modify games and activities to allow for participation of students with special needs (e.g., physical

- Teach senior citizens about the importance of diet and exercise. Visit the local senior citizen center or nursing home and do exercises.
- Design and construct an exercise trail for the community
- Collaborate with a theatre group and create a multigenerational play communicating the value of lifetime fitness. Invite the community to attend.
- Develop and perform a puppet show for younger children on appropriate responses to emergency situations associated with physical activity.
- Develop posters on exercise safety for senior adults. These will be placed in a local recreation facility or senior center. Share what they have learned about safety in exercise and sports.
- Develop and present skits, monologues, poetry songs, and dance on topics such as youth experimentation with drugs, alcohol, and tobacco.
- Organize a Kick Tobacco Habits Carnival (adapted from [kickbuttsday.org](http://kickbuttsday.org)) with educational booths and activity stations that demonstrate the effects of smoking of physical performance.
- Collaborate with high school students to organize a Special Olympics, officiating and awarding the medals.
- Develop a new game or sport with physical activity and teach it to children.
- Collaborate with high school students to write or adapt peer mediation skills (Physical Education Mediators) that can help resolve situations involving physical activity. Mediate all disputes as an alternative to administrative discipline referrals.
- Make a video of spectators at a sporting event. Show this video to peers or younger students and discuss appropriate and inappropriate behaviors observed.
- Develop games and physical activities for students with disabilities and play them with those students (High school students teach middle school students, middle school students teach elementary and elementary teach pre-school)
- Develop a Peer Buddy Program with leadership students

## Middle School Linkages to Service Learning Health/Physical Education

disabilities).

2. knows the contributions that various cultures have made to physical education.

**Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.3)**

1. identifies forms of physical activity that provide personal enjoyment.
2. recognizes the aesthetic and creative aspects of performance.
3. understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity).
4. knows the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity.
5. knows the ways in which exercising at home can assist in improving physical ability and performance.
6. knows various ways to use the body and movement activities to communicate ideas and feelings.

paring with special needs students during physical activity.

- Learn multicultural games from various cultures in the community. Organize an event where others in the school learn the game and the history of these games.
  - Research the history of physical education and write reports on how different cultures contributed. Organize a Cultural Field Day with exhibits that display pictures and posters illustrating the results. Invite the community.
  - Place an ad in the paper; create brochures, pamphlets, etc to advertise for senior citizens who are still actively involved in sports. Organize a healthy breakfast, lunch or dinner and interview the seniors about different contributions made by various cultures to physical activity. Teach the results to younger students.
- 
- Collaborate with high school students and various age groups at the YMCA to create individual wellness plans. The wellness plan will incorporate participation in a different activity each week. As part of the wellness plan, participants keep a wellness journal that tracks the quality of life (level of activity enjoyment, coping skills, eating habits, etc.)
  - Create situational skits and puppet shows that demonstrates the benefits and enjoyment of physical activity.
  - Invite senior citizens into school for shuffleboard, ping-pong, croquet, or other sports activities. Interview them about long-term benefits of physical activity and share the results with younger students.
  - Coach younger students in a range of sports. Discuss how each sport can communicate different ideas and feelings.

## Middle School Linkages to Service Learning Language Arts

A. Reading	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses the reading process effectively. (L.A.A.1.3)</b></p> <ol style="list-style-type: none"> <li>1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.</li> <li>2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</li> <li>3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.</li> <li>4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.</li> </ol> <p><b>Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.3)</b></p> <ol style="list-style-type: none"> <li>1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</li> <li>2. identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.</li> <li>3. recognizes logical, ethical, and emotional appeals in texts.</li> <li>4. uses a variety of reading materials to develop personal preferences in reading.</li> <li>5. locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.</li> <li>6. uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.</li> <li>7. synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.</li> <li>8. checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.</li> </ol>	<ul style="list-style-type: none"> <li>• Collect books and donate them to needy children with information about the importance of reading.</li> <li>• Schedule regular times when students can read to elementary or preschool children. Follow this with a discussion of the story read.</li> <li>• Record children's books on tape for visually impaired children in your school/district.</li> <li>• Make children's books with students developing their own characters and stories.</li> <li>• Tutor peers or other students in reading.</li>   <li>• Create a variety of vocabulary games for younger students.</li> <li>• Open a trading library stocked with used paperbacks where students can bring a paperback they finished to trade for one they haven't read.</li> <li>• Create a children's reading corner in a homeless shelter.</li> <li>• Start a reading center where advanced students help lower achieving students with basic reading skills.</li> <li>• Implement a Reading Buddies program where lower achieving students from middle or high schools come to tutor lower achieving elementary students once a week.</li> <li>• Plan and implement reading activities for Read Across America.</li> <li>• Research and prepare a senior citizens manual related to Homeland Security or hurricane safety and shelter locations.</li> <li>• Use recipes to make nutritious snacks for reading buddies.</li> <li>• Make and illustrate a how-to-book on a successfully completed service-learning project to share.</li> <li>• Develop a specialized vocabulary list for a project during the preparation phase of a project.</li> <li>• Use a various note-taking strategies to indicate the essential information of a reading, lecture, experience, or interview.</li> <li>• Identify facts revealed by charts and displays (such as maps and diagrams) to help students plan service-learning projects.</li> <li>• Evaluate an opinion survey collected for a service project in order to determine whether the survey's purpose was accomplished.</li> <li>• Select a variety of newspaper or magazine advertisements, identify the techniques each uses to appeal to the reader, assign a value to the effectiveness of each and discusses</li> </ul>

## Middle School Linkages to Service Learning Language Arts

	<p>these values related to the most and least effective advertisement. Apply effective techniques to marketing project.</p> <ul style="list-style-type: none"> <li>• Give personal reactions to letters of the editor about a social or environmental community issue. Discuss views with others to determine relevance to school's projects.</li> <li>• Assemble toys for charities by following manufacturers directions.</li> <li>• Make effective use of primary sources when researching service projects.</li> <li>• Use reference system tools (dictionaries, encyclopedias, key words, indexes, cross references, maps, charts, and photos) to find information for topics of a service project.</li> <li>• Use the bibliography of a source document to locate other material that validates the information collected to determine the relevance of a service project.</li> <li>• Volunteer in the school library to develop indexing, alphabetical, cataloging skills.</li> <li>• Collect articles from newspapers and magazines that relate to your service-learning project. Give a report on them.</li> <li>• Prepare an elementary reading toolkit for a feeder school. Include in it a variety of ward analysis (contextual and structural) strategies.</li> <li>• Research and create a brochure for the homeless that identifies available community resources.</li> </ul>
<b>B. Writing</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1:</b> <b>The student uses writing processes effectively.</b> <b>(L.A.B.1.3)</b></p> <p>1. organizes information before writing according to the type and purpose of writing.</p> <p>2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.</p> <p>3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.</p>	<ul style="list-style-type: none"> <li>• Write and illustrate books for homeless children or read finished product with nursing home resident.</li> <li>• Write the script for a play or puppet show to deliver a health, safety, or personal actions message to peers or younger children.</li> <li>• Use poetry to reflect on a completed service-learning project.</li> <li>• Develop informational brochures related to the curriculum and school (1<sup>st</sup> day at school, safety on the playground, healthy habits, lunchroom etiquette, etc.)</li> <li>• Write letters using proper format to legislators or letters to the editor about important education or community issues that students have research and discussed.</li> <li>• Develop a school newspaper for parents and/or community.</li> <li>• Publish a local history pamphlet based on oral history interviews.</li> <li>• Use graphic organizers such as webbing and mapping and brainstorming activities to plan an essay on a service-learning topic.</li> <li>• Create a list of interview questions that might be asked to experts about topic being addressed in the service-learning project.</li> </ul>

## Middle School Linkages to Service Learning Language Arts

### **Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.3)**

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.
2. organizes information using alphabetical, chronological, and numerical systems.
3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.
4. uses electronic technology including databases and software to gather information and communicate new knowledge

- Use appropriate and effective writing and desktop publishing applications (font, bullets, tables) to draft a technical report or to present a final service-learning report to the school's PTA.
- Use prewriting, first draft, self and peer edits, second draft, teacher edits and final draft to complete an essay or report on a service-learning topic.
- Write a press release about an upcoming service-learning event.
- Create two brochures related to a service-learning project. Prepare one for students and the other for the community.
  
- Create interview questions and take notes on procedures and interviews conducted during a service-learning activity.
- Create a timeline and maintain a schedule for a service project.
- Prepare for persuasive writing during a service-learning project by taking notes, selecting key information, clarifying key arguments, and maintaining a logic point of view.
- Summarize information in the form of outlines, written summaries, graphs, charts, and tables, using systems such as indexing, filing and databases to validate service-learning project.
- Collect information from the Internet, interpret quantitative data correctly, and constructs graphs comparing national data to local findings to validate service project.
- Integrate research notes into an electronic database, arrange data on an electronic spreadsheet, and use graphs to enhance persuasive writing for a project.
- Develop a class instructional portfolio handbook made up of Letters to the Reviewer, to showcase student's growth as writers and to illustrate examples of reflective writing to new students.
- Write a reflection paper on student's role during an environmental service-learning project addressing all of the sensory details.
- Develop a memoir relating to a person met during an intergenerational project.
- Establish a pen pal relationship with someone from a different culture or country to promote understanding.
- Compare personal narrative on pre-thoughts and feelings concerning an upcoming service-learning project followed by a post- personal narrative to identify learning outcomes of the project.
- Write and publish a welcome packet for new students.
- Write a letter to a policy maker or to the editor concerning an issue related to your service project.
- Create a website about your service-learning project/s.
- Publish a guide for a nature trail.

## Middle School Linkages to Service Learning Language Arts

<b>C. Listening, Viewing, and Speaking</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses listening strategies effectively. (LA.C.1.3)</b></p> <ol style="list-style-type: none"> <li>1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.</li> <li>2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.</li> <li>3. acknowledges the feelings and messages sent in a conversation.</li> <li>4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.</li> </ol> <p><b>Standard 2: The student uses viewing strategies effectively. (LA.C.2.3)</b></p> <ol style="list-style-type: none"> <li>1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a non-print message.</li> <li>2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.</li> </ol> <p><b>Standard 3: The student uses speaking strategies effectively. (LA.C.3.3)</b></p> <ol style="list-style-type: none"> <li>1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.</li> <li>2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.</li> <li>3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.</li> </ol>	<ul style="list-style-type: none"> <li>• Use listening strategies when interviewing a primary source.</li> <li>• Share feelings with others about a specific service learning experience, and then describe the common feelings generated by the experience.</li> <li>• Take speaker notes when a guest speaker comes to class or school and tell others about what was learned.</li> <li>• Take notes when watching videos related to service projects.</li> <li>• Sponsor a poetry slam.</li> <li>• Conduct oral histories and write an accurate report based on the interview.</li> <li>• Teach others about an individual skill or hobby giving specific instructions.</li> <li>• Reflect on affective gains and feelings after conducting a service-learning project.</li> </ul> <ul style="list-style-type: none"> <li>• Explain and identify techniques used in video and theatre to indicate lapse of time, setting and mood (PURPOSE?)</li> <li>• Use viewing strategies effectively during an oral presentation.</li> <li>• Create a story about drug prevention using mime</li> <li>• Study great artwork and write and publish stories about the pieces.</li> <li>• Dress and act as a clown to entertain younger reading buddies at a year-end celebration.</li> </ul> <ul style="list-style-type: none"> <li>• Rehearse oral presentations and theatre parts to become effective in using both verbal and non-verbal strategies to engage the listener.</li> <li>• Participate in group discussions about service project</li> <li>• Use notes, props and visuals to assist in summarizing, and defining actions for a speech or presentation to a group on a service learning issue or project.</li> <li>• Prepare and present an oral summary an aspect of a service project. The summary identifies specific causes, proposed solutions and backed by use of quantitative data.</li> <li>• Teach another class of students what you learned in your service project.</li> <li>• Practice a mock interview for a news conference to promote your service project.</li> <li>• Sponsor a debate for Law Day.</li> </ul>



## Middle School Linkages to Service Learning Language Arts

D. Language	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands the nature of language. (LA.D.1.3)</b></p> <ol style="list-style-type: none"> <li>1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.</li> <li>2. demonstrates an awareness that language and literature are primary means by which culture is transmitted.</li> <li>3. demonstrates an awareness of the difference between the use of English in formal and informal settings.</li> <li>4. understands that languages change over time.</li> </ol> <p><b>Standard 2: The student understands the power of language. (LA.D.2.3)</b></p> <ol style="list-style-type: none"> <li>1. selects language that shapes reactions, perceptions, and beliefs.</li> <li>2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.</li> <li>3. distinguishes between emotional and logical argument.</li> <li>4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.</li> <li>5. incorporates audiovisual aids in presentations.</li> <li>6. understands specific ways that mass media can potentially enhance or manipulate information.</li> <li>7. understands that laws exist that govern what can and cannot be done with mass media.</li> </ol>	<p>Role play first meetings and introductions and distinguish between the acceptable conduct for informal and formal social interactions.</p> <ul style="list-style-type: none"> <li>• Request information from a local civic group, using appropriate level of formality. Modernize a scene from one of Shakespeare's plays to perform for others.</li> <li>• Take poems from previous centuries and transform them into raps.</li> </ul> <ul style="list-style-type: none"> <li>• Analyze the issues of various community and environmental issues and then observe and report these effects on different audiences, such as senior citizens, youth, neighborhood associations or different cultural groups.</li> <li>• In a small group produce a skit, rap song, or video that promotes your support of a community, environmental or health issue.</li> <li>• Survey and analyze public opinion trends of an issue and the perception of media coverage to the issue.</li> <li>• Produce a service-learning advertisement, flyer, or poster using multimedia tools.</li> <li>• Understand and use truthful and legal methods to produce advertisements to market projects or to solicit funding.</li> <li>• Use personal voice and reflection to connect oral presentation or essay with the known audience (peers, community, the elderly, different cultural groups).</li> <li>• Create a Power Point on literary devices, giving examples of each. Present to other students.</li> <li>• Analyze billboards in your community to identify the targeted audience. Make a report.</li> <li>• Watch an hour of television targeted at young children and teens. Identify what segments of the advertisements were created to appeal to young audiences.</li> <li>• Research the advertisement of tobacco and cigarettes. Create a project /display that illustrate how tobacco targets teens and use in an anti-smoking campaign.</li> </ul>

## Middle School Linkages to Service Learning Language Arts

<b>E. Literature</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.3)</b></p> <ol style="list-style-type: none"> <li>1. identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures.</li> <li>2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.</li> <li>3. understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.</li> <li>4. knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.</li> <li>5. identifies common themes in literature.</li> </ol> <p><b>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.3)</b></p> <ol style="list-style-type: none"> <li>1. understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.</li> <li>2. responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.</li> <li>3. knows that a literary text may elicit a wide variety of valid responses.</li> <li>4. knows ways in which literature reflects the diverse voices of people from various backgrounds.</li> <li>5. recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.</li> <li>6. identifies specific questions of personal importance and seeks to answer them through literature.</li> <li>7. identifies specific interests and the literature that will satisfy</li> </ol>	<p><b>There are many books available for young adults that can be read to enhance a service-learning project you are planning. The following is a brief listing:</b></p> <ul style="list-style-type: none"> <li>• <u>The Hundred Dresses</u> by Eleanor Estes Issues covered: poverty, peer pressure</li> <li>• <u>Come the Morning</u> by Mark Jonathon Harris Issue covered: homelessness</li> <li>• <u>Sam and the Mon Queen</u> by Allison Herzig Issues covered: homelessness, single-parent households</li> <li>• <u>The Return</u> by Sonia Levitin Issues covered: Ethiopian culture, famine, caring for others</li> <li>• <u>Tails from the Bronx</u> by Jill Pinkwater Issue covered: homelessness</li> <li>• <u>Waterman's Boy</u> by Susan Harpe Issue covered: water pollution</li> <li>• <u>The Golden Days</u> by Gail Radley Issues covered: elderly, caring for others</li> <li>• <u>A Begonia for Mrs. Applebaum</u> by Paul Zindel Issues covered: elderly, terminal illness, caring for others</li> <li>• <u>All Joseph Wanted</u> by Ruth Yaffe Radin Issue covered: literacy</li> <li>• <b>Create a game or checklist to teach the key elements of a story to reading buddies.</b></li> <li>• <b>Make a Power Point presentation to teach literary devices to younger students.</b></li> <li>• <b>Create modern environmental fables and present using puppetry to elementary students.</b></li> </ul> <ul style="list-style-type: none"> <li>• Read magazines, newsletters, or other informational sources about environmental issues facing your community. Organize a project based on the current needs or problems.</li> <li>• Read newspaper articles about current events in your hometown. Plan projects based on needs of community agencies that you read about, or to help an agency or family who is in need of services (i.e. victims of fire, racially motivated crime, etc.).</li> <li>• Read about role models or heroes and work with reading buddies to identify positive character traits. Compare those traits to your own.</li> <li>• Read and discuss opposing viewpoints when studying issues related to your service-learning project.</li> <li>• Read literature from different countries to learn about customs and cultures for Cultural Day presentation or displays.</li> <li>• Read articles about youth doing service. Organize and conduct a project based on what you have read.</li> </ul>

## Middle School Linkages to Service Learning Language Arts

<p>those interests. 8. knows how a literary selection can expand or enrich personal viewpoints or experiences.</p>	<ul style="list-style-type: none"><li>• Read about local heroes in your community. Develop a book about them and distribute to the Chamber of Commerce or Welcome Wagon.</li><li>• Teach younger students how to distinguish between fact and opinion, particularly in advertisements aimed at children.</li><li>• Make a collage of propaganda techniques from printed ads found in newspapers, magazines, etc. and present to younger learners or peers.</li><li>• Gather facts and opinions from various sources to determine which community issues can best be addressed through a service-learning project.</li><li>• Allow students to have input in the selection of the purchase of class novels and non-fiction books related to service-learning projects.</li></ul>
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## Middle School Linkages to Service Learning Mathematics

A. Number Sense, Concepts, and Operations	
Benchmark	Service Learning Performance Task
<p><b>Number Sense, Concepts, and Operations Standard 1: The student understands the different ways numbers are represented and used in the real world. (MA.A.1.3)</b></p> <p>1. associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.</p> <p>2. understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.</p> <p>3. understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations.</p> <p>4. understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.</p> <p><b>Standard 2: The student understands number systems. (MA.A.2.3)</b></p> <p>1. understands and uses exponential and scientific notation.</p> <p>2. understands the structure of number systems other than the decimal number system.</p> <p><b>Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving. (MA.A.3.3)</b></p> <p>1. understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers.</p> <p>2. selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations.</p> <p>3. adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.</p>	<ul style="list-style-type: none"> <li>• Compute the cost of vandalism to your school or district. Contact your principal or superintendent to determine how much money is spent on vandalism each year. Share this information with the school and show how that money could be spent in a more positive way. Develop ways to reduce vandalism in your school.</li> <li>• Estimate the amount of food collected in a food drive and/or how many people it will feed.</li> <li>• Estimate the number of trees or amount of landfill space is/can be saved by the school's recycling efforts.</li> <li>• Calculate the space needed at a food pantry to stock the shelves with your collection after a food drive.</li> <li>• Collect pennies/coins for charity:             <ul style="list-style-type: none"> <li>• Estimate space, weight, or how long it will take to collect a set number of coins.</li> <li>• With the coins collected, graph the frequency of different years the coins were made.</li> <li>• Conduct probability tests – toss coins and predict the probability of it landing heads or tails. Tabulate the results.</li> </ul> </li>   <li>• Calculate the quantities of food and other supplies needed to prepare meals for the homeless.</li> <li>• Calculate the amount of aluminum and metal waste discarded in the community and the income that might be derived from recycling.</li> <li>• Inventory species of animals or measure or count trees and other plant life for the department of agriculture, environmental affairs, or parks.</li> <li>• Explains the notations used for monitoring environmental quality (parts per million, etc.) and the significance of this measurement to pollutants and chemicals to the environment.</li> </ul>

## Middle School Linkages to Service Learning Mathematics

<p><b>Standard 4: The student uses estimation in problem solving and computation. (MA.A.4.3)</b> 1. uses estimation strategies to predict results and to check the reasonableness of results.</p> <p><b>Standard 5: The student understands and applies theories related to numbers. (MA.A.5.3)</b> 1. uses concepts about numbers, including primes, factors, and multiples, to build number sequences.</p>	<ul style="list-style-type: none"> <li>• Use rounding to estimate real quantities in service learning problems.</li> <li>• Make reasonable predictions using estimation strategies to get a sensible answer to real-world situations presented in service projects.</li> </ul>
<b>B. Measurement</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.3)</b> 1. uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders. 2. uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures. 3. understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume. 4. constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.</p> <p><b>Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary). (MA.B.2.3)</b> 1. uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units. 2. solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.</p> <p><b>Standard 3: The student estimates measurements in real-world problem situations. (MA.B.3.3)</b> 1. solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.</p> <p><b>Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.3)</b></p>	<ul style="list-style-type: none"> <li>• Create a garden on school grounds – with scale drawings, have students measure an area, plant seeds according to package directions, and keep records of growth patterns, rainfall, and temperature.</li> <li>• Measure materials for construction projects such as installing wheelchair ramps.</li> <li>• Design a sculpture garden using a 2 dimensional drawing or a beautification project using geometric shapes.</li> <li>• Monitor water quality at a near-by lake or river.</li> <li>• Measure and monitor various environmental parameters over a period of time, collects data.</li> <li>• Read blueprints for the design and layout of a salt marsh plant nursery.</li> <li>• Solve problems involving the rated units for environmental (parts per million/ppm) and demographic measures (voters/district).</li> <li>• Use standard estimation techniques to measure rate of flow of river and stream to determine impact of chemical from a point source of pollution.</li> </ul>

## Middle School Linkages to Service Learning Mathematics

<p>1. selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement.)</p> <p>2. selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.</p>	<ul style="list-style-type: none"> <li>• Work within the levels of allowable error to ensure accurate measurement for water soil and air quality testing.</li> <li>• Use real-world instruments (meters) and tests (chemical) to measure water, climatic, and environmental quality.</li> </ul>
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### C. Geometry and Spatial Sense

Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes. (MA.C.1.3)</b></p> <p>1. understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions.</p> <p><b>Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed. (MA.C.2.3)</b></p> <p>1. understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements.</p> <p>2. predicts and verifies patterns involving tessellations (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).</p> <p><b>Standard 3: The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically. (MA.C.3.3)</b></p> <p>1. represents and applies geometric properties and relationships to solve real-world and mathematical problems.</p> <p>2. identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.</p>	<ul style="list-style-type: none"> <li>• Make puzzles out of geometric shapes and donate to a children’s center or preschool.</li> <li>• Make books on shapes for preschool children – relate this to safety signs (i.e. octagon = stop sign, triangle = caution, etc.).</li> <li>• Use geometric shapes and/or measurement skills to make a quilt: donate it to a local homeless shelter make smaller lap quilts for nursing home residents raffle it and give the proceeds to a local charity</li> <li>• Teach younger students the difference between two-dimensional and three-dimensional shapes.</li> </ul>

### D. Algebraic Thinking

Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.3)</b></p> <p>1. describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.</p> <p>2. creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.</p>	<ul style="list-style-type: none"> <li>• Graph items collected for a food or clothing drive.</li> <li>• Make graphs for your school’s recycling program.</li> <li>• Graph the destruction of rainforests. Compute the amount of areas that is destroyed each day, week, month, or year. Compare this space with the state of Florida. Promote saving rainforests for future generations.</li> <li>• Convert recipes to single and/or two person servings. Publish recipe book for couples and those living alone.</li> <li>• Study the demographics of your community. Graph the results in various forms. Publish and share this information.</li> <li>• Graph items collected for a food or clothing drive.</li> </ul>

## Middle School Linkages to Service Learning Mathematics

<p><b>Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.3)</b></p> <p>1. represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.</p> <p>2. uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.</p>	<ul style="list-style-type: none"> <li>• Make graphs for your school’s recycling program.</li> <li>• Graph the destruction of local wetlands (or some other ecologically sensitive area). Compute the amount of areas that is destroyed each day, week, month, or year. Compare this space with the state of Florida and the U.S.A.</li> <li>• Promote saving these lands for future generations.</li> <li>• Modify recipes so that they can serve larger groups or individuals.</li> <li>• Use algebraic ideas to solve problems that arise during or preparing for service-learning projects.</li> <li>• Graph statistical information collected from a survey.</li> </ul>
<b>E. Data Analysis and Probability</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands and uses the tools of data analysis for managing information. (MA.E.1.3)</b></p> <p>1. collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.</p> <p>2. understands and applies the concepts of range and central tendency (mean, median, and mode).</p> <p>3. analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.</p>	<ul style="list-style-type: none"> <li>• Visit senior citizen center and gather statistical information such as oldest, youngest, where people were born, etc. Make a display of this information to give to the center.</li> <li>• Conduct a survey of the needs of your community or school. Publicize/display the information for your entire school. Graph the results and calculate mean, median, and mode. Make a list of possible projects to meet those needs. Organize the project with each grade/class helping in some way.</li> <li>• Study homelessness, both nationally and locally. Graph the statistics and display at your school or in the community to increase awareness. Include in your display how people can help this cause in your community.</li> <li>• Use computer program and graphics to analyze and report findings to data.</li> <li>• Track the amount of paper or food scrap waste in your school over specific periods of time. Graph the results and develop ways to recycle this waste.</li> <li>• Discuss with senior citizens how the cost of living has changed over the last two generations. Calculate and graph price increases for specific items.</li> <li>• Graph daily school attendance. Have students determine percentages of students absent each day and look for patterns. Do a promotional campaign to encourage increasing attendance in your school.</li> <li>• Perform statistical analysis for a service organization.</li> <li>• Make graphs to depict activities for a governmental agency.</li> <li>• Take a class survey and records results on a chart or pictograph. Predict school and community-wide responses to survey questions and criteria that influences results.</li> </ul>

## Middle School Linkages to Service Learning Mathematics

**Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.**

**(MA.E.2.3)**

1. compares experimental results with mathematical expectations of probabilities.
2. determines odds for and odds against a given situation.

**Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.3)**

1. formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.
2. identifies the common uses and misuses of probability and statistical analysis in the everyday world.

- Play bingo (non-gambling) with senior citizens. Use different bingo cards to determine the probability of winning based on which numbers are contained on each card. Share what you learn with the seniors.
  
- Use data to convince the community to save on energy resources, conserve, or restore/protect environmental lands.
- Measure and monitor various environmental parameters over a period of time, collect data, analyze results and report findings of trends to community and local governing agencies.



## Middle School Linkages to Service Learning Science

<b>A. The Nature of Matter</b>	
Benchmark	Service Learning Performance Task
<b>B. Energy</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.3)</b></p> <ol style="list-style-type: none"> <li>1. identifies forms of energy and explains that they can be measured and compared.</li> <li>2. knows that energy cannot be created or destroyed, but only changed from one form to another.</li> <li>3. knows the various forms in which energy comes to Earth from the sun (e.g., visible light, infrared, and microwave).</li> <li>4. knows that energy conversions are never 100% efficient (i.e., some energy is transformed to heat and is unavailable for further useful work).</li> <li>5. knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature.</li> <li>6. knows the properties of waves (e.g., frequency, wavelength, and amplitude); that each wave consists of a number of crests and troughs; and the effects of different media on waves.</li> </ol> <p><b>Standard 2: The student understands the interaction of matter and energy. (SC.B.2.3)</b></p> <ol style="list-style-type: none"> <li>1. knows that most events in the universe (e.g., weather changes, moving cars, and the transfer of a nervous impulse in the human body) involve some form of energy transfer and that these changes almost always increase the total disorder of the system and its surroundings, reducing the amount of useful energy.</li> <li>2. knows that most of the energy used today is derived from burning stored energy collected by organisms millions of years ago (i.e., nonrenewable fossil fuels).</li> </ol>	<ul style="list-style-type: none"> <li>• Broadcast energy-saving tips over the PA each day at school.</li> <li>• Have students conduct an energy audit of your school and make suggestions for improving energy conservation.</li> <li>• Make an energy fact sheet so parents can understand what their students are studying.</li> <li>• Conduct a campaign at school to turn off lights when not in use, adjust thermostats and water heaters to save energy.</li> <li>• Determine and compare fuel efficiency of vehicles of the same weight, engine size, and aerodynamics. Compare results of EPA reports with class results and make recommendations on fuel efficiency for proposed auto buys in the school newsletter or local newspaper.</li> <li>• Design, conduct, and report on an experiment to determine to determine the effect of several variables on home or school use of electricity. Compiles information from the class and presents it on school wide TV.</li> <li>• Learn how to complete a circuit by making a matching board on the topic of your choice (the board lights up when a correct match is made) and donate to a preschool or elementary school.</li> <li>• Present a musical with instruments to other grade levels combining knowledge of instruments, waves, and pitch.</li> <li>• Create visual aids, skits or songs to teach younger students about matter/energy cycles such as the water cycle or the carbon/oxygen cycle.</li> </ul> <ul style="list-style-type: none"> <li>• Sponsor a school-wide energy education campaign with a student competition for ideas to reduce use of fossil fuels in their community. Students construct the rubric and judge the winners. Community partners provide recognition.</li> </ul>

## Middle School Linkages to Service Learning Science

<b>C. Force and Motion</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.3)</b></p> <p>1. knows that the motion of an object can be described by its position, direction of motion, and speed.</p> <p>2. knows that vibrations in materials set up wave disturbances that spread away from the source (e.g., sound and earthquake waves).</p> <p><b>Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.3)</b></p> <p>1. knows that many forces (e.g., gravitational, electrical, and magnetic) act at a distance (i.e., without contact).</p> <p>2. knows common contact forces, constant speed, and in a straight line until acted upon by a force and that an object at rest will remain at rest until acted upon by a force.</p> <p>3. explains and shows the ways in which a net force (i.e., the sum of all acting forces) can act on an object (e.g., speeding up an object traveling in the same direction as the net force, slowing down an object traveling in the direction opposite of the net force).</p> <p>4. knows that gravity is a universal force that every mass exerts</p> <p>5. knows that if more than one force acts on an object, then the forces can reinforce or cancel each other, depending on their direction and magnitude.</p> <p>6. knows that simple machines can be used to change the direction or size of a force.</p> <p>7. understands that an object in motion will continue at a on every other mass.</p>	<ul style="list-style-type: none"> <li>• Publicize a seat-belt campaign using motion and force principles.</li>   <li>• Research the difference between the rates of water flow in local creeks, rivers, and waterfalls. Sponsor a contest to design a simple machine to transfer the energy of moving water to useful work. Share the results with the local newspaper.</li> <li>• Sponsor a catapult-building contest for classes, schools or district. Construct elementary force and motion lessons to help teachers prepare students for the competition. Involve a community partner in judging the contest.</li> <li>• Create street safety skits for elementary students using force and motion principles (for example, the car has too much momentum to stop in time).</li> <li>• Design specialized working models of simple machines to help physically impaired students understand and use simple machines. Donate them to the physically impaired unit.</li> </ul>
<b>D. Processes that Shape the Earth</b>	
Benchmark	Service Learning Performance Task
<p><b>Processes that Shape the Earth</b></p> <p><b>Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.3)</b></p> <p>1. knows that mechanical and chemical activities shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers.</p> <p>2. knows that over the whole Earth, organisms are growing, dying, and decaying as new organisms are produced by the old ones.</p> <p>3. knows how conditions that exist in one system influence the conditions that exist in other systems.</p> <p>4. knows the ways in which plants and animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other</p>	<ul style="list-style-type: none"> <li>• Discuss solutions for an erosion-prone area in your community and conduct a project to fix the problem.</li> <li>• Participate in disaster relief efforts.</li> <li>• Use a ripple tank to study wave motion, and processes that form local landscape (shorelines, dunes, and sinkholes) then relates this to beach erosion and deposition.</li> <li>• Build a model of a sand dune at the school and study the effects of erosion over a period of time and then design and implement restoration projects using native vegetation planted on real sand dunes on the coast.</li> <li>• Study the local hydrologic system and how it affects the</li> </ul>

## Middle School Linkages to Service Learning Science

organisms add organic matter to the soil, increasing soil fertility, encouraging plant growth, and strengthening resistance to erosion).

5. understands concepts of time and size relating to the interaction of Earth's processes (e.g., lightning striking in a split second as opposed to the shifting of the Earth's plates altering the landscape, distance between atoms measured in Angstrom units as opposed to distance between stars measured in light-years).

**Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.3)**

1. understands that quality of life is relevant to personal experience.
2. knows the positive and negative consequences of human action on the Earth's systems.

flora and fauna of the area. Write a pamphlet for parents.

- Make a compost pile using items collected at school (i.e. food scraps, leaves, grass clippings) and teach others how to compost to show ways in which plants and animals reshape the landscape.
- Produce a display that provides examples of natural and manmade changes how people have changed the air, water, and land.
- Promote a composting project at school.
- Promote the use of rain barrels at school.
- Conduct percolation experiments in different types of soil and calculate the rate of flow. Write a pamphlet that tells how to do a percolation test on personal property to site a septic tank.

- Create, implement and report a plan with other students to recycle at home and at school. Start a recycling project at school.
- Promote plastic recycling to reduce injured wildlife in oceans.
- Describe the use of pesticides, test the environment for pesticides and write letters to editor and public displays to inform the public to reduce pesticide use in lawns.
- Construct and present a working model that demonstrates how plants filter run off water. Demonstrate at public events such as Earth Day.
- Conduct monthly chemical water quality tests in a local water body and compare those results to studies of macro-invertebrate populations in the same water body. Share your findings with your water management district.

**E. Earth and Space Science**

**Benchmark**

**Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.3)**

1. understands the vast size of our Solar System and the relationship of the planets and their satellites.
2. knows that available data from various satellite probes show the similarities and differences among planets and their moons in the Solar System.
3. understands that our sun is one of many stars in our galaxy.
4. knows that stars appear to be made of similar chemical elements, although they differ in age, size, temperature, and distance.

**Service Learning Performance Task**

- Create rhymes and songs to teach younger students about the solar system.
- Create plays to teach children about the solar system.
- Create a video or power point presentation to use to teach about the solar system.
- Host a "view the night skies" event at their school or local children's museum.

## Middle School Linkages to Service Learning Science

<p><b>Standard 2: The student recognizes the vastness of the universe and the Earth's place in it. (SC.E.2.3)</b>  <b>1. knows that thousands of other galaxies appear to have the same elements, forces, and forms of energy found in our Solar System.</b></p>	
<b>F. Processes of Life</b>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.3)</b></p> <ol style="list-style-type: none"> <li>1. understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation.</li> <li>2. knows that the structural basis of most organisms is the cell and most organisms are single cells, while some, including humans, are multi-cellular.</li> <li>3. knows that in multi-cellular organisms cells grow and divide to make more cells in order to form and repair various organs and tissues.</li> <li>4. knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms.</li> <li>5. explains how the life functions of organisms are related to what occurs within the cell.</li> <li>6. knows that the cells with similar functions have similar structures, whereas those with different structures have different functions.</li> <li>7. knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction.</li> </ol> <p><b>Standard 2: The student understands the process and importance of genetic diversity. (SC.F.2.3)</b></p> <ol style="list-style-type: none"> <li>1. knows the patterns and advantages of sexual and asexual reproduction in plants and animals.</li> <li>2. knows that the variation in each species is due to the exchange and interaction of genetic information as it is passed from parent to offspring.</li> </ol>	<ul style="list-style-type: none"> <li>• Critique ads for tobacco and alcohol. Then create posters/brochures/videos/skits to discourage unsafe choices in food and activities, such as skateboarding without safety appliances.</li> <li>• Discuss the importance of organ donation and make others aware of its importance and how to do it.</li> <li>• Identifies the structure and function of the major body systems, and compares the changes seen with aging or with various disease conditions. Create skits to teach about the condition and how to react appropriately (for example, diabetes).</li> <li>• In small groups explore water, soils and land for different kinds of living things, compare the variety found in different locations, and identify these characteristics to the classification of ecosystems in Florida.</li> <li>• Work at a local animal shelter, after studying the evolution of the nervous system in animals, to provide much-needed external stimulation for the animals kept there.</li> <li>• Teach children about the importance of using sunscreen and problems that occur from overexposure to the sun.</li> <li>• Study the attraction to light stimuli of insects and compare to the attraction of sea turtles to light and effects of light pollution to sea turtle hatchlings. Create a display for residents on beachfront property to "turn off the lights."</li> <li>• Design and conduct an educational campaign in your community to reduce insect bites/disease by teaching what influences insect behaviors. Write a pamphlet or newsletter, make a video or perform a skit.</li> </ul> <ul style="list-style-type: none"> <li>• Create a diversity index on a plot of land and present results to local environmental agency.</li> <li>• Develop an awareness campaign to explain the complexity of genetic conditions such as sickle cell anemia. Make brochures or kiosk displays and provide information to groups associated with populations concerned with the</li> </ul>

## Middle School Linkages to Service Learning Science

<p>3. knows that generally organisms in a population live long enough to reproduce because they have survival characteristics.</p> <p>4. knows that the fossil record provides evidence that changes in the kinds of plants and animals in the environment have been occurring over time.</p>	<p>disease, civic and church groups and local hospitals and health care facilities.</p> <ul style="list-style-type: none"> <li>• Assist health care groups in screening programs for various health problems (sickle cell, diabetes, heart disease).</li> <li>• Compare and explain the survival characteristic of native plants to plants from other areas, including the exotic pest-plants that choke out natural species. Produce a pamphlet that describes exotic plants and methods to eradicate these species.</li> <li>• Explore water, soil and land for different areas for living things. Compare samples from different regions. Prepare reports of variations noticed for instance along a riverbed and report findings to local environmental agencies.</li> <li>• Construct a fossil pit and teach younger students about fossils in your area.</li> </ul>
<b>G. How Living Things Interact with Their Environment</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.3)</b></p> <p>1. knows that viruses depend on other living things.</p> <p>2. knows that biological adaptations include changes in structures, behaviors, or physiology that enhance reproductive success in a particular environment.</p> <p>3. understands that the classification of living things is based on a given set of criteria and is a tool for understanding biodiversity and interrelationships.</p> <p>4. knows that the interactions of organisms with each other and with the nonliving parts of their environments result in the flow of energy and the cycling of matter throughout the system.</p> <p>5. knows that life is maintained by a continuous input of energy from the sun and by the recycling of the atoms that make up the molecules of living organisms.</p>	<ul style="list-style-type: none"> <li>• Look for and identify both single-cellular and multi-cellular organisms in the water in conjunction with a creek clean-up.</li> <li>• Teach behavioral, physiological, and structural adaptations to elementary students using butterflies in the outdoor classroom as an example.</li> <li>• Plant trees in the community.</li> <li>• Plant a school garden while studying botany. Invite soup kitchen personnel to utilize the fruits and vegetables you grow.</li> <li>• Assess what types of organisms are living in an area of your school grounds. Do a beautification project or develop an outdoor classroom. Reassess the area to determine if new or different organisms are living in the area.</li> <li>• Discuss adaptations of local endangered species and either write legislators about the importance of saving them or develop ways to improve the habitat of these animals in your community.</li> <li>• Start a compost pile at school and teach others how kitchen and yard waste can be turned into nutritious mulch for plants.</li> <li>• Examine various types of soil and isolate, identify, and quantify contents. Compare with soils in Florida ecosystems for water content and nutrient value.</li> <li>• Teach others about the importance of conserving water and give suggestions of how to do it at home and at school.</li> <li>• Teach others about the causes of and solutions to air pollution. Write legislators about the need for clean air in your community.</li> <li>• Conduct research on the endangered species in your</li> </ul>

## Middle School Linkages to Service Learning Science

### **Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.3)**

1. knows that some resources are renewable and others are nonrenewable.
2. knows that all biotic and abiotic factors are interrelated and that if one factor is changed or removed, it impacts the availability of other resources within the system.
3. knows that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms and that long-term change may result in the elimination of animal and plant populations inhabiting the Earth.
4. understands that humans are a part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in ecosystems.

- community or state. Help others understand the importance of protecting endangered species or do a project to help restore habitat of these animals or plants.
- Survey all plant/animal species in an area near your school while conducting a clean-up or habitat restoration project.
  - Teach younger students about food webs and their importance to ecosystems through plays or skits.
- 
- Research and adopt an endangered species.
  - Discuss how human activity affects the Earth. Teach other people how this happens and how everyone can help reduce environmental problems.
  - Conduct a school-wide recycling program. Let others know how the program can help conserve energy and save natural resources.
  - Discuss the pet overpopulation problem: Conduct a campaign to help others understand the importance of spaying and neutering their pets and what can happen when they don't (unwanted animals are euthanized).
  - Organize a collection project of needed items for the local humane society.
  - Produce a videotape, book, play, or puppet show for younger students on the proper care of pets and other animals.
  - Adopt a park, coastal area or area of highway, participate in clean-ups, collect data on types of debris collected and submit results to local environmental agencies.
  - Educate the public about the interaction of watersheds and water quality at events such as Earth Day.
  - Create stenciled signs to place near streams reminding people not to pollute.
  - Conduct a creek, beach, or neighborhood cleanup. Research the watershed as well as native and non-native plants.
  - Conduct a school wide waste study.
  - Create a composting project at your school.
  - Investigate landfills in your community to determine if these landfills have had an impact on the environment or community.
  - Investigate how recyclable materials may reduce landfills.
  - Design a brochure to alert the community to a local environmental concern.

## Middle School Linkages to Service Learning Science

<b>H. The Nature of Science</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.3)</b></p> <ol style="list-style-type: none"> <li>1. knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way.</li> <li>2. knows that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects.</li> <li>3. knows that science disciplines differ from one another in topic, techniques, and outcomes, but that they share a common purpose, philosophy, and enterprise.</li> <li>4. knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society.</li> <li>5. knows that a change in one or more variables may alter the outcome of an investigation.</li> <li>6. recognizes the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and motivations.</li> <li>7. knows that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study.</li> </ol> <p><b>Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.3)</b></p> <ol style="list-style-type: none"> <li>1. recognizes that patterns exist within and across systems.</li> </ol> <p><b>Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.3)</b></p> <ol style="list-style-type: none"> <li>1. knows that science ethics demand that scientists must not knowingly subject coworkers, students, the neighborhood, or the community to health or property risks.</li> <li>2. knows that special care must be taken in using animals in scientific research.</li> </ol>	<p>During a service project apply these scientific processes:</p> <ul style="list-style-type: none"> <li>• Use observation and list new things learned.</li> <li>• Collect data and compares observations of the group to pool and share findings and verify accuracy.</li> <li>• Collect data over a period of days (weather temperature) or number of trials and compares data.</li> <li>• Properly use tools needed to conduct inquiries.</li> <li>• Produce oral, written, and computer generated reports, diagrams, charts, maps, graphs, mathematical equations, and demonstrations or models to communicate results of projects.</li> <li>• Analyze the conclusions of a team to reach consensus.</li> <li>• Compare results of project with known scientific knowledge.</li> <li>• Identify the roles of national and local scientists contributing to the service inquiry.</li> <li>• Manipulate and control variables in an experiment.</li> <li>• Use scientific inquiry to determine real problems in their community (erosion, pollution, etc.) that lend themselves to service-learning projects.</li> <li>• Communicate through brochures, newspaper articles, presentations or fairs the results of scientific investigations conducted in above idea.</li> <li>• Identify a possible environmental problem in your community. Design a project to monitor the extent and progress of the problem. Work with a community partner to decide if/how/ to address the problem.</li> </ul>  <ul style="list-style-type: none"> <li>• Use data collected over period of time to predict upcoming events. Share the results of studies with community groups and post data collected on a website.</li> <li>• Monitor water levels and water quality in a local stream or river.</li> </ul>  <ul style="list-style-type: none"> <li>• Initiate a school or community recycling drive or program.</li> <li>• Adopt a local stream or pond. Do litter clean-ups, test water quality, and develop solutions to environmental problems. Report results to Florida Environmental Agencies.</li> <li>• Teach peers or younger students how to conduct a scientific investigation.</li> </ul>

## Middle School Linkages to Service Learning Science

3. knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of their right to refuse to participate.

4. knows that technological design should require taking into account constraints such as natural laws, the properties of the materials used, and economic, political, social, ethical, and aesthetic values.

5. understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times, and are an intrinsic part of the development of human culture.

6. knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone.

7. knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.

- Conduct simple experiments with younger children to help them understand these science concepts.
- Design and conduct a scientific investigation on the use or misuse of the natural resources in their area and develop a presentation to show how science and technology play a role in their use and preservation.
- Determine community needs or challenges resulting from technology (noise, air, water pollution, etc.) and apply scientific theories in developing a service-learning project.



## Middle School Linkages to Service Learning Social Studies

A. Time, Continuity, and Change [History]	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands historical chronology and the historical perspective.</b> (SS.A.1.3)</p> <p>1. understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference.</p> <p>2. knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs.</p> <p>3. knows how to impose temporal structure on historical narratives.</p>	<ul style="list-style-type: none"> <li>• Use a calendar to plan and set events for service projects.</li> <li>• Use primary source reports, newspapers, graphs, and documents for activities relating to a service project.</li> <li>• Construct a timeline of the history of a community, school or agency and present it to younger children or other classes.</li> <li>• Create a traveling trunk with replicas of primary sources relating to your community’s history and bring it to other schools to teach others.</li> <li>• Create two diaries that look at a single historical event from two perspectives (example: Indians and settlers) and share it with other classes.</li> <li>• Create an almanac that highlights important milestones for each day.</li> </ul>
<p><b>Standard 2: The student understands the world from its beginnings to the time of the Renaissance.</b> (SS.A.2.3)</p>	<ul style="list-style-type: none"> <li>• Research the local Pre-Columbian civilizations of the area and the ethical policies governing archeological sites. Assist in a local archeological dig and document the experience with photos and a written report.</li> <li>• Study early cave man drawings and create a Power Point that illustrates how they depict early man’s life. Make some modern cave-like drawings to depict our society. Hold an exhibit.</li> <li>• Write a simple book in Egyptian hieroglyphics and present it to younger children with a code so they can translate it.</li> <li>• Compose poetry to describe events in the Renaissance.</li> <li>• Perform a play that illustrates the events and times of the Crusades.</li> <li>• Help younger children make their own family crest.</li> <li>• Sponsor a sidewalk chalk painting contest that features great artwork of the Renaissance.</li> <li>• Create a simple book that outlines the contributions of the Romans such as language and law and the influence on the Western World.</li> <li>• Sponsor a celebration for younger children to highlight the traditions of the Japanese culture –create kites and lanterns etc.</li> <li>• Create a display that depicts slavery through the ages to present times.</li> <li>• Help younger children create models of ancient Greek and Roman architecture.</li> </ul>

## Middle School Linkages to Service Learning Social Studies

**Standard 3:  
The student understands Western and Eastern  
civilization since the Renaissance. (SS.A.3.3)**

- Write books for younger children that relate the accomplishments of Socrates, Plato and Aristotle.
  - Help younger children create a papier-mâché Trojan horse after you tell them the story of the Trojan War.
  - Create a web site that highlights the Rise and Fall of the Roman Empire featuring culture; architecture; the lives and accomplishments of the ruler; conflicts and wars; art; trade and economic affairs.
  - Create a display that highlights the accomplishments of the Chinese Dynasties.
  - Sponsor an interdisciplinary Renaissance Fair with history, art and English classes.
  - Create a map that depicts early trade routes with China and share with other classes.
  - Sponsor a martial arts event that highlights the origins and techniques of various schools of martial arts.
  - Create a game that depicts the trade along the caravan routes from the Mediterranean coast across the Sahara to the Sudan (years 200-700).
  - Create a PowerPoint to illustrate the impact and history of the gold trade in Africa.
  - Create 3-D models of the Inca, Aztec and Mayan Empires.
  - Create a replica of the Mayan calendar in mosaics for a school garden.
  - Sponsor a science fair that highlights scientific inventions through the ages to modern times.
  - Sponsor a concert that highlights the music of different historical eras.
- 
- Create a mural depicting the feudal and manorial society of the early middle ages and the changes in societal makeup in the high and later middle ages for display.
  - Write a simple book for younger students to highlight the significance of the Magna Carta and its influence on our current legal system.
  - Create a newspaper that tells the evolution of printing from its beginnings to present times.
  - Map the spread of Islam from 600-1400 to share with other classes.
  - Make a chart to show Islamic contributions in the areas of medicine, art, science and philosophical thought.
  - Hold an Indian cultural day to commemorate Gandhi's Birthday.
  - Create architectural models of different regions during this time period to display in the media center.
  - Create a deck of flash cards of prominent historical leaders of this time period and have a game to connect them to significant historical events.
  - Create charts of the major countries and regions to depict

## Middle School Linkages to Service Learning Social Studies

**Standard 4: The student understands U.S. history to 1880. (SS.A.4.3)**

differences in culture, religion and government.

- Create a Native American mini-museum.
- Create a large map of the routes of the DeSoto and Coronado expeditions.
- Create a skit that addresses the issue of which country claimed America with an imaginary dialogue among explorers.
- Teach the Mayflower Compact to other students during a Thanksgiving celebration.
- Make a timeline that notes major events in the development of the postal system from 1691 to present times.
- Create a puppet show for younger children dealing with the ride of Paul Revere.
- Create models and/or a display of early American architecture.
- Create a soap opera involving Thomas Jefferson, Aaron Burr, John Adams, Alexander Hamilton and Charles C. Pinkney to perform for other students and parents.
- Create a Lewis and Clark display where students can walk through different rooms or displays to learn about the voyage.
- Sponsor a canned food drive in honor of Peter Durand who introduced tinned food in 1818. Teach students about the importance of his invention through PSAs.
- Conduct oral histories of factory workers. Compare and contrast conditions today with those in the times of Lowell Mills (1830's-1850's). Create a skit about the strike for three loaves.
- Identify major cities that were founded on or near waterways and create a display.
- Create a presentation on the Trail of Tears, American Indian reservations, and early movement of tribes.
- Research child labor laws in the U.S. Create a display that teaches the major events from the founding of our nation to present day child labor laws.
- Create a display or booklet that highlights the heroes of the Underground Railroad (1780-1865).

**Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.3)**

1. understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization).
2. understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880.
3. knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as

- Determine how physical geography, environment, natural resources and technology affected the growth of your region or community. Share with other students.
- Discuss with immigrants their hopes and fears arriving in the United States, make a list of the obstacles they faced and ways they over came the obstacles. Publish the findings.

## Middle School Linkages to Service Learning Social Studies

industrialization; consequences such as poor living conditions in cities and employment conditions).

### **Standard 6: The student understands the history of Florida and its people. (SS.A.6.3)**

1. understands how immigration and settlement patterns have shaped the history of Florida.
2. knows the unique geographic and demographic characteristics that define Florida as a region.
3. knows how the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
4. understands how the interactions of societies and cultures have influenced Florida's history.
5. understands how Florida has allocated and used resources and the consequences of those economic decisions.

- Compare with senior citizens the items and schedules that comprise a modern school day with items they had when they were students. Publish the findings.
  - Work with veterans of our military, and learn about their past and present events and contributions to the military. Conduct oral histories and publish in a booklet.
  - Create a drama or mock trial about President Johnson's impeachment.
  - Create a map of the United States with stagecoach routes.
  - Make a display of the American Labor Movement. Feature key personalities and groups such as Mother Jones, the Molly Maguires, and Cesar Chavez.
  - Make a deck of cards featuring immigrants who made major contributions to our nation. Create a game for other students.
  - Create a skit to detail life during the Depression.
  - Interview senior citizens and record their oral histories.
  - Create a display that tells about items rationed during WWII.
  - Create a box for all of the decades of the 1900's. Put sheet music, recipes, drawings of fashion, favorite past times and other relevant items. Let other students explore the boxes.
  - Create a drama to feature the teenage heroes of the Civil Rights Movement. Present it to commemorate Dr. Martin Luther King Jr. Day.
  - Hold a historical party. Students write a biography of a historical figure that is considered a role model. The students dress as the figure. Invite other students to the party to have conversations with the historical figures and learn about their lives and times.
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- Paint a wall in a school hallway with a map of Florida that shows immigration and settlement patterns.
  - Create a timeline that lists Florida's great explorers that includes the first natives of Florida, the European explorers and modern times with space exploration. Make it available for elementary school students.
  - Visit one of Florida's early settlements and act as a naturalist to document the flora and fauna. Create a guide booklet for visitors and a factual coloring book for elementary children.
  - Explore one of Florida's old Spanish missions from the 1500s. Create a map puzzle of the missions and the Old Spanish Road. Teach the history to an after school extended day class.
  - Create a Power Point that teaches the history of transportation in Florida from trails and canoes to rockets and space shuttles.
  - Locate schools near Florida's lighthouses. Invite them to participate in a joint service-learning project where students document the history of the lighthouses,

## Middle School Linkages to Service Learning Social Studies

	<p>photograph them, and share their work via e-mail. Have each participating class compile a lighthouse book and share them with all participating classes and communities.</p> <ul style="list-style-type: none"><li>• Research Florida's main Indian tribes - Timucua, Apalachee, Calusa, Jeaga, Ais, Tequestta, and Seminole. Create displays that depict their culture and history. Host a Native Floridian Day.</li><li>• Work with an elementary school class to create a topographical map of Florida that shows the state's geographic regions.</li><li>• Create displays showing Florida's wildlife. Teach others about endangered species and ways to save them.</li><li>• Sponsor a school agricultural fair that highlights Florida's cash crops.</li><li>• Write elementary level biographies on famous Floridians from the earliest times to the present day and present them to elementary students at read Across America Day in March.</li><li>• Research the history of an area in your community (school, street, cemetery, landmark) develop neighborhood-walking tours focusing on historical aspects of your community and make this information available to city officials, Chamber of Commerce, or local historical society.</li><li>• Contact the local historical society and offer help with projects and events.</li><li>• Conduct research on the history of local property use or other community projects and present to city or county commission meeting.</li><li>• Provide tours of local sites and buildings with historical significance after researching the histories of these sites. Develop walking tours in historic neighborhoods. Create maps and guide books.</li><li>• Interview senior citizens about events in their lives, which relate to what the students are studying. Locally, ask about events such as floods, community development, and particular events affecting your community. Globally, ask about their perspective on events such as WW II, the Civil Rights movement, the moon landing, etc. Compare to see if people view the same event differently. Write up the history and give back to the senior citizen to share with their family and friends.</li><li>• Conduct oral histories of seniors, and publish a book for them to share with their family and friends and to serve as a community resource.</li><li>• Design a history day, focusing on an important era in history. Invite the community to attend.</li><li>• Make presentations on important historical events to peers or younger students.</li><li>• Help restore local historical or archeological sites.</li><li>• Investigate the architecture of buildings in your community. Conduct a photo survey of the structures to compare history, style, age, and original purpose. Compile your findings for the local library or historical society.</li></ul>
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## Middle School Linkages to Service Learning Social Studies

<b>B. People, Places, and Environments [Geography]</b>	
Benchmark	Service Learning Performance Task
<p><b>People, Places, and Environments [Geography]</b>  <b>Standard 1: The student understands the world in spatial terms. (SS.B.1.3)</b></p> <ol style="list-style-type: none"> <li>1. uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion.</li> <li>2. uses mental maps to organize information about people, places, and environments.</li> <li>3. knows the social, political, and economic divisions on Earth's surface.</li> <li>4. understands how factors such as culture and technology influence the perception of places and regions.</li> <li>5. knows ways in which the spatial organization of a society changes over time.</li> <li>6. understands ways in which regional systems are interconnected.</li> <li>7. understands the spatial aspects of communication and transportation systems.</li> </ol> <p><b>Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.3)</b></p> <ol style="list-style-type: none"> <li>1. understands the patterns and processes of migration and diffusion throughout the world.</li> <li>2. knows the human and physical characteristics of different places in the world and how these characteristics change over time.</li> <li>3. understands how cultures differ in their use of similar environments and resources.</li> <li>4. understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form.</li> <li>5. understands the geographical factors that affect the cohesiveness and integration of countries.</li> <li>6. understands the environmental consequences of people changing the physical environment in various world locations.</li> <li>7. knows how various human systems throughout the world</li> </ol>	<ul style="list-style-type: none"> <li>• Locate landforms, water and places (political divisions) on maps using cardinal directions. Share with younger students.</li> <li>• Use community and regional maps. Share with younger students.</li> <li>• Compare various types of maps, globes, aerial and satellite images to acquire various type of information. Present this information to seniors and younger students.</li> <li>• Draw and label maps of specific areas to scale for brochures and publications.</li> <li>• Draw a map of the U.S. on the playground to use as a learning tool. In the future, state lines, capitals, and other landmarks could be added.</li> <li>• Produce maps and guides for local parks, libraries, etc.</li> <li>• Prepare a video showing the relevant geographical features of your area that can be shown on a local cable access channel. Hold roundtable discussions afterward to consider the impact of geography on the community.</li> <li>• Have students develop their own web page, highlighting the uniqueness of their community to share with the rest of the world. Include topics such as landforms, climate, water, plants, and animals. Have students try to find another community similar in geography, human characteristics, and other features as their community.</li> <li>• Create a display that features world maps over the decades. Detail the rise of new countries and reasons for the disappearance of others.</li> </ul> <ul style="list-style-type: none"> <li>• Gather and interpret demographic data to draw conclusions concerning human patterns of habitation and present results.</li> <li>• Discuss how human activities such as irrigation, and land use increase the ability to use land for various human reasons and diminishes the preservation of land for environmental reasons.</li> <li>• Use the Internet to access home pages of other communities throughout the state of Florida. E-mail students at these schools, interviewing them about what life is like in their community. Students can also answer questions they may have. This is an excellent way to break down stereotypes students may have about another part of the state. Obtain information to use for a home page explaining what life is like in their community.</li> </ul>

## Middle School Linkages to Service Learning Social Studies

have developed in response to conditions in the physical environment.  
8. knows world patterns of resource distribution and utilization.  
9. understands how the interaction between physical and human systems affects current conditions on Earth.

- Make a brochure, including maps, which explains geographical features of your community for newcomers.
- Make a map of recreational activities for kids 5-15 and distribute in the community.
- Conduct oral histories with senior citizens focusing on what your community looked like when they were young. Make maps that show the past and present.
- Assist people who have been affected by a natural disaster.
- Conduct oral histories with senior citizens about technological changes that have occurred during their lifetime. Put them together in a booklet.
- Develop booklets about your community (and its uniqueness) to give to the Welcome Wagon or Chamber of Commerce to distribute to new families in the community. This booklet should include information about climate, landforms, water, plants, and animals.
- Interview recent immigrants to your community and learn about their culture. Organize a “Welcome to our community” party for them.
- Help elementary schools set up recycling programs in their school.
- Do presentations for the community on the importance of fresh drinking water.
- Design a community display that shows how humans can reduce their negative impact on the environment.
- Investigate inequities in the treatment of minorities in community development and present your findings to the community.
- Organize a club at your school that works to promote cultural understanding.
- Research other cultures, and then develop pen pal relationships through the Internet with youth from other countries to help break down stereotypes.
- Produce a video about how to avoid problems caused by cliques in your school.
- Do a video or poster on the negative effects of peer pressure.
- Conduct a workshop at your school about how to resolve conflicts in nonviolent ways.
- Assist someone in the community who has been a victim of violence or prejudice.
- Teach conflict resolution skills to others or make a video on conflict resolution for teens and show on a local cable channel.
- Produce oral histories with senior citizens about how violence, stereotypes, prejudice or discrimination have changed over the years.

## Middle School Linkages to Service Learning Social Studies

<b>C. Government and the Citizen [Civics and Government]</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.3)</b></p> <p>1. knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings.</p> <p>2. understands major ideas about why government is necessary and the purposes government should serve.</p> <p>3. understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities).</p> <p>4. knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands).</p> <p>5. knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments.</p> <p>6. understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good.</p> <p><b>Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.3)</b></p> <p>1. understands the history of the rights, liberties, and obligations of citizenship in the United States.</p> <p>2. understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries).</p> <p>3. understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk).</p> <p>4. understands what constitutes personal, political, and</p>	<ul style="list-style-type: none"> <li>• Participate in an exercise of democratic procedures relating to service activities including group voting, meetings, and group rules.</li> <li>• Work with groups of students on projects that develop leadership qualities.</li> <li>• Teach younger children about the U.S. Constitution, using simple terms they can understand.</li> <li>• Create an exhibit that addresses important issues in a democracy.</li> <li>• Survey youth about their needs/opinions on an important social issue/s and convey this information to local policy makers.</li> <li>• Teach children about the importance of the flag as a national and patriotic symbol.</li> <li>• Work with local government officials in your community to help solve problems such as graffiti, shoplifting, and drugs.</li> <li>• Organize a teen court to help reduce discipline problems at school.</li> <li>• Research important Supreme Court decisions on social issues and show how they impacted people's lives. Make this information available to others.</li> <li>• Act out skits for children that convey the Bill of Rights.</li> <li>• Conduct interviews with senior citizens about the type and function of social organizations in the past and how they are different today. Compile the interviews to present to them.</li>   <li>• Conduct mock elections to help students understand the importance of voting or make a video on how/why to vote and show on local cable access or within the school.</li> <li>• Identify community action groups and nonprofit agencies (Red Cross, Big Brothers/Sisters, Habitat for Humanity, SADD, MADD, Friends of the Earth) and determine how the class can become involved in partnering with them to conduct service-learning projects.</li> <li>• Hold a forum for students on reducing racial tension in your school.</li> <li>• Assess the resources in your community (agencies that help people deal with issues such as homelessness, hunger,</li> </ul>





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answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them?

3. knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

community. Discuss possible causes and suggest ways your community can cope with this problem. Present this information to city or county officials.

- Start a school-based business and donate profits to a charity.

## High School Linkages to Service Learning The Arts

<b>Dance</b>	
Benchmark	Service-Learning Activity Ideas
<p><b>Skills and Techniques</b>  <b>Standard 1: The student identifies and demonstrates movement elements in performing dance. (DA.A.1.4)</b>            1. uses correct body alignment, strength, flexibility, and coordination in the performance of technical movements.            2. performs technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).            3. uses improvisation to solve movement problems and adjusts choices based on the movement responses of other dancers.</p> <p><b>Standard 2: The student understands choreographic principles, processes, and structures. (DA.A.2.4)</b>            1. uses both traditional and invented movements to manipulate choreographic principles.            2. knows how improvisation is used to create movement for choreography.            3. creates a dance that displays choreographic intent.</p> <p><b>Creation and Communication</b>  <b>Standard 1: The student understands dance is a way to create meaning. (DA.B.1.4)</b>            1. understands similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).            2. understands how meaning is communicated with respect to one's own choreographic work.            3. creates a dance that effectively communicates or comments on contemporary, social, or political themes.</p> <p><b>Cultural and Historical Connections</b>  <b>Standard 1: The student demonstrates and understands dance in various cultures and historical periods. (DA.C.1.4)</b>            1. knows significant historical events that have occurred in the development of dance.            2. understands similarities and differences between various forms of dance.            3. understands the impact society and history have on choreographic styles and trends.            4. understands the changing role of commercial and artistic forms of dance in American culture.</p> <p><b>Aesthetic and Critical Analysis</b>  <b>Standard 1: The student applies and demonstrates critical and creative thinking skills in dance. (DA.D.1.4)</b>            1. understands that dance is created and revised according to artistic decisions.            2. understands the process of observation and analysis in</p>	<ul style="list-style-type: none"> <li>• Teach younger students or senior citizens how to dance.</li> <li>• Teach ballroom dancing to senior citizens (or have them teach the high school student show to ballroom dance).</li> <li>• Add a dance career day.</li>   <li>• Use dance to reflect on a service-learning project.</li> <li>• Put on a "senior prom" dance for retirees in the community.</li>   <li>• Use a PowerPoint presentation to create a visual timeline of historical events within the realm of dance.</li> <li>• Teach others about dances from other cultures either by going to a community agency or inviting them into the school.</li>   <li>• Organize a multicultural fair at your school to share dances from other cultures with the community.</li>   <li>• Obtain musical selections popular to senior citizens. Learn to play, or find the selected music. Plan monthly dances where students and senior citizens alike learn the dances of the era (1940s, 1950s, etc.). Senior citizens will be encouraged to share the memories they associate with the music.</li>   <li>• Address skills in the preparation, composition, design, and practicing of the activities listed above.</li> </ul>

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<p>developing a critique of a finished work.</p> <p>3. understands issues of ethnicity, gender, socioeconomic class, age and/or physical condition in relation to dance.</p> <p><b>Applications to Life</b></p> <p><b>Standard 1: The student makes connections between dance and healthful living. (D.A.E.1.4)</b></p> <ol style="list-style-type: none"> <li>1. understands and applies healthy lifestyle choices that positively affect dancers.</li> <li>2. understands the challenges that face professional performers in maintaining healthy lifestyles.</li> </ol> <p><b>Standard 2: The student makes connections between dance and other disciplines. (D.A.E.2.4)</b></p> <ol style="list-style-type: none"> <li>1. uses technology to enhance a movement study.</li> <li>2. uses dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events).</li> <li>3. understands how various science disciplines (e.g., anatomy, kinesiology, exercise physiology, and somatics) are applied to dance.</li> <li>4. understands historical and cultural images of the body in dance in comparison to images of the body in contemporary media.</li> </ol>	<ul style="list-style-type: none"> <li>• Engage people with physical disabilities in dance as a way of getting them to learn new ways of coping or expressing themselves.</li> <li>• Create a dance or ballet to teach other students or the community lessons about topical issues, controversies, drug abuse prevention, making healthy choices, or other important topics.</li> <li>• Teach lessons as a part of dance instruction provided to other students, retirees, or others.</li> <li>• Create a dance showing these differences and similarities and perform it to teacher other students or the community.</li> </ul>
<p><b>Music</b></p>	
<p><b>Benchmark</b></p>	<p><b>Service-Learning Activity Ideas</b></p>
<p><b>Skills and Techniques</b></p> <p><b>Standard 1: The student sings, alone and with others, a varied repertoire of music. (M.U.A.1.4)</b></p> <ol style="list-style-type: none"> <li>1. sings accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique.</li> <li>2. uses appropriate vocal styles and techniques of various musical literature (e.g., jazz, Baroque, gospel, and swing).</li> <li>3. uses ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, madrigal).</li> <li>4. performs extended movement sequences and rhythmic patterns.</li> </ol> <p><b>Standard 2: The students performs on instruments, alone and with others, a varied repertoire of music. (M.U.A.2.4)</b></p> <ol style="list-style-type: none"> <li>1. performs on at least one instrument, alone and in groups, with proper playing techniques (e.g., embouchure, posture, or bow control) and attends to melodic phrasing, rhythmic accuracy, and articulation.</li> </ol>	<ul style="list-style-type: none"> <li>• Hold a multicultural music fair highlighting the different cultures being studied. Invite the public to attend.</li> <li>• Teach younger children these musical styles.</li> <li>• Visit nursing homes or hospitals and ask about the songs they like to learn and sing. Share music with senior citizens and have a discussion about it.</li> <li>• Hold a sing along for preschoolers, teaching them popular children’s songs.</li> <li>• Compose rap songs about social or community issues present at a civic event.</li> <li>• Form a community orchestra, band, or chorus with students and community embers performing at community events.</li> <li>• Learn and teacher others how music is used in advertising. Write and record jingles or theme songs for community organizations.</li> <li>• Study music from each decade of the 20<sup>th</sup> and share and discuss it with the elderly. Learn to play, or find someone to play the selected music so that the residents at the senior citizens center can have a sing-along on a regular event</li> </ul>

## High School Linkages to Service Learning The Arts

<p>2. performs music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments).</p> <p>3. performs in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation).</p> <p>4. performs melodic phrases accurately, after hearing only once.</p> <p><b>Standard 3: The students reads and notates music. (MU.A.3.4)</b></p> <p>1. sight reads one's part in a four-part vocal or instrumental score.</p> <p>2. describes how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs).</p> <p>3. writes the notation for a simple harmonic progression performed by someone else.</p> <p><b>Creation and Communication</b></p> <p><b>Standard 1: The student improvises melodies, variations, and accompaniments. (MU.B.1.4)</b></p> <p>1. improvises harmonic accompaniments in pentatonic, major, and minor modes.</p> <p>2. improvises melodies over a given chord progression with appropriate notes and rhythm.</p> <p><b>Standard 2: The student composes and arranges music within specific guidelines. (MU.B.2.4)</b></p> <p>1. uses basic principles to create compositions in distinct styles and in different media to express an idea or feeling.</p> <p>2. arranges familiar music for voices or instruments for a specific event or function.</p> <p><b>Cultural and Historical Connections</b></p> <p><b>Standard 1: The student understands music in relation to culture and history. (MU.C.1.4)</b></p> <p>1. describes and classifies unfamiliar music according to style, period, composer, culture, or performer.</p> <p>2. understands the development of American music (e.g., country, blues, folk, stage or film, and gospel).</p> <p>3. understands the influence of significant composers and performers on musical styles, traditions, and performance practices.</p> <p><b>Aesthetic and Critical Analysis</b></p> <p><b>Standard 1: The student listens to, analyzes, and describes music. (MU.D.1.4)</b></p> <p>1. perceives and remembers significant music events within a composition.</p> <p>2. analyzes music events within a composition using appropriate music principles and technical vocabulary.</p>	<p>basis. The sing-along can be recorded and a copy made for the senior citizens center. Senior citizens will be encouraged to share the memories they associate with the music.</p> <ul style="list-style-type: none"> <li>• Provide free music lessons to children who cannot afford them or who are disabled.</li> <li>• Discuss with senior citizens how popular music reflects social and political views of any given era.</li> <li>• Compare and contrast "War songs" across history with senior citizens.</li> </ul> <ul style="list-style-type: none"> <li>• Teach songs to younger children</li> <li>• Organize a community chorus and perform at fundraisers for local non-profit organizations.</li> <li>• Work with community agencies to write jingles or theme songs.</li> <li>• Create and perform a rap for elementary students that focus on drug and tobacco refusal skills.</li> </ul> <ul style="list-style-type: none"> <li>• Choose and arrange appropriate music, instrumentations and voicing for various activities.</li> </ul> <ul style="list-style-type: none"> <li>• Compose songs, instrumentation, and arrangements to perform to teach other students or the community about issues, history, news, prevention strategies, values, facts, or virtually any other area.</li> </ul> <ul style="list-style-type: none"> <li>• Create musical skits in which students assume roles of composers or performers, tell about their music, and then perform it.</li> <li>• Have students teach music history and lessons to younger students, highlighting different styles, traditions, performers, and composers and making comparisons among them.</li> </ul> <ul style="list-style-type: none"> <li>• These skills will be utilized and practiced in designing and implementing the above activities.</li> </ul>
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## High School Linkages to Service Learning The Arts

<p>3. understands the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.</p> <p><b>Standard 2: The student evaluates music and music performance. (MU.D.2.4)</b></p> <p>1. establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance.</p> <p>2. understands the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.</p> <p><b>Applications to Life</b></p> <p><b>Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts. (MU.E.1.4)</b></p> <p>1. understands how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects.</p> <p>2. understands how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.</p> <p><b>Standard 2: The student understands the relationship between music and the world beyond the school setting. (MU.E.2.4)</b></p> <p>1. knows characteristics that make music suitable for specific occasions and purposes and responds appropriately within various musical settings.</p> <p>2. uses informed consumer choices concerning music based on personal criteria (e.g., rationalizes and defends musical preferences).</p> <p>3. knows the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.</p>	<ul style="list-style-type: none"> <li>• Uses rubrics, schedules checklists and journals to plan and evaluate performance with music service project.</li> <li>• Apply knowledge gained from listening to and evaluating another group's performance to improve one's own performance.</li>   <li>• Utilize and practice skills above in designing and implementing the above activities.</li>   <li>• Teach others how music reflects the life and times (politics, economics) of various ages and cultures of the community.</li> <li>• Perform music specifically designed for special occasions (patriotic, holiday, personal).</li> <li>• Demonstrate to/teach others how music is used as a tool in advertising.</li> <li>• Service activities will directly make links between music and world beyond the school.</li> </ul>
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<b>Theatre</b>	
<b>Benchmark</b>	<b>Service-Learning Activity Ideas</b>
<p><b>Skills and Techniques</b></p> <p><b>Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions. (TH.A.1.4)</b></p> <p>1. uses classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.</p> <p><b>Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions. (TH.A.2.4)</b></p> <p>1. uses unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theatre, film, television, and electronic media).</p>	<ul style="list-style-type: none"> <li>• Conduct an interactive performance activity with the seniors. Have the drama students teach techniques to the elderly and help them create a production on positive messages about today's youth.</li>   <li>• Create short videos about character education and present them to your school.</li> </ul>

## High School Linkages to Service Learning The Arts

<p><b>Standard 3: The student designs, conceptualizes, and interprets formal and informal productions. (TH.A.3.4)</b></p> <ol style="list-style-type: none"> <li>1. uses scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text.</li> <li>2. understands the technical (physical and chemical) aspects of theatre production to safely create properties, sound, costumes, and makeup.</li> <li>3. designs, implements, and integrates all sound effects into the production concept.</li> <li>4. understands all technical elements used to influence the meaning of the drama.</li> </ol> <p><b>Creation and Communication</b></p> <p><b>Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences. (TH.B.1.4)</b></p> <ol style="list-style-type: none"> <li>1. understands how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.</li> </ol> <p><b>Cultural and Historical Connections</b></p> <p><b>Standard 1: The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present. (TH.C.1.4)</b></p> <ol style="list-style-type: none"> <li>1. understands cultural and historical influences on dramatic forms (e.g., theatre, film, and television).</li> <li>2. understands how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.</li> </ol> <p><b>Aesthetic and Critical Analysis</b></p> <p><b>Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media. (TH.D.1.4)</b></p> <ol style="list-style-type: none"> <li>1. compares the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product.</li> <li>2. understands allegoric and symbolic references in plays.</li> <li>3. understands theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).</li> </ol> <p><b>Applications to Life</b></p> <p><b>Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life. (TH.E.1.4)</b></p> <ol style="list-style-type: none"> <li>1. understands how to use various arts media to enhance communication in theatrical productions.</li> <li>2. understands the reasons for personal and audience reactions to theatre from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh).</li> </ol>	<ul style="list-style-type: none"> <li>• Collaborate with the shop and/or architecture class to create a safe set design prior to working on a service-learning play.</li> <li>• Invite theatrical professionals to share their expertise as part of preparation in a service-learning play.</li>   <li>• Work with a local community theatre troupe to design/act a play consulting with the playwright periodically.</li>   <li>• Study the influence of the plague on the theatre during Shakespeare's day as preparation for the "Shakespeare In the Park" festival.</li>   <li>• Compare and contrast Romeo and Juliet to West Side Story as preparation for creating a play on gang violence.</li> <li>• Product skits to dramatize service-learning experiences as a form of reflection.</li> <li>• Review current advertising campaigns and/or political propaganda to find symbolic representation of current issues. Create a website analyzing these political issues.</li>   <li>• Create, script, and perform scenarios in conjunction with social skills curriculum, peaceful conflict resolution, and goal setting after training with theatre specialists.</li> </ul>
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## High School Linkages to Service Learning The Arts

<p>3. understands the pertinent skills necessary to pursue theatre careers and avocational opportunities in theatre (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing).</p> <p>4. understands the necessity of goal-setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production.</p> <p>5. recognizes the significant works and major contributions of major playwrights, performers, de-signers, directors, and producers in American theatre.</p>	<ul style="list-style-type: none"> <li>• Stage vaudeville performances for/with the elderly.</li> <li>• Collaborate with the business class to publicize and market upcoming production about conflict resolution.</li> <li>• Teach performing arts to younger children and people with disabilities.</li> <li>• Compose one-act plays in which senior citizens and students act together, reversing roles as a strategy for intergenerational understanding.</li> <li>• Develop an interactive performance where young children learn about environmental issues and present it to local elementary school children.</li> <li>• Create puppets and make a puppet stage. Prepare and perform a puppet show on nutrition or health issues (anti-tobacco, anti-drug) for kindergarten and/or first-grade students.</li> </ul>
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### Visual Arts

#### Benchmark

#### Skills and Techniques

**Standard 1: The student understands and applies media, techniques, and processes. (VA.A.1.4)**

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination.
2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner.
3. knows how the elements of art and the principles of design can be used to solve specific art problems.
4. uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.

#### Creation and Communication

**Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts. (VA.B.1.4)**

1. applies various subjects, symbols, and ideas in works of art.
2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes.
3. understands some of the implications of intentions and purposes in particular works of art.
4. knows how the elements of art and the principles of design can be used and solves specific visual art problems at a proficient level.

#### Cultural and Historical Connections

**Standard 1: The student understands the visual arts in relation to history and culture. (VA.C.1.4)**

1. understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art.

#### Service-Learning Activity Ideas

- Teach art lessons to other students.
  - Create displays for school hallways on curricular themes.
  - Create screen savers for school network.
  - Create web pages for non-profit organizations and government offices.
  - Make personalized artwork for senior citizens.
  - Conduct a project for local art gallery based on their current needs.
  - Do a visual presentation for the entire school, which highlights all the cultures and periods being studied.
  - Create a photo exhibit about your community. Display at a local library, courthouse, or other highly visible area.
- 
- Do art projects with children or senior citizens using these media and techniques.
  - Create a children's garden, with interactive activities and garden sculptures (gardens and playground areas).
  - Create original ceramic items, market, and sell to the public and donate the proceeds to a local charity.
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- Create a community mural about shared values, community history, celebrating the community's diversity, or community heroes.



## High School Linkages to Service Learning

### The Arts

<p>2. understands how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.</p>	<ul style="list-style-type: none"> <li>• Create an artistic and audio display of the various cultures represented in the local area and place at a public library, community museum, public gallery or civic auditorium.</li> <li>• Paint over graffiti walls to create a community mural dealing with community, environmental, or social issues.</li> <li>• Provide artwork to beautify hospitals, community centers, handicapped centers, and retirement homes.</li> <li>• Make decorations for holiday celebrations for younger children, the homeless, or the elderly.</li> <li>• Use collaborative art projects to facilitate service learning among groups of different ages and cultures.</li> <li>• Make Halloween costumes for preschoolers at a local Head Start nursery.</li> <li>• Photograph children of poor families and make albums to give to the children's parents.</li> <li>• Make and collect holiday gifts for homeless children to be presented at a holiday celebration for the children.</li> <li>• Teach art lessons to children, the elderly or the disabled.</li> <li>• Photograph and frame activities between students and the elderly, youth, disabled, etc and place these framed pictures around the nursing home, shelter or schools.</li> </ul>
<p><b>Aesthetic and Critical Analysis</b></p> <p><b>Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art. (VA.D.1.4)</b></p> <ol style="list-style-type: none"> <li>1. understands and determines the differences between the artist's intent and public interpretation through valuative criteria and judgment.</li> <li>2. understands critical and aesthetic statements in terms of historical reference while researching works of art.</li> <li>3. knows the difference between the intentions of artists in the creation of original works and the intentions of those who appropriate and parody those works.</li> </ol>	
<p><b>Applications to Life</b></p> <p><b>Standard 1: The student makes connections between the visual arts, other disciplines, and the real world. (VA.E.1.4)</b></p> <ol style="list-style-type: none"> <li>1. knows and participates in community-based art experiences as an artist or observer.</li> <li>2. understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life.</li> <li>3. knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.</li> </ol>	<ul style="list-style-type: none"> <li>• Use rubrics, checklists and journals to plan and evaluate artwork prepared for a service project.</li> <li>• Apply knowledge of art forms and styles to improve one's own artwork.</li> <li>• Study art appreciation in preparation for becoming a docent at a local art gallery.</li> <li>• Participate in the planning and implementation of a community art exhibit of student work.</li> </ul>

## High School Linkages to Service Learning Foreign Language

<b>A. Communication</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student engages in conversation, expresses feelings and emotions, and exchanges opinions. (FL.A.1.4)</b>            1. interacts in the target language in a number of true-life situations chosen from a variety of contexts (e.g., asking for information).            2. rephrases and uses indirect expressions to communicate message in the target language.</p> <p><b>Standard 2: The student understands and interprets written and spoken language on a variety of topics. (FL.A.2.4)</b>            1. obtains and processes information in spoken or written form on topics of academic, cultural, and historical interest, near the level of an educated native speaker of the language.            2. understands the main ideas and significant details of extended discussions, presentations, and feature programs on radio and television, in movies, and in other forms of media designed for use by native speakers.            3. reads authentic written materials and analyzes them orally or in writing (e.g., describes characters, plot, personal reactions, and feelings).            4. understands various aspects of and relationships between the arts, music, literature, history, politics, or economics as presented through a film or book produced by the target culture.</p> <p><b>Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (FL.A.3.4)</b>            1. effectively communicates orally in the target language regarding a past, present, or future event.            2. communicates in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).</p>	<ul style="list-style-type: none"> <li>• Use the “welcome Wagon” theme and give a welcome basket of goods and information (in English and the student’s native language) to students for whom English is a second language. (basket contains map, some supplies, planner, letter and school rules in native language).</li> <li>• Tutor students in a foreign language.</li> <li>• Translate museum signs into Spanish and lead tours for children.</li> <li>• Provide translations of consumer information to people in the community who did not know English. Put info on the Internet as a resource.</li> <li>• Translate local field guides to parks and recreation into Spanish.</li> <li>• Organize a cultural fair.</li>   <li>• Help immigrants to get various community services and help with tasks such as getting a phone, bus schedule, or filing immigration papers.</li> <li>• Help immigrants prepare for the citizenship exam.</li>   <li>• Become a phone pal (language pal) or E-mail Pal to non-English speakers to help them practice their skills.</li> <li>• Collect oral histories of recent immigrants, and create a book for each immigrant and/or a skit to perform for other classes.</li> </ul>

## High School Linkages to Service Learning Foreign Language

<b>B. Culture</b>	
Benchmark	Service Learning Performance Task
<p>Standard 1: The student demonstrates an understanding of the relationship between the perspectives and products of culture studied and uses this knowledge to recognize cultural practices. (FL.B.1.4)</p> <ol style="list-style-type: none"> <li>1. interacts in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication.</li> <li>2. identifies and discusses various patterns of behavior or interaction and the values and mind sets typical of youth in the target culture.</li> <li>3. identifies and discusses various aspects of the target culture (e.g., social and political institutions and laws).</li> <li>4. identifies and discusses artistic expressions and forms of the target culture (e.g., books, periodicals, videos, commercials, music, dance, design, and art).</li> <li>5. identifies and discusses target-language writers and their works and assesses their influence not only on the products of his or her own culture, but also on other world cultures.</li> </ol>	<ul style="list-style-type: none"> <li>• Organize a target language author book fair or book club.</li> <li>• Provide a welcome newsletter in target language to ESOL students regarding differences and similarities' in teenagers' lives. Distribute monthly.</li> </ul>
<b>C. Connections</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.4)</b></p> <ol style="list-style-type: none"> <li>1. conducts research on a topic of interest from an academic discipline (e.g., an event, a historical figure, or a scientific concept) using a variety of target language sources (e.g., print, audio, and CD-ROM).</li> </ol> <p><b>Standard 2: The student acquires information and perspectives that are available only through the foreign language and within the target culture. (FL.C.2.4)</b></p> <ol style="list-style-type: none"> <li>1. uses research information as a basis for expressing opinions that reflect knowledge of the target culture.</li> <li>2. uses a concept or skill learned in the foreign language class to communicate information to students in other content-area classes.</li> <li>3. uses target-language skills to obtain information and perspectives from speakers of the target language.</li> <li>4. uses target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest.</li> <li>5. uses the target language to access, process, and discuss information that is only available through the target language or</li> </ol>	<ul style="list-style-type: none"> <li>• Partner with science classes to research and present famous French scientists during National French Week.</li> </ul>

## High School Linkages to Service Learning Foreign Language

<p>within the target culture (e.g., by using technology such as databases and CD-ROM produced in the target language or consulting target-language sources to gain information on a topic of personal, community, or global concern).</p>	
<b>D. Comparisons</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture. (FL.D.1.4)</b></p> <ol style="list-style-type: none"> <li>1. knows elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language.</li> <li>2. understands and applies the target-language pronunciation, intonation, stress patterns, and writing conventions in a variety of contexts.</li> <li>3. recognizes how languages differ in the way they can be used to communicate similar ideas (e.g., through oral, written, or artistic expression).</li> </ol> <p><b>Standard 2: The student recognizes that cultures have different pat-terns of interaction and applies this knowledge to his or her own culture. (FL.D.2.4)</b></p> <ol style="list-style-type: none"> <li>1. uses the target language to discuss how aspects of the target culture are reflected in his or her own culture.</li> <li>2. recognizes different world views as presented in the media (e.g., TV, newspapers, and radio).</li> <li>3. demonstrates knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/or literature.</li> <li>4. recognizes the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.</li> </ol>	<ul style="list-style-type: none"> <li>• Create a cross age tutoring program in which the high school students travel to and teach elementary students basic conversation in French.</li> </ul>
<b>E. Experiences</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student uses the language within and beyond the school setting. (FL.E.1.4)</b></p> <ol style="list-style-type: none"> <li>1. understands that knowing more than one language allows people to function effectively in multilingual communities.</li> <li>2. knows the benefits that being able to communicate in more than one language can have on one's career.</li> </ol>	<ul style="list-style-type: none"> <li>• Volunteer at local hospital emergency rooms to translate for injured people who may need communication help.</li> <li>• Create a French cookbook of student recipes (tested in the classroom, of course) to auction at a public event. Proceeds may go to the charity of choice in the community.</li> </ul>

## High School Linkages to Service Learning Health/Physical Education

**Service learning activities relate to projects involving health, nutrition and fitness issues as well as intergenerational, prevention, exercise, disease, wellness, conflict resolution and life choices.**

### Health

Benchmark	Service Learning Performance Task
<p><b>Health Literacy</b>  <b>Standard 1: The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.4)</b>            1. understands the impact of personal health behaviors on body systems.            2. understands the potential impact of common risk behaviors on the quality of life.            3. understands the relationships among physical, mental, emotional, and social health throughout adulthood.            4. understands how the environmental conditions of the community influence the health of individuals.            5. knows how the social environment influences the health of the community.            6. knows how to delay the onset of and reduce the risk for potential health problems during adult-hood.            7. understands how public health policies and government regulations influence health conditions.            8. knows how the prevention and control of health problems are influenced by research and medical advances.            9. understands how nutrient and energy needs vary in relation to gender, activity level, and stage of life.</p> <p><b>Standard 2: The student knows how to access valid health information and health-promoting products and services. (HE.A.2.4)</b>            1. understands potential controversy regarding the validity of health information, products, and services.            2. knows resources from home, school, and community that</p>	<ul style="list-style-type: none"> <li>• Create an exhibit that focuses on lifestyles that promote healthy family living; display the exhibit in the community.</li> <li>• Mentor middle school students about the risks of being sexually active.</li> <li>• Mentor and interview senior citizens. Share experiences related to physical, mental, emotional and social health from childhood to adulthood</li> <li>• Collaborate with elementary students to write goals that practice personal health habits and track daily progress. Share goals on a regular basis as pen pals.</li> <li>• Analyze an environmental health problem in your community. Partner with environmental organizations to raise awareness of this problem in your community through presentations (Power points, videos, skits, books, etc.) at school, community events, or retirement</li> <li>• Collaborate with middle a/or elementary students to paint a health/fitness mural in the community.</li> <li>• Do an educational campaign for peers on HIV/AIDS/STD's or develop an AIDS fair for the community.</li> <li>• After researching a health problem, write persuasive letters and send to newspapers, legislators, companies, etc. as advocacy campaigns.</li> <li>• Make posters, skits, or puppet shows on health problems that result from poor long-term health choices (smoking =heart disease, etc.) Use the posters, etc. to teach younger children.</li> <li>• Research medical advances. Match the medical advance with a disease. As pen pals, write to children in the hospital with those types of diseases to give them hope for controlling their disease (diabetes, asthma, etc.)</li> <li>• Research how nutrient and energy needs vary in relation to gender, activity, level, and stage of life. Create "labs" or experiments, games, or videos to teach younger children.</li> <li>• Study nutritional needs and eating habits of various groups (age, income) and provide workshop and brochures at schools, churches, and community centers to educate the public.</li>   <li>• Research certain types of health information, products, and services by cutting out magazine advertisements or recording commercials. Discuss the validity and influential factors involved with personal selection of a product or</li> </ul>

## High School Linkages to Service Learning Health/Physical Education

provide valid health information.

3. knows how to evaluate factors that influence personal selection of health products and services.
4. knows how to access school and community health services for self and others.
5. knows how to analyze the cost and accessibility of health-care services.
6. knows how to analyze situations requiring professional health services.

### Responsible Health Behavior

**Standard 1: The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.4)**

1. understands the role of individual responsibility regarding personal risk behaviors.
2. knows strategies for health enhancement and risk reduction.
3. knows strategies for managing stress.
4. knows strategies for improving or maintaining personal, family, and community health.
5. knows injury-prevention and injury-management strategies for personal, family, and community health.

**Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.4)**

1. understands the impact of technology on personal, family, and community health.
2. understands the role of governmental agencies in regulating advertising claims related to health.
3. knows how information from peers, family, and the

service. Recreate the advertisements with accurate information for younger children, senior citizens, etc.

- Create posters, pamphlets, videos, puppet shows, etc. that demonstrates the accessibility and cost of health resources within your community. Teach younger children, senior citizens, etc.
  - Work with elementary students to create bookmarks with health resources.
  - Perform skits for younger children, seniors, etc. that demonstrate the comparison of health situations that require professional health services with health situations that do not require professional health services.
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- Write daily PA announcement with health tips
  - Teach senior citizens, elementary and preschool students the importance of wearing a seat belt.
  - Teach nutrition lessons to senior citizens or elementary students. Show them how to prepare healthy snacks.
  - Make a recipe book of healthy snacks and distribute to community members at a health fair.
  - Create coloring books that illustrate health enhancement and risk reduction. Use to teach younger children.
  - Design health and nutrition posters for senior citizen centers, child-care centers, nursing homes, and school cafeterias.
  - Study household hazard waste and teach others less harmful substitutes through demonstrations.
  - Research ways to reduce stress. Teach these techniques to peers or younger students.
  - As a strategy to reduce stress, work with animals in shelters to make them more receptive to people and more likely to be adopted (human-animal bond).
  - Graph the use of tobacco, drugs, or alcohol over the last 50 years. Share the results while conducting an anti-use campaign with younger students.
  - Do safety inspections at school and report your findings to the Principal.
  - Teach children how to prevent common household accidents through skits, puppet shows, videos, or books.
  - Teach senior citizens safety tips to reduce occurrence of thefts.
  - Conduct a campaign about how the 911 emergency system works to help the community. Teach peers or elementary students how and when to use it.
- 
- Research how governmental agencies that regulate advertising claims related to health is connected to technological impacts on personal, family and community health. Create pamphlets, brochures, videos, power points, etc. to teach younger children, parents, and/or senior

## High School Linkages to Service Learning Health/Physical Education

<p>community influences personal health. 4. knows how ethnic and cultural diversity both en-rich and challenge healthy living.</p> <p><b>Standard 3: The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.4)</b></p> <ol style="list-style-type: none"> <li>1. understands the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch).</li> <li>2. knows techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence).</li> <li>3. knows positive strategies for expressing needs, wants, and feelings.</li> <li>4. knows skills for communicating effectively with family, friends, and others.</li> <li>5. knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).</li> <li>6. understands the possible causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict resolution skills and peer mediation).</li> <li>7. knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).</li> <li>8. understands various ways in which different families handle grief (e.g., in terms of cultural differences).</li> </ol> <p><b>Advocate and Promote Healthy Living</b> <b>Standard 1: The student knows how to use goal-setting and decision-making skills which enhance health. (HE.C.1.4)</b></p> <ol style="list-style-type: none"> <li>1. knows various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system).</li> <li>2. knows the health concerns that require collaborative decision making (e.g., community violence and water pollution).</li> </ol>	<p>citizens.</p> <ul style="list-style-type: none"> <li>• Develop and present interactive skits, videos, power points, or puppet shows that demonstrate how information from peers, family and community influences personal health. Perform or present to younger students, seniors, or health related community organizations.</li> <li>• Have a community “Cultural Dinner” with students making and serving different dishes from different cultures. Presentations will be given on how different cultural backgrounds impact health practices. Community members will pay to sample the different dishes. Funds will be raised to benefit non-profit organizations that work with minority families.</li> </ul> <ul style="list-style-type: none"> <li>• Develop and present interactive skits or puppet shows to peers or younger children on conflict resolution strategies, coping skills, and assertiveness in situations that involve peer pressure such as drugs, violence &amp; other types of refusal skills, stress management, and injury prevention and management strategies.</li> <li>• Research and teach peer mediation skills as an alternative to students with an office referral, set up a system at your school or in your community for mediating interpersonal conflicts between students Write and illustrate books that illustrate how to evade or avoid dangerous situations.</li> <li>• Create coloring books on different cultures to teach tolerance to younger students.</li> <li>• Teach/mentor, using puppets, with younger students how families from different cultures handle grief.</li> <li>• Research successful peer mediation programs in the country. Write a peer mediation curriculum that gives students a choice between administrative discipline referral and peer mediation with a behavioral contract of agreement.</li> <li>• Teach peer mediation to younger students and help establish a junior and/or elementary peer mediation program at feeder schools.</li> <li>• Develop coloring books for evading and avoiding dangerous situations. Use coloring books to teach younger students.</li> <li>• Research how different cultures handle grief (i.e., interview seniors of different races). Create puppet shows to teach younger students and power points to teach adults (seniors, teacher/parent organizations).</li> </ul> <ul style="list-style-type: none"> <li>• Survey, by grade, areas in which students feel the most pressure to conform. Graph the results and share with the entire school.</li> <li>• Identify and research social problems and then volunteer at homeless shelters, soup kitchens, health clinics, violence</li> </ul>
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## High School Linkages to Service Learning Health/Physical Education

3. knows methods for predicting immediate and long-term impact of health decisions on the individuals who make them.
4. knows how to implement a plan for attaining personal health goals for the school year and knows methods for evaluating progress.
5. knows how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs.
6. knows various strategies when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).

**Standard 2: The student knows how to advocate for personal, family, and community health. (HE.C.2.4)**

1. knows oral, written, audio, and visual communication methods to accurately express health messages (e.g., through an audiovisual public service announcement).
2. knows methods for effectively expressing feelings and opinions on health issues.
3. knows strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on health issues.
4. knows positive ways to influence others to make positive choices.
5. knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers).
6. knows effective techniques for supporting community, state, and federal agencies that advocate healthier communities.

shelters, environmental organizations, etc. Create a power point or video of collective experiences and share with seniors, younger students, teachers, community organizations, etc.

- Create, script and perform scenarios related to immediate and long term effects of tobacco and drug use, sexual activity, and peer pressure after working with theatre specialists.
  - Collaborate with elementary students to write goals that practice personal health habits and track daily progress. Share goals once a week as pen pals. Chart your successes and failures and note key reasons for success and failure. Hold an “awareness of health habits” night for parents and share your results.
  - Assemble first aid kits and distribute to homeless shelters, housing projects, or other community agencies. Teach other students what items should be in first aid kits.
  - Study simple first aid techniques and demonstrate to younger children
  - Teach peers about common eating disorders and how to avoid them.
  - Develop a plan and work with children to improve their self-esteem.
  - Conduct anti-smoking, -alcohol, or -drug campaigns throughout your school through skits, announcements, brochures, etc.
  - Create puppets and make a puppet stage. Prepare and perform a puppet show on nutrition for kindergarten and/or first-grade students.
  - Organize a homebound senior citizen assistance program. Call homebound senior citizens daily to check on their well-being and to talk with the senior citizens who often have little contact with the outside world.
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- Research commercials about health messages. Create commercials with positive health messages (in place of false messages). Videotape the commercials and show on the school TV Productions class. Write the health messages and publish in the school newspaper. Use pictures to demonstrate positive health messages in the yearbook.
  - Create a health message mural in the community.
  - Develop awareness activities (videos, brochures, presentations) for health related conditions such as diabetes, heart disease, sickle cell anemia home safety, child safety (bike helmet, water safety, seat belt), etc.
  - Create a smoking awareness survey, analyze statistics and produce a videotape on how prevalent smoking is on your school campus. Develop strategies to reduce the number of students and teachers who smoke.
  - Research, write curriculum and create a smoking cessation class.



## High School Linkages to Service Learning Health/Physical Education

	<ul style="list-style-type: none"> <li>• Provide patient care, pet care and companionship to nursing home residents, elderly homebound and adult who are developmentally disabled.</li> <li>• Conduct an AIDS awareness fair.</li> <li>• Petition and conduct awareness campaign against tobacco and alcohol sales to minors, rave clubs, drunk driving, etc.</li> <li>• Develop educational materials on good dietary habits for pregnant women and distribute to clinics.</li> <li>• Learn about community health issues and then help in blood drives, immunization drives and health screenings.</li> <li>• Study first aide techniques and then demonstrate them to elementary school aged children.</li> <li>• Create a mock accident to practice first aide techniques.</li> <li>• Study and teach basic home emergency skills (fire/smoke alarm, etc.) to elementary students.</li> <li>• Organize a blood drive for parents.</li> <li>• In pet therapy, train with animals to take them to nursing homes and hospitals to meet the needs of the elderly and sick people.</li> </ul>
<b>Physical Education</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Physical Education Literacy</b>  <b>Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity. (PE.A.1.4)</b>  1. demonstrates competency or proficiency in self-selected activities.</p> <p><b>Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills. (PE.A.2.4)</b>  1. understands how the laws of motion apply to the acquisition and improvement of skills.  2. knows how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities.  3. knows how to evaluate one's own skilled performances.</p> <p><b>Standard 3: The student analyzes the benefits of regular participation in physical activity. (PE.A.3.4)</b>  1. knows that physical activity reduces certain health risk factors.</p>	<ul style="list-style-type: none"> <li>• Develop and teach appropriate exercise or dance routines to elementary students or senior citizens.</li> <li>• Develop and conduct sports clinics for various groups (Pop Warner football, junior cheerleading, etc.).</li> <li>• Teach/coach younger students in a range of sports.</li>   <li>• Develop exercise routines based on the laws of motion. Chart improvement of motor skills throughout the year. Collect and consolidate data and compare to other exercise routines. Use results to improve routines and share with health organizations, parent/teacher organization, and/or health department.</li> <li>• Design and construct an exercise and fitness trail for the community. Observe and analyze community participants on mechanical principals.</li> <li>• Create rubrics for physical activity skills and use to teach younger students or senior citizens</li>   <li>• Teach younger students about the importance of diet and exercise and how physical exercise can reduce certain health risk factors. Develop and teach age appropriate</li> </ul>

## High School Linkages to Service Learning Health/Physical Education

2. knows how regular physical activity can relieve the stress of everyday life.
3. identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and exercise habits.
4. knows the role of physical activity in the prevention of disease and the reduction of health-care costs.
5. evaluates the effectiveness and use of community resources related to fitness.
6. understands the importance of making a commitment to physical activity as an important part of one's lifestyle.
7. understands the utilization of fats, proteins, and carbohydrates as related to physical activity.

### Responsible Physical Activity Behaviors

#### Standard 1: The student achieves and maintains a health-enhancing level of physical fitness. (PE.B.1.4)

1. knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle.
2. knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs.
3. uses technology to assess, enhance, and maintain fitness and skills.
4. maintains and improves motor skills and knowledge necessary for participation in beneficial physical activity.
5. knows how to make changes in an individual wellness plan as lifestyle changes occur.
6. knows the correlation between obesity, high blood pressure, and increased physical activity.

#### Standard 2: The student demonstrates responsible personal and social behavior in physical activity. (PE.B.2.4)

1. knows risks and safety factors that may affect physical activity throughout life.
2. knows various ways in which conflict can be re-solved appropriately in game settings.
3. demonstrates responsible behavior while playing sports (e.g., respecting opponents and officials, controlling emotions, and accepting victory and defeat).
4. assumes an active leader role, a supportive follower role, and a passive follower role as appropriate.
5. understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family

exercises.

- Visit a local retirement center. Invite senior citizens to come into school for shuffleboard, ping-pong, croquet, or other age appropriate sports activities.
  - Organize an exercise class before or after school for peers.
  - Research the role of physical activity in the prevention of disease and the reduction of health-care cost. Create posters, charts, and power points. Present to community organizations, seniors and younger students.
  - Create brochures on community resources related to fitness. Organize a community health fair and distribute at various school health exhibits.
  - Create an exhibit that focuses on lifestyles that promote healthy family living; display the exhibit in the community.
  - High school students conduct science labs for elementary students that relate physical activity to fats, proteins, and carbohydrates.
- 
- Teach and lead an exercise class for senior citizens or other groups within the school and community. Students assess and monitor cardiovascular fitness, muscular strength and endurance, flexibility, and body composition.
  - Research fitness games and sports via the Internet. Develop a new game or sport and teach it to children.
  - Organize a Special Olympics for your school or community officiate, and award the medals.
  - Organize sporting events for elementary or middle school students.
  - Choreograph and videotape an aerobic dance routine. Teach this dance to others.
  - Collaborate with a local theatre group. Create a multigenerational play communicating the value of lifetime fitness and demonstrating that obesity, and high blood pressure are linked to stress and sedentary lifestyles. Invite parents, teachers, administrators and community members. Present the play at a community theatre and sell tickets to raise funds for the American Heart Association.
- 
- Create a monthly visual display or community bulletin board on the lifetime benefits of regular exercise. For example one month would feature safety factors that may affect physical activity throughout life.
  - Develop posters on exercise safety for senior adults. These will be placed in a local recreation facility or senior center.
  - Make a video of spectators at a sporting event. Show this video to peers or younger students and discuss appropriate and inappropriate behaviors observed.
  - Conduct a citywide fitness walk-run- or bike-a-thon to raise money for the American Heart Association, Diabetes

## High School Linkages to Service Learning Health/Physical Education

and workplace.

### **Advocate and Promote Physically Active Lifestyles**

**Standard 1: The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people. (PE.C.1.4)**

1. understands the influence of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation.
2. knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities).
3. knows the value of sport and physical activity in understanding different cultures.

**Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. (PE.C.2.4)**

1. identifies personal feelings resulting from participation in physical activity.
2. participates in games, sports, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.
3. knows the ways in which personal characteristics, performance styles, and activity preferences will change over the course of one's life.

Foundation, mental health organization, etc.

- Research how age, gender, race, ethnicity, socioeconomic standing and culture influence choices of physical activity. Present power points, skits, puppet shows etc. to appropriate audiences.
- Organize a Special Olympics Day for physically challenged students. Officiate and award medals.
- Organize a community "Cultural Field Day" with students creating and performing cultural dances, developing and presenting activities and sports from different cultures.
- Research, and then create FCAT-like word problems, puzzles, or writing prompts related to the benefits of health.
  
- Collaborate with elementary students to write goals that practice personal fitness and track daily progress. Share goals once a week as pen pals. Chart your successes and failures and note key reasons for success and failure. Hold an "awareness of fitness habits" night for parents and share your results.
- Lead summer exercise classes at senior centers. Conduct a Senior Sports Fest event.
- Organize a summer fitness camp for young children.
- Conduct surveys and interviews with different age groups about how activity preferences change over the course of one's life. Compare the age group results and present to younger students, peers, and seniors.

## High School Linkages to Service Learning Language Arts

A. Reading	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses the reading process effectively. (L.A.A.1.4)</b></p> <p>1. selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.</p> <p>2. selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.</p> <p>3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.</p> <p>4. applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.</p>	<ul style="list-style-type: none"> <li>• Tutor young students who need to improve reading skills.</li> <li>• Use a variety of graphic organizers to plan a service-learning project.</li> <li>• Learn and use technical vocabulary when conducting a service-learning project.</li> <li>• Create a high school reading and writing resource center to assist students in language arts assignments.</li> <li>• Create a variety of vocabulary games for younger students.</li> <li>• Open a trading library stocked with used paperbacks where students can bring a paperback they finished to trade for one they haven't read.</li> <li>• Create a children's reading corner in a homeless shelter.</li> <li>• Start an after school reading program where advanced students help lower achieving students with basic reading skills.</li> <li>• Implement a Reading Buddies program where lower achieving students from middle or high schools come to tutor lower achieving elementary students once a week.</li> <li>• Make an adult literacy center where parents who are second language English speakers can take English lessons and work with their children on English skills.</li> <li>• Schedule regular times when students can read to elementary or preschool children. Follow this with a discussion of the story read.</li> <li>• Collect books and donate them to needy children with information on the importance of reading.</li> <li>• Organize a library in a low-income neighborhood, at a migrant farm.</li> <li>• Read children's books on tape for visually impaired children in your school/district.</li> <li>• Make children's books for new mothers. Send them with information on the importance of reading to children along with a list of suggested titles/authors.</li> <li>• Make bookmarks with positive messages about reading and distribute them to elementary schools.</li> <li>• Record favorite children's books and donate tapes to day-care centers</li> <li>• Check out books from members of the community who are not mobile enough to go themselves.</li> <li>• Develop a story hour at the local library and read stories to children.</li> <li>• Read to the blind or to seniors.</li> </ul>

## High School Linkages to Service Learning Language Arts

### **Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.4)**

1. determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.
2. determines the author's purpose and point of view
3. describes and evaluates personal preferences regarding fiction and nonfiction.
4. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
5. identifies devices of persuasion and methods of appeal and their effectiveness.
6. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
7. analyzes the validity and reliability of primary source information and uses the information appropriately.
8. synthesizes information from multiple sources to draw conclusions.

- Read magazines, newsletters, or other information about environmental issues facing your community. Organize a project based on the current needs of problems.
- Read newspaper articles about current events in your hometown. Plan projects based on needs of community agencies that you read about, or to help an agency or family who is in need of services (i.e., victims of fire, racially motivated crimes, etc.).
- Read articles about youth doing service. Organize and conduct a project based on what you have read.
- Read about local heroes in your community. Develop a book about them and distribute to the Chamber of Commerce or Welcome Wagon.
- Read newspapers or magazines for senior citizens with vision problems.
- Read information about your community. Write a brief history from a teen's point of view. Share with the Chamber of Commerce.
- Teach younger students how to distinguish between fact and opinion, particularly in advertisements aimed at children and then write a student's guide to advertising.
- Make a collage of propaganda techniques from printed ads found in newspapers, magazines, etc.
- Create a word bank of terms and concepts relevant to service learning and the specific service project.
- Gather facts and opinions from various sources to determine which community issues can best be addressed through a service-learning project.
- Using the techniques from the attached codes, develop a persuasive reading advocating for the solution to an identified community need. What code?
- Use information systems such as graphs, almanacs, government publications, microfiche, new sources, videotapes, artifacts, and public telephone information services to gather information for a project.
- Keep a log of an annotated bibliography of articles to validate information on a community issue or need.
- Examine technical reports on the same topic, identifies methods used in these reports to explain and clarify main idea, and discuss which report is most effective and why.
- Present an analysis of stereotyping, bias, propaganda, and contrasting points of view in material read on service learning topic.
- Maintain a portfolio to assess individual growth during a service project.
- Select articles written with various points of view on a topic and describe the details used to persuade reader.
- Use information systems such as graphs, almanacs, governmental publications, videotapes, artifacts, public documents and telephone interviews to gather information about a project.
- Select historical documents, and gather information from a

## High School Linkages to Service Learning Language Arts

	<p>variety of other sources that validate or reject the statements made in the document for use in a project.</p> <ul style="list-style-type: none"> <li>• Gather, interpret, and evaluate information from reading, electronic sources, observations, surveys, and interviews and prepares a multimedia presentation on a community or environmental issue.</li> <li>• Help senior citizens understand manuals for household items.</li> <li>• Use recipes to make nutritious snacks for reading buddies.</li> <li>• Evaluate clarity of commonly used forms and instructions used by community service agencies. Results can be used to develop a "Writing for the Community" service-learning project.</li> <li>• Learn how to select and evaluate children's books and apply this knowledge to reading to children and writing children's books.</li> </ul>
<p><b>B. Writing</b></p>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Standard 1: The student uses writing processes effectively. (L.A.B.1.4)</b></p> <p>1. selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.</p> <p>2. drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation, and spelling.</p> <p>3. produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.</p>	<ul style="list-style-type: none"> <li>• Maintain a portfolio as an assessment and reflection tool that shows progress in the various drafts of specific pieces of writing.</li> <li>• Develop a class instructional portfolio handbook made up of Letters to the Reviewer, to showcase student's growth as writers and to illustrate examples of reflective writing to new students.</li> <li>• Present a writing workshop to young children.</li> <li>• Keep a reflection log of own experiences during service project.</li> <li>• Use personal observations to write questions about cultural differences and perceptions.</li> <li>• Use appropriate and effective writing and applies word-processing capabilities in drafting a technical report on an environmental issue.</li> <li>• Use prewriting, first draft, self and peer editing, second draft, teacher edit and final draft to prepare report to present to the community on a community issue.</li> <li>• Write and illustrate books for homeless children or read finished product with nursing home resident.</li> <li>• Write the script for a play or puppet show to deliver a health, safety, or personal actions message to peers or younger children.</li> <li>• Use forms of literary writing (essays, poems, stories, news stories) to reflect on a complete service-learning project.</li> <li>• Practice penmanship, writing, and drawing skills by preparing cards with messages of love and encouragement for hospital patients.</li> </ul>

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### **Standard 2: The student writes to communicate ideas and information effectively. (L.A.B.2.4)**

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
2. organizes information using appropriate systems.
3. writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
4. selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

- Use KWL strategies to organize information students know and information needing further investigation.
- Create a matrix to record and sort facts before writing a report on the marine life in a Florida bay.
- Write a reflection paper on their role during an environmental service-learning project, address all of the sensory details.
- Produce children's books to give to younger children.
- Publish a local heroes book on people who have past and present, made a positive difference in your community.
- Make and illustrate a how-to-book on a successfully completed service-learning project.
- Document the stages of a service learning project, compile them into a book, and donate the book to the public library, organizations involved and others planning similar projects
- Develop a memoir relating to a person met during an intergenerational project.
- Establish a pen pal relationship with someone from a different culture or country to promote understanding.
- Write a personal narrative on pre-thoughts and feelings concerning an upcoming service-learning project followed by a first person point of view based on personal experience as a result of the project.
- Summarize project information in the form of outlines, written summaries, graphs, charts, and tables, using systems such as indexing, filing and databases.
- With other students in a small group, collect information from the Internet, interpret quantitative data correctly, and constructs graphs comparing national data to local findings.
- Write essays or letters to government officials, editors, businesses, etc., describing a need in their community and steps or suggestions for solutions.
- Produce written products that demonstrate knowledge of the different presentation formats for print, quantitative, and graphic information that are visually appealing and that are appropriate for the intended audience.
- Integrate research notes into an electronic database, arrays data on an electronic spreadsheet, and uses graphs to enhance a persuasive writing
- Write a regular service-learning column for the town or local paper.
- Provide local paper, brochures, and announcements for a local food bank.
- Write letters to legislators about issues that students are interested in.
- Produce a newspaper/newsletter to distribute to the local community.
- Publish a local history pamphlet based on oral history interviews.
- Produce press/media releases to recognize students' work on service-learning projects.

## High School Linkages to Service Learning Language Arts

	<ul style="list-style-type: none"> <li>• Rewrite instructions and forms used by the agencies in the community to make them more user-friendly.</li> <li>• Write and publish a welcome packet for new students.</li> <li>• Write a letter to a policy maker or to the editor concerning an issue related to your service project.</li> <li>• Create a website about your service-learning project/s.</li> <li>• Publish a guide for a nature trail.</li> <li>• Create a coloring book to teach younger children about an environmental issue.</li> </ul>
<b>C. Listening, Viewing, and Speaking</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student uses listening strategies effectively. (L.A.C.1.4)</b></p> <ol style="list-style-type: none"> <li>1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations.</li> <li>2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary non-fiction, and informational presentations.</li> <li>3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.</li> <li>4. identifies bias, prejudice, or propaganda in oral messages.</li> </ol> <p><b>Standard 2: The student uses viewing strategies effectively. (L.A.C.2.4)</b></p> <ol style="list-style-type: none"> <li>1. determines main concept and supporting details in order to analyze and evaluate non-print media messages.</li> <li>2. understands factors that influence the effectiveness of nonverbal cues used in non-print media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.</li> </ol>	<ul style="list-style-type: none"> <li>• Use listening strategies when interviewing a primary source and participates in a class discussion summarizing the presentation the effectiveness of the presenter to persuade.</li> <li>• Demonstrate an awareness of sensitivity to the various dialects, accents, and speech patterns in a multicultural community within small groups.</li> <li>• Listen to advertisements on an issue and discuss the biases.</li> <li>• Speak at a town meeting a need in your community and what should be done about it.</li> <li>• Take speaker notes when a guest speaker comes to class or school and tell others about what was learned.</li> <li>• Take notes when watching videos related to service projects for later discussion and reflection.</li> <li>• Conduct oral histories and writes an accurate report based on the interview.</li> <li>• Read opposing viewpoints on current social issues and conduct debates.</li> <li>• Learn and use Roberts Rules of Order for conducting formal service learning council meetings.</li>   <li>• Compare and contrast various versions of various groups to the same information in terms of main focus, supporting details, stereotypes, biases and persuasion techniques</li> <li>• Use these viewing strategies effectively during an oral presentation.</li> <li>• Analyze advertisements to identify clues to who is the target audience.</li> </ul>



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<p><b>Standard 3: The student uses speaking strategies effectively. (L.A.C.3.4)</b></p> <ol style="list-style-type: none"> <li>1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.</li> <li>2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations.</li> <li>3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.</li> <li>4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.</li> <li>5. develops and sustains a line of argument and provides appropriate support.</li> </ol>	<ul style="list-style-type: none"> <li>• Practice for an oral presentation and focus on the use of volume, stress, pacing, enunciation, eye contact and gestures add to or take from the presentation effectiveness.</li> <li>• Present a demonstration to the class with effective use of visual aids to clarify a difficult idea.</li> <li>• Practice responding to differing responses in preparation for a meeting with the county commission concerning a local issue.</li> <li>• Use appropriate quantitative data to persuade the audience to take action on an environmental or health issue.</li> <li>• Create a Power Point presentation to teach an important social or environmental issue.</li> <li>• Create trifolds and displays to highlight service-learning projects.</li> <li>• Start a public speaking club at your school.</li> <li>• Teach younger students public speaking and create a guide.</li> <li>• Hold public debates on important community issues.</li> </ul>
D. Language	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the nature of language. (L.A.D.1.4)</b></p> <ol style="list-style-type: none"> <li>1. applies an understanding that language and literature are primary means by which culture is transmitted.</li> <li>2. makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.</li> <li>3. understands that there are differences among various dialects of English.</li> </ol> <p><b>Standard 2: The student understands the power of language. (L.A.D.2.4)</b></p> <ol style="list-style-type: none"> <li>1. understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.</li> <li>2. understands the subtleties of literary devices and techniques in the comprehension and creation of communication.</li> <li>3. recognizes production elements that contribute to the effectiveness of a specific medium.</li> <li>4. effectively integrates multimedia and technology into presentations.</li> <li>5. critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.</li> <li>6. understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.</li> </ol>	<ul style="list-style-type: none"> <li>• Role-play first meetings and introductions and distinguish between the acceptable conduct for informal and formal social interactions.</li> <li>• Request information from a local civic group, using appropriate level of formality.</li> <li>• Translate Canterbury Tales to modern English and share with other classes.</li> <li>• Modernize a scene from one of Shakespeare's plays to perform for others.</li> <li>• Take poems from previous centuries and transform them into raps.</li> <li>• Analyze the issues of various community and environmental issues and then observe and report these effects on different audiences, such as senior citizens, youth, neighborhood associations or different cultural groups.</li> <li>• Produce a skit, rap song, or video that promotes your support of a community, environmental or health issue within small groups.</li> <li>• Survey and analyze public opinion trends of an issue and the perception of media coverage to the issue.</li> <li>• Describe copyright policies, the laws that govern and protect ideas, and the methods to seek permission for use of copyrighted material.</li> <li>• Use personal voice and reflection to connect oral</li> </ul>

## High School Linkages to Service Learning Language Arts

	<p>presentation or essay with the known audience (peers, community, the elderly, different cultural groups)</p> <ul style="list-style-type: none"> <li>• Study advertisement in the media and create a guide to truthful advertising.</li> <li>• Create a video documentary on an important social issue such as homelessness and poverty in your community.</li> <li>• Make a Power Point presentation to teach an important issue related to your service-learning project.</li> <li>• Create a service-learning Website.</li> <li>• Analyze a documentary or newspaper articles that relate to your service-learning project to detect biases.</li> <li>• Conduct a service-learning project that compares and contrasts various radio stations and programs such as PBS and Sean Hannity to detect biases and propaganda. Present your findings in a report.</li> </ul>
<b>E. Literature</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.4)</b></p> <ol style="list-style-type: none"> <li>1. identifies the characteristics that distinguish literary forms.</li> <li>2. understands why certain literary works are considered classics.</li> <li>3. identifies universal themes prevalent in the literature of all cultures.</li> <li>4. understands the characteristics of major types of drama.</li> <li>5. understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.</li> </ol>	<ul style="list-style-type: none"> <li>• Read magazines, newsletters, or other informational sources about environmental issues facing your community. Organize a project based on the current needs or problems.</li> <li>• Read newspaper articles about current events in your hometown. Plan projects based on needs of community agencies that you read about, or to help an agency or family who is in need of services (i.e. victims of fire, racially motivated crime, etc.)</li> <li>• Read about role models or heroes and work with reading buddies to identify positive character traits. Compare those traits to your own.</li> <li>• Read and discuss opposing viewpoints when studying issues related to your service-learning project.</li> <li>• Read literature from different countries to learn about customs and cultures for Cultural Day presentation or displays.</li> </ul>

## High School Linkages to Service Learning Language Arts

### Standard 2:

**The student responds critically to fiction, nonfiction, poetry, and drama. (L.A.E.2.4)**

1. analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
2. understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
3. analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
4. understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
5. analyzes the relationships among author's style, literary form, and intended impact on the reader.
6. recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.
7. examines a literary selection from several critical perspectives.
8. knows that people respond differently to texts based on their background knowledge, purpose, and point of view.

- Write book, movie or play reviews for a school or local newspaper.
- Write book reviews and present on your school TV station to promote new books in the media center.
- Read articles about youth doing service. Organize and conduct a project based on what you have read.
- Read about local heroes in your community. Develop a book about them and distribute to the Chamber of Commerce or Welcome Wagon.
- Teach younger students how to distinguish between fact and opinion, particularly in advertisements aimed at children.
- Make a collage of propaganda techniques from printed ads found in newspapers, magazines, etc.
- Gather facts and opinions from various sources to determine which community issues can best be addressed through a service-learning project.
- Allow students to have input in the selection of the purchase of class novels and non-fiction books related to service learning projects.



## High School Linkages to Service Learning Mathematics

<p><b>Standard 5: The student understands and applies theories related to numbers. (MA.A.5.4)</b> 1. applies special number relationships such as sequences and series to real-world problems.</p>	
<p><b>B. Measurement</b></p>	
<p><b>Benchmark</b></p>	
<p><b>Standard 1: The student measures quantities in the real world and uses the measures to solve problems. (MA.B.1.4)</b> 1. uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three- dimensional shapes, including rectangular solids, cylinders, cones, and pyramids. 2. uses concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths. 3. relates the concepts of measurement to similarity and proportionality in real-world situations.</p> <p><b>Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary). (MA.B.2.4)</b> 1. selects and uses direct (measured) or indirect (not measured) methods of measurement as appropriate. 2. solves real-world problems involving rated measures (miles per hour, feet per second).</p> <p><b>Standard 3: The student estimates measurements in real-world problem situations. (MA.B.3.4)</b> 1. solves real-world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume, and estimates the effects of measurement errors on calculations.</p> <p><b>Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations. (MA.B.4.4)</b> 1. determines the level of accuracy and precision, including absolute and relative errors or tolerance, required in real-world measurement situations.</p>	<ul style="list-style-type: none"> <li>• Measure materials for construction projects such as installing wheelchair ramps.</li> <li>• Design a sculpture garden using a 2 dimensional drawing or a beautification project using geometric shapes.</li> <li>• Draw to scale the design and layout of a garden plot that grows vegetables for a homeless shelter.</li> <li>• Monitor water quality at a near-by lake or river.</li> <li>• Measure and monitor various environmental parameters over a period of time, collects data.</li> <li>• Read blueprints for the design and layout of an salt marsh plant nursery.</li> <li>• Map distribution and growth patterns of hardwood trees and the population of local plants and animals to determine impact of human development on a river, stream or wetland area.</li>   <li>• Solve problems involving the rated units for environmental (parts per million/ppm) and demographic measures (voters/district).</li>   <li>• Use standard estimation techniques to measure rate of flow of river and stream to determine impact of chemical from a point source of pollution.</li>   <li>• Work within the levels of allowable error to ensure accurate measurement for water soil and air quality testing.</li> </ul>

## High School Linkages to Service Learning Mathematics

<p>2. selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.</p>	<ul style="list-style-type: none"> <li>Use real-world instruments (meters) and tests (chemical) to measure water, climatic, and environmental quality.</li> </ul>
<b>C. Geometry and Spatial Sense</b>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes. (MA.C.1.4)</b>          1. uses properties and relationships of geometric shapes to construct formal and informal proofs.</p> <p><b>Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed. (MA.C.2.4)</b>          1. understands geometric concepts such as perpendicularity, parallelism, tangency, congruency, similarity, reflections, symmetry, and transformations including flips, slides, turns, enlargements, rotations, and fractals.          2. analyzes and applies geometric relationships involving planar cross-sections (the intersection of a plane and a three-dimensional figure).</p> <p><b>Standard 3: The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically. (MA.C.3.4)</b>          1. represents and applies geometric properties and relationships to solve real-world and mathematical problems including ratio, proportion, and properties of right triangle trigonometry.          2. using a rectangular coordinate system (graph), applies and algebraically verifies properties of two-and three-dimensional figures, including distance, midpoint, slope, parallelism, and perpendicularity.</p>	<ul style="list-style-type: none"> <li>Make puzzles out of geometric shapes and donate to a children’s center or preschool.</li> <li>Use geometric shapes and/or measurement skills to make a quilt.             <ol style="list-style-type: none"> <li>1) donate it to a local homeless shelter</li> <li>2) make smaller lap quilts for nursing home</li> <li>3) raffle it and give the proceeds to charity</li> </ol> </li> </ul>
<b>D. Algebraic Thinking</b>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions. (MA.D.1.4)</b>          1. describes, analyzes, and generalizes relationships, patterns, and functions using words, symbols, variables, tables, and graphs.          2. determines the impact when changing parameters of given functions.</p>	<ul style="list-style-type: none"> <li>Graph items collected for a food or clothing drive.</li> <li>Make graphs for your school’s recycling program.</li> <li>Graph the destruction of local wetlands (or some other ecologically sensitive area). Compute the amount of areas that is destroyed each day, week, month, or year. Compare this space with the state of Florida and the U.S.A.. Promote saving these lands for future generations.</li> <li>Study the demographics of your community. Graph the</li> </ul>

## High School Linkages to Service Learning Mathematics

<p><b>Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations. (MA.D.2.4)</b>          1. represents real-world problem situations using finite graphs, matrices, sequences, series, and recursive relations.          2. uses systems of equations and inequalities to solve real-world problems graphically, algebraically, and with matrices.</p>	<p>results in various forms. Publish and share this information.</p> <ul style="list-style-type: none"> <li>• Modify recipes so that they can serve larger groups or individuals.</li> <li>• Use algebraic ideas to solve problems that arise during or preparing for service-learning projects.</li> <li>• Graph statistical information collected from a survey.</li> </ul>
<p><b>E. Data Analysis and Probability</b></p>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Standard 1: The student understands and uses the tools of data analysis for managing information. (MA.E.1.4)</b>          1. interprets data that has been collected, organized, and displayed in charts, tables, and plots.          2. calculates measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, and variance) for complex sets of data and determines the most meaningful measure to describe the data.          3. analyzes real-world data and makes predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data, and using appropriate technology, including calculators and computers.</p> <p><b>Standard 2:          The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics. (MA.E.2.4)</b>          1. determines probabilities using counting procedures, tables, tree diagrams, and formulas for per-mutations and combinations.          2. determines the probability for simple and compound events as well as independent and dependent events.</p> <p><b>Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations. (MA.E.3.4)</b>          1. designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and</p>	<ul style="list-style-type: none"> <li>• Perform statistical analysis for a service organization.</li> <li>• Make graphs to depict activities for a governmental agency</li> <li>• Visit a senior citizen center and gather statistical information such as oldest, youngest, where people were born, etc. Make a display of this information to give to the center.</li> <li>• Play bingo (non-gambling) with senior citizens. Use different bingo cards to determine the probability of winning based on which numbers are contained on each card. Share what you learn with the seniors.</li> <li>• Perform statistical analysis for a local community organization.</li> <li>• Conduct a survey of the needs of your community or school. Publicize/display the information for your entire school. Graph the results and calculate mean, mode, and median. Make a list of possible projects to meet those needs. Organize a project with each grade/class helping in some way.</li> <li>• Study homelessness both nationally and globally. Graph the statistics and display at your school or in the community in increase awareness. Include in your display how people can help this cause in the community.</li> <li>• Use data to convince the community to save on energy resources, conserve, or restore/protect environmental lands.</li> </ul>

## High School Linkages to Service Learning Mathematics

reports findings.  
2. explains the limitations of using statistical techniques and data in making inferences and valid arguments.

- Measure and monitor various environmental parameters over a period of time, collects data, analyzes results and reports findings of trends to community and local governing agencies.
- Analyze and predict from collected data using calculators and applying formulas for various statistical trends.
- Demonstrate and report findings for visual presentation using tables and graphs.



## High School Linkages to Service Learning Science

<b>A. The Nature of Matter</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands that all matter has observable, measurable properties. (SC.A.1.4)</b></p> <p>1. knows that the electron configuration in atoms determines how a substance reacts and how much energy is involved in its reactions.</p> <p>2. knows that the vast diversity of the properties of materials is primarily due to variations in the forces that hold molecules together.</p> <p>3. knows that a change from one phase of matter to another involves a gain or loss of energy.</p> <p>4. experiments and determines that the rates of re-action among atoms and molecules depend on the concentration, pressure, and temperature of the reactants and the presence or absence of catalysts.</p> <p>5. knows that connections (bonds) form between substances when outer-shell electrons are either transferred or shared between their atoms, changing the properties of substances.</p> <p><b>Standard 2: The student understands the basic principles of atomic theory. (SC.A.2.4)</b></p> <p>1. knows that the number and configuration of electrons will equal the number of protons in an electrically neutral atom and when an atom gains or loses electrons, the charge is unbalanced.</p> <p>2. knows the difference between an element, a molecule, and a compound.</p> <p>3. knows that a number of elements have heavier, unstable nuclei that decay, spontaneously giving off smaller particles and waves that result in a small loss of mass and release a large amount of energy.</p> <p>4. knows that nuclear energy is released when small, light atoms are fused into heavier ones.</p> <p>5. knows that elements are arranged into groups and families based on similarities in electron structure and that their physical and chemical properties can be predicted.</p> <p>6. understands that matter may act as a wave, a particle, or something else entirely different with its own characteristic behavior.</p>	<ul style="list-style-type: none"> <li>• Design, explain and conduct simple science experiments for children that show energy flow, chemical, and physical changes, and solutions and mixtures.</li> <li>• Compare the water quality of different water sources in your community. Conduct a comparative study showing how water quality tests are influenced by water temperature, dissolved oxygen, salinity, pH, etc.</li> <li>• Present your findings to the city or county council or post them on the web.</li> <li>• Conduct “magic” shows for elementary or preschool children, using catalysts to show chemical reactions.</li> <li>• Research the chemicals contained in high-energy foods and determine the chemical bonding. Provide information to others, which compares the nutritional qualities of different high-energy foods.</li> <li>• Make ice cream in a zip lock bag with elementary school partner. Highlighting changes in phases of matter and due to gain or loss of energy.</li>   <li>• Research new ways in which different forms of energy such as radiation and light are used in medicine or food. Present information on backboard at an alternative to science fair.</li> <li>• Develop a game, puzzle, or working model that illustrates how electrons configure and present it to middle school.</li> <li>• Develop a periodic table jeopardy game in power point for middle school teachers to use in their classroom.</li> <li>• Develop a skit/play that illustrates atom configuration, the difference between elements, molecules, and compounds. Perform for middle school students.</li> </ul>

## High School Linkages to Service Learning Science

<b>B. Energy</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student recognizes that energy may be changed in form with varying efficiency. (SC.B.1.4)</b></p> <p>1. understands how knowledge of energy is fundamental to all the scientific disciplines (e.g., the energy required for biological processes in living organisms and the energy required for the building, erosion, and rebuilding of the Earth).</p> <p>2. understands that there is conservation of mass and energy when matter is transformed.</p> <p>3. knows that temperature is a measure of the average translation kinetic energy of motion of the molecules in an object.</p> <p>4. knows that as electrical charges oscillate, they create time-varying electric and magnetic fields that propagate away from the source as an electromagnetic wave.</p> <p>5. knows that each source of energy presents advantages and disadvantages to its use in society (e.g., political and economic implications may determine a society's selection of renewable or nonrenewable energy sources).</p> <p>6. knows that the first law of thermodynamics relates the transfer of energy to the work done and the heat transferred.</p> <p>7. knows that the total amount of usable energy always decreases, even though the total amount of energy is conserved in any transfer.</p> <p><b>Standard 2: The student understands the interaction of matter and energy. (SC.B.2.4)</b></p> <p>1. knows that the structure of the universe is the result of interactions involving fundamental particles (matter) and basic forces (energy) and that evidence suggests that the universe contains all of the matter and energy that ever existed.</p>	<ul style="list-style-type: none"> <li>• Compare different forms or types of insulation. Create a display showing which is more energy efficient and display at a local library or other high-traffic community agency.</li> <li>• Contact a local boat dock and inquire about doing a project to encourage users to respect the "No Wake Zone" and explain why this is important OR distribute pamphlets about this and make it available to stores near boat docks.</li> <li>• Go to a nearby stream, lake, pond, or river and observe the wave energy. While you are there, conduct a litter clean up of the area.</li> <li>• Create pamphlets about how to be wise consumers of energy, giving energy saving tips. Distribute to parents, senior citizens, or Habitat For Humanity clients.</li> <li>• Develop action plans for their families to make their homes more energy efficient.</li> <li>• Determine and compare fuel efficiency of vehicles of the same weight, engine size, and aerodynamics. Compare results with EPA reports and with class results and make recommendations on fuel efficiency/proposed auto buys.</li> <li>• Design, conduct, and report on an experiment to determine to determine the effect of several variables on home or school use of electricity.</li> <li>• Research how solar energy could be used to reduce electricity cost and reduce greenhouse gases released into the atmosphere. Develop a public service announcement for school wide and community broadcast.</li> </ul>
<b>C. Force and Motion</b>	
Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student understands that types of motion may be described, measured, and predicted. (SC.C.1.4)</b></p> <p>1. knows that all motion is relative to whatever frame of reference is chosen and that there is no absolute frame of reference from which to observe all motion.</p> <p>2. knows that any change in velocity is an acceleration.</p>	<ul style="list-style-type: none"> <li>• Create an anti-drinking and driving campaign focusing on the relationship between car momentum and driver reaction time.</li> <li>• Create a public service announcement for High School drivers reminding them that large vehicles cannot stop as rapidly as average size vehicles.</li> </ul>

## High School Linkages to Service Learning Science

<p><b>Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted. (SC.C.2.4)</b></p> <p>1. knows that acceleration due to gravitational force is proportional to mass and inversely proportional to the square of the distance between the objects.</p> <p>2. knows that electrical forces exist between any two charged objects.</p> <p>3. describes how magnetic force and electrical force are two aspects of a single force.</p> <p><b>4. knows that the forces that hold the nucleus of an atom together are much stronger than electromagnetic force and that this is the reason for the great amount of energy released from the nuclear reactions in the sun and other stars.</b></p> <p>5. knows that most observable forces can be traced to electric forces acting between atoms or molecules.</p> <p>6. explains that all forces come in pairs commonly called action and reaction.</p>	<ul style="list-style-type: none"> <li>• Sponsor a model of a crash awareness sled that demonstrates results and different masses acceleration/deceleration new drivers at your school.</li> <li>• Create lesson plans and models to teach younger students about static electricity, magnetism, and electromagnets.</li> <li>• Create an experiment that shows your middle school buddy how magnetic force could and is used to create electrical energy.</li> </ul>
<b>D. Processes that Shape the Earth</b>	
<p><b>Benchmark</b></p>	<p><b>Service Learning Performance Task</b></p>
<p><b>Processes that Shape the Earth</b></p> <p><b>Standard 1: The student recognizes that processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth. (SC.D.1.4)</b></p> <p>1. knows how climatic patterns on Earth result from an interplay of many factors (Earth's topography, its rotation on its axis, solar radiation, the transfer of heat energy where the atmosphere interfaces with lands and oceans, and wind and ocean currents).</p> <p>2. knows that the solid crust of Earth consists of slow-moving, separate plates that float on a denser, molten layer of Earth and that these plates interact with each other, changing the Earth's surface in many ways (e.g., forming mountain ranges and rift valleys, causing earthquake and volcanic activity, and forming undersea mountains that can become ocean islands).</p> <p>3. knows that changes in Earth's climate, geological activity, and life forms may be traced and compared.</p> <p>4. knows that Earth's systems and organisms are the result of a long, continuous change over time.</p>	<ul style="list-style-type: none"> <li>• Explore the relationship of local weather patterns, ocean currents, and topography to local biomes. Create a specialized map for a local nature preserve.</li> <li>• In small groups, determine the density and porosity of common rocks (limestone, clay) found in the ground composition, and explain the significance of these positions to the Florida Aquifer. Write a newspaper article or pamphlet that explains why the public should be aware that pollution in certain soils is more significant.</li> <li>• Study the habitats of reefs and the development of bay species on an artificial reef. Build artificial reef-balls to be later distributed into the local bay.</li> <li>• Use a ripple tank to study wave motion, and processes that form local landscape (shorelines, dunes, and sinkholes) then relates this to beach erosion and deposition. Create a PSA that encourages fellow students to participate in an upcoming beach re-nourishment project.</li> <li>• Build a model of a sand dune at the school and study the effects of erosion over a period of time and then design and implement restoration projects using native vegetation planted on real sand dunes on the coast.</li> </ul>

## High School Linkages to Service Learning Science

<p><b>Standard 2: The student understands the need for protection of the natural systems on Earth. (SC.D.2.4)</b> 1. understands the interconnectedness of the systems on Earth and the quality of life.</p>	<ul style="list-style-type: none"> <li>• Create, report, and implement a plan with students to recycle at home. Start a recycling project at school.</li> <li>• Test the environment for pesticides and write newspaper letters-to-the-editor to inform the public to reduce pesticide use in lawns.</li> </ul>
<b>E. Earth and Space Science</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth. (SC.E.1.4)</b> 1. understands the relationships between events on Earth and the movements of the Earth, its moon, the other planets, and the sun. <b>2. knows how the characteristics of other planets and satellites are similar to and different from those of the Earth.</b> 3. knows the various reasons that Earth is the only planet in our Solar System that appears to be capable of supporting life as we know it.</p> <p><b>Standard 2: The student recognizes the vastness of the universe and the Earth’s place in it. (SC.E.2.4)</b> 1. knows that the stages in the development of three categories of stars are based on mass: stars that have the approximate mass of our sun, stars that are two-to-three-stellar masses and develop into neutron stars, and stars that are five-to-six-stellar masses and develop into black holes. 2. identifies the arrangement of bodies found within and outside our galaxy. 3. knows astronomical distance and time. 4. understands stellar equilibrium. 5. knows various scientific theories on how the universe was formed. 6. knows the various ways in which scientists collect and generate data about our universe (e.g., X-ray telescopes, computer simulations of gravitational systems, nuclear reactions, space probes, and super-collider simulations). 7. knows that mathematical models and computer simulations are used in studying evidence from many sources to form a scientific account of the universe.</p>	<ul style="list-style-type: none"> <li>• Create rhymes and songs to teach younger students about the solar system.</li> <li>• Create plays to teach children about the solar system.</li> <li>• Create a video or power point presentation to use to teach about the solar system to give to a teacher.</li> <li>• Host a “view the night skies” event at their school or local children’s museum.</li> </ul> <ul style="list-style-type: none"> <li>• Visit the local planetarium and study the solar system. Create posters of the various planets and their location in the solar system.</li> <li>• Research the theories on how the universe was formed at the local public library, junior college, or university. Present findings to peers and teachers.</li> <li>• Collect and develop computer programs to help other students understand the mathematical models of the solar system.</li> <li>• Research newspapers, science magazines, and other magazines for article on space travel. Make presentations to peers and other local schools.</li> <li>• Develop a play showing the arrangement of bodies found within and outside our galaxy. Have class members represent the various bodies in and outside of the galaxy. Present the play at local schools and organizations.</li> <li>• Study the Earth’s moon for a month and note the changes day by day. Keep a journal on the changes and compare journals at the end of the month.</li> <li>• Develop a booklet with pictures of the planets in our galaxy, including distances from the sun, moons, etc. Distribute booklets to local elementary schools to use in their science classes.</li> </ul>

## High School Linkages to Service Learning Science

### **Standard 1: The student describes patterns of structure and function in living things. (SC.F.1.4)**

1. knows that the body processes involve specific biochemical reactions governed by biochemical principles.
2. knows that body structures are uniquely designed and adapted for their function.
3. knows that membranes are sites for chemical synthesis and essential energy conversions.
4. understands that biological systems obey the same laws of conservation as physical systems.
5. knows that complex interactions among the different kinds of molecules in the cell cause distinct cycles of activity governed by proteins.
6. knows that separate parts of the body communicate with each other using electrical and/or chemical signals.
7. knows that organisms respond to internal and external stimuli.
8. knows that cell behavior can be affected by molecules from other parts of the organism or even from other organisms.

### **Standard 2: The student understands the process and importance of genetic diversity. (SC.F.2.4)**

1. understands the mechanisms of asexual and sexual reproduction and knows the different genetic advantages and disadvantages of asexual and sexual reproduction.
2. knows that every cell contains a "blueprint" coded in DNA molecules that specify how proteins are assembled to regulate cells.
3. understands the mechanisms of change (e.g., mutation and natural selection) that lead to adaptations in a species and their ability to survive naturally in changing conditions and to increase species diversity.

- Critique ads for tobacco and alcohol.
  - Create posters/brochures to discourage unsafe choices in food and other activities.
  - Describe the biochemical reactions that are common to living things and this relationship to a healthy well-being on a backboard to be displayed. Identify behaviors that adversely affect healthy biochemical reactions.
  - Set up a health fair and make a backboard that identifies the structure and function of the major body systems, and compares the changes seen with aging or with various disease conditions.
  - Build a working model of the human body that demonstrates how distant parts of the body communicate with one another and identify factors that effect stimulus response for elementary school teachers.
  - Work at a local animal shelter after studying the development of the nervous system in animals, to provide much-needed external stimulation for the animals kept there.
  - Create a pamphlet describing inherited disorders common to your geographic region. Distribute through the health department or doctor's offices.
  - Study the attraction to light stimuli of insects and compare to the attraction of sea turtles to light and effects of light pollution to sea turtle hatchlings. Create a display for residents on beachfront property to "turn off the light."
  - Monitor toxins in local river or bay. Educate community with maps on safe collecting practices and eating habits of fish/seafood /shellfish caught in local waters.
  - Research endocrine disrupting chemicals in bodies of water. Conduct a population study of affected *Gambusi* in different a local bodies of water. Publish your results in the local paper.
  - Create a diversity index on a plot of land and present results to local environmental agency.
- 
- Develop an awareness campaign to explain the complexity of genetic conditions such as sickle cell anemia. Make brochures or kiosk displays and provide information to groups associated with populations concerned with the disease, civic and church groups and local hospitals and health care facilities.
  - Assist health care groups in screening programs for various health problems (sickle cell, diabetes, heart disease).

## High School Linkages to Service Learning Science

	<ul style="list-style-type: none"> <li>• Compare and explain the survival characteristic of native plants to plants from other areas, including the exotic pest-plants that choke out natural species. Produce a pamphlet that describes exotic plants and methods to eradicate these species.</li> <li>• Explore water, soil and land for different areas for living things. Compare samples from different regions. Prepare reports of variations noticed for instance along a riverbed and report findings to local environmental agencies.</li> </ul>
<b>G. How Living Things Interact with Their Environment</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>How Living Things Interact with Their Environment</b></p> <p><b>Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment. (SC.G.1.4)</b></p> <p>1. knows of the great diversity and interdependence of living things.</p> <p>2. understands how the flow of energy through an ecosystem made up of producers, consumers, and decomposers carries out the processes of life and that some energy dissipates as heat and is not re-cycled.</p> <p>3. knows that the chemical elements that make up the molecules of living things are combined and recombined in different ways.</p>	<ul style="list-style-type: none"> <li>• Compare the structural, behavioral, and physiological adaptations of birds in the local community.</li> <li>• Create a field guide of birds, animals and plants found in a local park or wetland.</li> <li>• Create a dichotomous key for plants located at a park or wetland for use of visitors.</li> <li>• Chart and compare cycles of the living (biotic) and nonliving (abiotic) parts of the environment and create a kiosk explaining the process to visitors at a local wetland.</li> <li>• Diagram a food web and describe what occurs when a species is removed from the population. Relate this concept with specific loss of the endangered and protected species of Florida. Publish a pamphlet for park visitors.</li> <li>• Chart the negative impact of human interaction to biodiversity. List solutions to these problems. In small groups, research actions of the local community to address problems. Create a PSA.</li> <li>• Conduct a population study to determine the carrying capacity of certain species in your area. Make this information available to Florida Fish and Wildlife.</li> <li>• Have students beautify school grounds, or an area in the community, by planting trees and/or flowers as a culminating activity to a unit on plant physiology.</li> <li>• In small groups, develop, hypothesize, and design simple experiments that explain the process of decomposition and biodegradable indexes of various substances. Create a display of the results for display at the local park or recycling center.</li> <li>• Study a schoolyard plot to determine the components of an ecosystem. Make a plan to add biodiversity to your schoolyard raise the money to buy supplies and implement your plan.</li> <li>• Conduct an awareness campaign about endangered species in your county or the state of Florida.</li> </ul>

## High School Linkages to Service Learning Science

**Standard 2: The student understands the consequences of using limited natural resources. (SC.G.2.4)**

1. knows that layers of energy-rich organic materials have been gradually turned into great coal beds and oil pools (fossil fuels) by the pressure of the overlying earth and that humans burn fossil fuels to release the stored energy as heat and carbon dioxide.
2. knows that changes in a component of an ecosystem will have unpredictable effects on the entire system but that the components of the system tend to react in a way that will restore the ecosystem to its original condition.
3. understands how genetic variation of offspring contributes to population control in an environment and that natural selection ensures that those who are best adapted to their surroundings survive to reproduce.
4. knows that the world ecosystems are shaped by physical factors that limit their productivity.
5. understands that the amount of life any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth.
6. knows the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion).

- Promote the benefits, both to human health and the environment, of eating low on the food chain in a game for elementary and middle school students.
  - Promote the conservation of habitat and help others understand the relationship between species survival and habitat preservation. Work with 4-H, local builders, and farmers.
  - Assess your school grounds and/or outdoor classroom and make classification tags to identify species to trees, bushes, flowers, grasses, etc., so that others can learn identification skills.
  - Help preserve habitat for wildlife in your community
  - Grow native plants, trees, salt marsh grass at the school in an outdoor nursery. Work with restoration agencies to take plants to local restoration site and plant them.
  - Develop botanical guides to local flora and fauna or a field guide to local parks and make them available to the public
  - Conduct bird counts at a local nature site, collect data analyze and present information on that particular area to the Audubon Society and local bird watching groups.
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- Research and adopt an endangered species.
  - Explore the human activities around the school grounds and suggest how these activities affect the school ecosystem. Prepare a report and action plan for improvement to school officials and maintenance.
  - Conduct an environmental impact study of a local region using two or more data sources and report on the findings to local media.
  - Determine the cause and effect relationship of invasive exotic pests with those plants and animals native to the area. Report findings to group and identify the common characteristics that provide for the survival or failure of a species. Remove exotic species of plants from a local park or wetland area.
  - Create a conservation campaign that addresses issues for conservation and preservation of our natural resources and environment. Display information on posters and display at a local library, park or recreation center.
  - Use native plants and animals to explain the regional climate and geography. Create a map showing the results.
  - Determine community needs or challenges resulting from technology (noise, air, water pollution, etc.) and apply scientific theories in developing a service-learning project (community awareness, stream clean-up, air and water monitoring/reporting, tree planting, etc.) that addresses the problem.
  - Design and conduct a scientific investigation on the use or misuse of the natural resources in their area and develop a

## High School Linkages to Service Learning Science

	<p>presentation for PFA to show how economic development, science, and technology play a role in their use and preservation</p> <ul style="list-style-type: none"> <li>• Look at an ecosystem in your community and show how human population has affected habitat. Draw maps of human impact in your community at the turn of the century and now and compare. Share this information with a local history organization.</li> <li>• Conduct oral histories with senior citizens, asking them questions about how habitats/ecosystems have changed in their community over their lifetime. Create a video for presentation throughout the community.</li> <li>• Study the causes and effects of storm water runoff as a pollutant to rivers and lakes. Conduct a campaign to paint storm drains with messages of the dangers of dumping into drains.</li> <li>• Adopt a lake, river, or wetland area for research and pollution testing. Create action plans for solutions to problems such as trash pickup, boat use, waste disposal, and beautification /restoration planting to restore habitat. Inform public of positive actions to continue maintenance of the area.</li> <li>• Conduct research on the environmental effects of development and follow-up with landscaping/restoration projects to restore native plants species to needed areas.</li> <li>• Investigate introduction of new exotic species and control. Work with a park to remove non-native evasive plants and reintroduce native species.</li> </ul>
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### H. The Nature of Science

Benchmark	Service Learning Performance Task
<p><b>Standard 1: The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.4)</b></p> <p>1. knows that investigations are conducted to explore new phenomena, to check on previous results, to test how well a theory predicts, and to compare different theories.</p> <p>2. knows that from time to time, major shifts occur in the scientific view of how the world works, but that more often the changes that take place in the body of scientific knowledge are small modifications of prior knowledge.</p> <p>3. understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.</p> <p>4. knows that scientists in any one research group tend to see things alike and that therefore scientific teams are expected to seek out the possible sources of bias in the design of their investigations and in their data analysis.</p> <p>5. understands that new ideas in science are limited by the context in which they are conceived, are often rejected by the</p>	<p>During a service project apply these scientific processes:</p> <ul style="list-style-type: none"> <li>• Use observation and formulate testable hypotheses.</li> <li>• Collect data and compares observations of the group to pool and share findings and verify accuracy.</li> <li>• Collect data over a period of days (weather temperature) or number of trials and compares data.</li> <li>• Properly use tools needed to conduct inquiries.</li> <li>• Produce oral, written, and computer generated reports, diagrams, charts, maps, graphs, mathematical equations, and demonstrations or models to communicate results of projects.</li> <li>• Analyze the conclusions of a team to reach consensus.</li> <li>• Review scientific publications on a topic, identifies the conclusion of the researcher and compare his/her findings with different investigations.</li> <li>• Invite a city developer, environmentalist, and a local policy maker out to the school for a panel discussion. Pre-prepare questions for speakers review. Conduct interviews to gain the various perspectives associated with each issue.</li> </ul>



## High School Linkages to Service Learning Science

scientific establishment, sometimes spring from unexpected findings, and usually grow slowly from many contributors.

6. understands that, in the short run, new ideas that do not mesh well with mainstream ideas in science often encounter vigorous criticism and that, in the long run, theories are judged by how they fit with other theories, the range of observations they explain, how well they explain observations, and how effective they are in predicting new findings.

7. understands the importance of a sense of responsibility, a commitment to peer review, truthful reporting of the methods and outcomes of investigations, and making the public aware of the findings.

### **Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns. (SC.H.2.4)**

1. knows that scientists assume that the universe is a vast system in which basic rules exist that may range from very simple to extremely complex, but that scientists operate on the belief that the rules can be discovered by careful, systemic study.

2. knows that scientists control conditions in order for practical or ethical reasons, they try to observe a wide range of natural occurrences to discern patterns.

### **Standard 3: The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)**

1. knows that performance testing is often conducted using small-scale models, computer simulations, or analogous systems to reduce the chance of system failure.

2. knows that technological problems often create a demand for new scientific knowledge and that new technologies make it possible for scientists to extend their research in a way that advances science.

3. knows that scientists can bring information, in-sights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events.

4. knows that funds for science research come from federal government agencies, industry, and private foundations and that this funding often influences the areas of discovery.

5. knows that the value of a technology may differ for different people and at different times.

- Review and edit the reports of peers.
- Manipulate and control variables in an experiment.
- Use scientific inquiry to determine real problems in their community (erosion, pollution, etc.) that lend themselves to service-learning projects.
- Communicate through brochures, newspaper articles, presentations or fairs the results of scientific investigations conducted in service project.

- Use data collected over period of time to predict upcoming events.

- Share the results of studies with community groups and post data collected on a website.
- Review and discusses the efforts of scientists over the past three centuries to inform the public about environmental, political, and economic consequences of population growth.
- Select one science topic that is actively being researched (desalination, aquifer recovery) and determine the source of funding for the research and who will benefit from new discoveries.
- Monitor water levels and water quality in a local stream or river.
- Initiate a school or community recycling drive or program.



## High School Linkages to Service Learning Social Studies

<p><b>Standard 3: The student understands Western and Eastern civilization since the Renaissance. (SS.A.3.4)</b></p>	<p>Judaism, Christianity, Hinduism, Jainism, Buddhism, Islam, Confucianism, Taoism.</p> <ul style="list-style-type: none"> <li>• Create a display that depicts slavery through the ages to present times.</li> <li>• Help younger children create models of ancient Greek and Roman architecture.</li> <li>• Write books for younger children that relate the accomplishments of Socrates, Plato and Aristotle.</li> <li>• Help younger children create a papier-mache Trojan Horse.</li> <li>• Create a web site that highlights the Rise and Fall of the Roman Empire featuring culture; architecture; the lives and accomplishments of the ruler; conflicts and wars; art; trade and economic affairs.</li> <li>• Compare and contrast the Indian Caste system with the current economic classes in the U.S.</li> <li>• Sponsor a religious diversity event to educate and promote tolerance.</li> <li>• Create a display that highlights the accomplishments of the Chinese Dynasties.</li> <li>• Sponsor an interdisciplinary Renaissance Fair with history, art and English classes.</li> <li>• Create a map that depicts early trade routes with China and share with other classes.</li> <li>• Sponsor a martial arts event that highlights the origins and techniques of various schools of martial arts.</li> <li>• Create a game that depicts the trade along the caravan routes from the Mediterranean coast across the Sahara to the Sudan (years 200-700).</li> <li>• Create a PowerPoint to illustrate the impact and history of the gold trade in Africa.</li> <li>• Create 3-D models of the Inca, Aztec and Mayan Empires.</li> <li>• Create a replica of the Mayan calendar in mosaics for a school garden.</li> <li>• Sponsor a science fair that highlights scientific inventions through the ages to modern times.</li> <li>• Sponsor a concert that highlights the music of different historical eras.</li> <li>• Create a timeline of European rulers and significant historical events of their times.</li> </ul> <ul style="list-style-type: none"> <li>• Create a mural depicting the feudal and manorial society of the early middle ages and the changes in societal makeup in the high and later middle ages for display.</li> <li>• Write a simple book for younger students to highlight the significance of the Magna Carta and its influence on our current legal system.</li> <li>• Create a newspaper that tells the evolution of printing from its beginnings to present times.</li> </ul>
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### Standard 4: The student understands U.S. history to 1880. (SS.A.4.4)

- Map the spread of Islam from 600-1400 to share with other classes.
- Make a chart to show Islamic contributions in the areas of medicine, art, science and philosophical thought.
- Perform poetry by Indian poet, Kalidasa to commemorate Gandhi's Birthday.

- Invite Native American guest speakers to present at a student sponsored Pow Wow for younger students
- Create a play about the Constitution to present for younger students and others.
- Write and illustrate a book for young children detailing the creation of the U.S. Constitution.
- Write and perform a play about the Boston Tea Party and hold a Tea Party for seniors.
- Research Florida's role in the Civil War and create a book.
- Make a timeline of the events of the Civil War and have art students illustrate it to use as a teaching tool for younger students.
- Study the Underground Railroad and create a puppet show for younger children.

### Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.4)

1. knows the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.
2. understands the social and cultural impact of immigrant groups and individuals on American society after 1880.
3. understands significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.
4. understands social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.
5. knows the origins and effects of the involvement of the United States in World War II.
6. understands the political events that shaped the development of United States foreign policy since World War II and knows the characteristics of that policy.
7. understands the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.
8. knows significant political events and issues that have shaped domestic policy decisions in contemporary America.

- Determine how physical geography, environment, natural resources and technology affected the growth of your region or community and present to younger students.
- Discuss with immigrants their hopes and fears arriving in the United States, make a list of the obstacles they faced and ways they over came the obstacles and present to others.
- Research the history of an area in your community (school, street, cemetery, landmark) and make this information available to city officials, Chamber of Commerce, or a local historical society.
- Contact the local historical society and find out if they need help at their agency or with a project.
- Conduct research on the history of local property use or other community projects and present to city or county commission meeting.
- Provide tours of local sites and buildings with historical significance after researching the histories of these sites. Develop walking tours in historic neighborhoods.
- Interview senior citizens about events in their lives, which relate to what the students are studying. Locally, ask about events such as floods, community development, and particular events affecting your community. Globally, ask about their perspective on events such as WW II, the Civil

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	<p>Rights movement, the moon landing, etc. Compare to see if people view the same event differently. Write up the history and give back to the senior citizen to share with their family and friends.</p> <ul style="list-style-type: none"> <li>• Design a history day, focusing on an important era in history. Invite the community to attend.</li> <li>• Make presentations on important historical events to peers or younger students.</li> <li>• Develop neighborhood-walking tours focusing on historical aspects of your community. Make these available through the Chamber of Commerce.</li> <li>• Help restore local historical or archeological sites.</li> <li>• Investigate the architecture of buildings in your community. Conduct a photo survey of the structures to compare history, style, age, and original purpose. Compile your findings for the local library or historical society.</li> <li>• Compare child labor laws in the United States to those worldwide. Create a display that presents the struggles of children who labor for pennies in foreign countries.</li> <li>• Create moving displays that teach the impact of the Industrial Revolution and share them with the different social studies classes in your school.</li> <li>• Call your local Immigration Services and volunteer to create decorations and provide meaningful readings and presentations for a naturalization ceremony.</li> <li>• Investigate a different immigrant group each month and learn their reasons for immigrating, traditions, fashion, food, music and historical events. Invite guest speakers to talk about their culture. At the end of the year sponsor a school-wide cultural day with music, food and speakers.</li> <li>• Hold a hunger banquet – have trifolds that present information on the great Depression, hunger in the U.S., agencies that help to alleviate hunger, and hunger worldwide. Have participants sponsor an educational food drive and donate canned goods for a local food bank.</li> <li>• Make empty-bowls to represent hunger. Auction off at open house or another school event.</li> <li>• Team up with the chorus and band classes to do a history of American music from the 1800s to the present times. Create a presentation to document how social, political and economic events influenced the music. Hold a concert featuring songs from each decade.</li> <li>• Make a display of political cartoons from World War I and World War II.</li> <li>• Study the U.N. Declaration of Human Rights. Make charts that divide the rights into economic, political and social rights.</li> <li>• Sponsor a Civil Rights Day in January to honor Dr. Martin Luther King, Jr. Have skits, speakers, an essay contest, and displays.</li> <li>• Create oral histories of local personalities concerning civil rights and the struggles of the 50's and 60's. Compile the oral histories into a book.</li> <li>• Create a Holocaust walking tour with museum-like displays and stops for skits and recreations of scenes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Conduct oral histories of seniors who lived in the great depression. Publish in a booklet.</li> <li>• Hiroshima Day – create a peace garden/monument.</li> <li>• Sponsor a United Nations Human Rights Day event for your community.</li> <li>• Black History Month –sponsor activities, speakers, displays, and highlight contributions in civil rights, literature, inventions, agriculture, economy etc.</li> <li>• Have a history fair that features decades from 1880 to present day. Have stations (rooms) where students can enter the featured decade and be immersed in displays, skits etc.</li> <li>• Sponsor a U.N. Peace Day event and create a peace garden in your school or community.</li> <li>• Create a play about 9-11 and how it changed the landscape of American politics.</li> <li>• Sponsor A U. N. Universal Children’s Day event at an elementary school.</li> <li>• Keep a class scrap book of current newspapers articles that illustrate:             <ol style="list-style-type: none"> <li>1. Constitutional issues</li> <li>2. Civil rights issues</li> <li>3. Human rights issues</li> </ol> </li> </ul>
<b>B. People, Places, and Environments [Geography]</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the world in spatial terms. (SS.B.1.4)</b></p> <ol style="list-style-type: none"> <li>1. uses a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.</li> <li>2. understands the advantages and disadvantages of using maps from different sources and different points of view.</li> <li>3. uses mental maps of physical and human features of the world to answer complex geographic questions.</li> <li>4. understands how cultural and technological characteristics can link or divide regions.</li> <li>5. understands how various factors affect people’s mental maps.</li> </ol>	<ul style="list-style-type: none"> <li>• Locate landforms, water and places (political divisions) on maps using cardinal directions and present the findings to other students.</li> <li>• Use community and regional maps to teach younger students geography.</li> <li>• Compares various types of maps, globes, aerial and satellite images to acquire various types of information, present to other students.</li> <li>• Draw and label maps of specific areas to scale for brochures and publications.</li> <li>• Develop and conducts a survey to illustrate how different life experiences, age, and gender influence people’s housing preferences or their view of public transportation in a city and posts the results.</li> <li>• Teach basic geography lessons to elementary students. As an art project, make globes for them to take home.</li> <li>• Conduct oral histories with senior citizens, concentrating on how the geography of your city/town has changed over the years. Help them make a simple map of how your community looked when they were young.</li> <li>• Produce maps and guides for local parks, libraries, etc.</li> <li>• Create a brochure, including maps, which explain the geography and points of interest for newcomers into the</li> </ul>

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**Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.4)**

1. understands how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.
2. understands past and present trends in human migration and cultural interaction and their impact on physical and human systems.
3. understands how the allocation of control of the Earth's surface affects interactions between people in different regions.
4. understands the global impact of human changes in the physical environment.
5. knows how humans overcome "limits to growth" imposed by physical systems.
6. understands the relationships between resources and the exploration, colonization, and settlement of different regions of the world.
7. understands the concept of sustainable development.

- community.
- Create a map of the campus for parents, visitors and new students.
- Team up with a science class to map constellations. Put constellations on the ceiling of an elementary school cafeteria.
- Help younger students map their neighborhoods.
- Create a puzzle map of the United States for younger students to put together.
- Plot a treasure hunt for younger students where they locate clues by following a map.
- Map a nature trail.
  
- Gather and interpret demographic data to draw conclusions concerning human patterns of habitation and present the results to other students.
- Discuss how human activities such as irrigation, and land use increase the ability to use land for various human reasons and diminishes the preservation of land for environmental reasons and present to younger science students.
- Interview immigrants in your community and ask them about meaningful symbols in their place of origin and share your findings with the local senior center.
- Prepare a video showing relevant geographical features of your area. Show on the local community access channel.
- Use the Internet to access schools in other communities. Have the students interact with these students, asking them questions about their community. Determine whether stereotypes are changed once students interact with others in a different community. Share what you have learned with others in your school.
- Produce a presentation for elementary or middle school students that explain the relationship between geography and the state's economy.
- Welcome new students into your school by supplying them with information about your community, including maps with locations of interest to teenagers.
- Write a social history (including the lives of ordinary people) which focus on groups of people who usually do not receive sufficient emphasis in history textbooks. Share with the school and/or community library.
- Work with adult ESOL classes and interview recent immigrants into your community about why they moved from their country. Make this information available to others.
- Create oral histories of immigrant students and publish a book.
- Interview senior citizens about the development of new technologies and transportation systems over the years, and

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	<p>publish as a resource book.</p> <ul style="list-style-type: none"><li>• Produce a video or poster on the effects of peer pressure to share with peers.</li><li>• Identify organizations in your community (e.g., Red Cross, Big Brothers/Sisters, Habitat For Humanity, MADD/SADD, etc.) and present it to the school.</li><li>• Teach younger students, through role-play, how to avoid prejudice and violence in their lives. Also discuss how to react to people with opinions different from themselves.</li><li>• Teach younger students conflict resolution skills.</li><li>• Create a peer mediation group to resolve conflict.</li><li>• Investigate the issue of date rape – design and facilitate workshops on this issue for students. Work with agencies that deal with this issue.</li><li>• Produce a video highlighting the diverse culture of your community.</li><li>• Hold a forum for students on reducing racial tension in your school. Sponsor a Mix It Up For Lunch Event in November. (Teaching Tolerance)</li><li>• Hold a multi-cultural forum for your community, highlighting different cultural backgrounds in your area.</li><li>• Conduct research on how development in your community affects the environment and/or citizens. Make this information available to city or county officials.</li><li>• Help victims of natural disasters by collecting food, clothing, or other needed items. Partner with the Red Cross.</li><li>• Teach younger students about how humans impact the water supply and what they can do to reduce water pollution.</li><li>• Present skits to others on where products (i.e., oil, coal, sugar, iron ore) come from and how to preserve these natural resources.</li><li>• Organize a club at your school, which promotes cultural understanding.</li><li>• Write a play that shows the trail of immigrants to Florida, the contributions of each group. Perform it for senior citizens.</li><li>• Establish a pen pal project with students in foreign countries.</li><li>• Conduct oral histories with people in your city or town. Map the immigration patterns and publish them with the histories.</li><li>• Have students trace family history, create a family tree, write about family traditions etc. Hold family day. Invite parents and relatives to see student displays and to share a favorite family dish at a potluck gathering.</li><li>• Compare the last 5 census statistics for your city/town. Document and chart the population trends of various ethnic groups.</li><li>• Study architecture from the major continents and islands groups. Link the architecture to climate, resources, and other geographical and physical regional traits.</li><li>• Study the influence of Spanish colonization on societies across the globe –Central and South America, Africa,</li></ul>
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	<p>North America, Pacific islands, Asia. What evidence of the colonization remains today in these cultures –food, language, art, architecture etc. Present to younger students.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the needs of the average American family with the needs of the average family in a third world country.</li> <li>• Chart how many of the world resources Americans use yearly as compared to the amount of resources used yearly by other nations.</li> </ul>
<b>C. Government and the Citizen [Civics and Government]</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government. (SS.C.1.4)</b></p> <p>1. understands the nature of political authority and the nature of the relationship between government and civil society in limited governments (e.g. constitutional democracies) and unlimited governments (e.g. totalitarian regimes).</p> <p>2. understands the ideas that led to the creation of limited government in the United States (e.g., ideas of natural rights philosophy, and the concept of popular sovereignty).</p> <p>3. understands how the overall design and specific features of the Constitution prevent the abuse of power by aggregating power at the national, state, and local levels; dispersing power among different levels of government; and using a system of checks and balances (e.g., federalism).</p> <p>4. understands the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts on the development of public policy and the political process.</p> <p><b>Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.4)</b></p> <p>1. develops and defines his or her own political beliefs and tendencies.</p> <p>2. assesses the role that his or her own political behavior plays in determining the flow of power through our political system and for resolving conflicts in a pluralistic society.</p> <p>3. understands issues of personal concern: the rights and</p>	<ul style="list-style-type: none"> <li>• Participate in the exercise of democratic procedures relating to service activities including group voting, meetings, and group rules.</li> <li>• Teach younger children character education through skits and/or puppet shows.</li> <li>• Work with groups of students on projects that develop leadership qualities.</li> <li>• Draft legislation on an important local or state issue and take the steps to have it proceed from bill to law.</li> <li>• Hold a school-wide mock campaign and election to teach others the voting process.</li> <li>• Hold a voter registration event.</li> <li>• Sponsor a debate between the school’s Young Republican and Young Democrat Clubs.</li> <li>• Create Power Points that highlight Political Action Committees and their roles in American politics.</li> <li>• Create a timeline that highlights major events of political parties from their inception to present day.</li> <li>• Write to your state or federal legislator/s concerning your opinion of an important issue to try to affect change or reform.</li> </ul> <ul style="list-style-type: none"> <li>• Create a simplified version of the Declaration of Independence to help elementary children understand its concepts.</li> <li>• Conduct a survey about issues of importance to the community. Compile the results and submit them to the</li> </ul>

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responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.

4. understands the distinction between citizens and non-citizens (aliens) and the process by which aliens may become citizens.

5. understands how personal, political, and economic rights are secured by constitutional government and by such means as the rule of law, checks and balances, an independent judiciary, and a vigilant citizenry.

6. understands the argument that personal, political, and economic rights reinforce each other.

7. knows the points at which citizens can monitor or influence the process of public policy formation.

local newspaper to be published.

- Sponsor a forum on reducing violence, helping adults understand how youth are affected by violence and how they can help solve this problem in your community.
- Track and publish voting records of the state's legislators, especially on issues important to your community.
- Compare one's personal viewpoint on an issue with the majority and with peers and develop rationale for the support of those views and present your persuasive argument to other students.
- Determine ways in which one may affect the political decision-making process and recognize and apply the rules of resolving conflicts in a pluralistic society and present to other government students.
- Develop generalizations about sources of political power to explain a service learning issue.
- Research important Supreme Court decisions on social issues and show how they impact people's lives. Make this information available to others.
- Help other students understand the importance of voting. Produce a video on how to register and vote. Show the video on the local community access channel.
- Create a wall poster for the school to show the importance of the First Amendment in the lives of students. Teach others what you have learned.
- Research environmental regulations within your community and make this information available to other students and parents.
- Write a letter, fax or e-mail message to a government representative and express your views about an issue related to a service-learning project.
- Use the local newspaper, research local issues of importance to teens. Develop ways to address those problems or needs.
- Organize a teen court to help reduce discipline problems at school.
- Create a display to describe why volunteer service and political activity are important in our democratic society.
- Make a Power Point to describe ways in which a citizen can bring change in governmental actions.
- Suggest alternative solutions to a selected service issue; explains the consequences of each solution; and selects the best solution on identified criteria. Share with other students.
- Survey youth about their needs/opinions as they relate to the community and convey this information to city or county officials.
- Work with the local government to help solve problems such as graffiti, shoplifting, drugs, etc.
- Track and publish the voting records of local officials.
- Volunteer to work for a political candidate for local elections.
- Learn who the local government representative are and write letters to them.

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	<ul style="list-style-type: none"> <li>• Study issues and educate the public from a non-partisan perspective. Write letters to the editor of your local newspaper.</li> <li>• Receive training in conflict mediation and serve as a mediator for the school or community.</li> <li>• Learn about the immigration policies and help immigrants study and pass the citizenship exam.</li> <li>• Organize a campaign to inform 18-20 old about the rights and privileges of voting, and assist voter registration in registering young voters.</li> <li>• Assess the resources in your community (agencies that help people deal with issues such as homelessness, hunger, child/spouse abuse, job placement, etc.). Discuss areas that are currently not being addressed and make this information available to local officials.</li> <li>• Make a display and report which documents voting in American elections from the 1860s to present times. Include a timeline of significant events.</li> </ul>
<b>D. Economics</b>	
<b>Benchmark</b>	<b>Service Learning Performance Task</b>
<p><b>Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources. (SS.D.1.4)</b></p> <p>1. understands how many financial and non-financial factors (e.g., cultural traditions, profit, and risk) motivate consumers, producers, workers, savers, and investors to allocate their scarce re-sources differently.</p> <p>2. understands credit history and the positive and negative impacts that credit can have on an individual's financial life.</p>	<ul style="list-style-type: none"> <li>• To help students understand goods and services, they can set up their own business, selling items they have made. Profits from this business can be donated to a local charity or non-profit of their choice.</li> <li>• Lists the resources needed to perform a service project.</li> <li>• Identify alternatives in the decision matrix of a service project; identify “trade offs” and opportunity costs of the final choices.</li> <li>• Review a list of local service projects and through the decision matrix decide which project to undertake.</li> <li>• Use economic principles to plan and budget a service-learning project.</li> <li>• Teach younger students about the scarcity of natural resources. Provide helpful suggestions of how they can ensure these resources are available for future generations.</li> <li>• Research characteristics of false advertisements and advertising gimmicks. Teach senior citizens (a group targeted with these ads) how to determine whether these ads are legitimate or scams.</li> <li>• Partner with a local credit union and start up a student run branch at your high school.</li> <li>• Teach other students how to balance a checkbook.</li> <li>• Create Public Service Ads for school television to teach economic principals that can be applied to every day life.</li> <li>• Invite bankers and financial consultants to participate in a school Economics Fair.</li> </ul>

## High School Linkages to Service Learning Social Studies

### **Standard 2: The student understands the characteristics of different economic systems and institutions. (SS.D.2.4)**

1. understands how wages and prices are determined in market, command, tradition-based, and mixed economic systems and how economic systems can be evaluated by their ability to achieve broad social goals such as freedom, efficiency, equity, security, and growth.
2. understands how price and quantity demanded relate, how price and quantity supplied relate, and how price changes or controls affect distribution and allocation in the economy.
3. understands how government taxes, policies, and programs affect individuals, groups, businesses, and regions.
4. understands how United States fiscal policies and monetary policies reinforce or offset each other and how they effect levels of economic activity, the money supply of the country, and the well being of individuals, businesses, regions and the nation.
5. understands basic terms and indicators associated with levels of economic performance and the state of the economy.
6. understands factors that have led to increased international interdependence and basic concepts associated with trade between nations.

- Use the process of specialization to produce goods for a service project.
- Decide the cost and the price (fair market value) of goods for service projects.
- Conduct simple economic lessons for elementary children.
- Discuss the difference between for-profit and non-profit organizations. Do a needed project for a non-profit in your community.
- Work with children to help them understand the concept of money and making change.
- Develop a list of goods and services that are scarce in your community. Discuss possible causes and suggest ways your community can cope with this problem. Present this information to city or county officials.
- Start a school-based business and donate profits to a charity.
- Compare and contrast currency rates of major nations. Create a display to highlight forms of worldwide currency and the exchange rates.
- Create a stock market games for younger children.
- Research child labor laws worldwide and educate other students. Write to policy-makers to express concerns.
- Research which products are created by "slave labor." Create a display to educate others.
- What's behind the label? Where are your trendy clothes made—under what conditions? Hold a public panel discussion on this topic.

**Tables Listing the Standards, the Elements of Service-Learning, and Identification of Which Elements Correlate to Each Standard**

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### Florida Sunshine State Addressed by the Elements of Service Learning

The table below lists the elements of effective service learning and benchmarks they address in the Sunshine State Standards. Well-designed service learning will likely address these benchmarks, regardless of grade level or subject area. In addition, each unique project will address a range of content standards in its own focus area. The teacher would identify the specific content standards for each project.

Standard/Benchmark	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Needs assessment, research, Learn context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments, flora, fauna	Advocacy	Products (portfolio, art, pubs., videos)	Educate others, Perform, Public Presentation	Journaling, discussion	Formative, summative evaluation	Refining, future planning
<b>LANGUAGE ARTS</b> (projects involving writing, publishing, journals, scripts, advocacy, teaching, research, evaluating, performance, etc.)														
<b>A. Reading</b>														
Uses the reading process effectively (LA.A.1)	X		X								X			
Constructs meaning from a wide range of texts (LA.A.2)	X		X											
<b>B. Writing</b>														
Uses writing processes effectively (LA.B.1)		X		X	X			X	X	X	X	X	X	X
Writes to communicate ideas & information effectively (LA.B.2)			X	X	X		X	X	X	X	X	X	X	X
<b>C. Listening, Viewing, &amp; Speaking</b>														
Uses listening strategies effectively (LA.C.1)	X	X	X		X	X	X	X	X		X	X		
Uses viewing strategies effectively (LA.C.2)	X	X	X		X		X	X	X		X	X		
Uses speaking strategies effectively (LA.C.3)		X		X	X	X	X	X	X		X	X	X	X
<b>D. Language</b>														
Understands the nature of language (LA.D.1)		X	X		X		X		X		X	X		
Understands the power of language (LA.D.2)		X	X		X		X		X		X	X		
<b>E. Literature</b>														
Responds critically to fiction, nonfiction, poetry, & drama (LA.E.2)	X								X		X	X		
<b>MATHEMATICS</b> (projects involving math, science, construction, mapping, restoration, environment, fundraising, technology, student budgeting)														
<b>A. Number Sense, Concepts, &amp; Operations</b>														
Understands the different ways numbers are represented & used in the real world (MA.A.1)	X		X	X	X				X	X	X	X	X	
Understands number systems (MA.A.2)	X		X	X	X				X	X	X	X	X	
Understands the effects of operations on numbers & the relations among these operations, selects appropriate operations, & computes for problem solving (MA.A.3)	X	X	X	X	X				X		X	X	X	X

Standard/Benchmark Subject	Prepare/Plan/Design				Act				Demonstrate			Reflect	
	Needs assessment, research, Learn' context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, bands, data, people, technology instruments, flora, fauna	Advocacy	Products (portfolio, art, pubs., videos)	Educate others, Perform, Public Presentation	Journaling, Discussion	Formative, summative evaluation
<b>LANGUAGE ARTS</b> (projects involving writing, publishing, journals, scripts, advocacy, teaching, research, evaluating, performance, etc.)													
<b>A. Reading</b>													
Uses the reading process effectively (L.A.1)	X		X								X		
Constructs meaning from a wide range of texts (L.A.2)	X		X										
<b>B. Writing</b>													
Uses writing processes effectively (L.A.B.1)		X		X	X			X	X	X	X	X	X
Writes to communicate ideas & information effectively (L.A.B.2)			X	X	X		X	X	X	X	X	X	X
<b>C. Listening, Viewing, &amp; Speaking</b>													
Uses listening strategies effectively (L.A.C.1)	X	X	X		X	X	X	X	X		X	X	
Uses viewing strategies effectively (L.A.C.2)	X	X	X		X		X	X	X		X	X	
Uses speaking strategies effectively (L.A.C.3)		X		X	X	X	X	X	X		X	X	X
<b>D. Language</b>													
Understands the nature of language (L.A.D.1)		X	X		X		X		X		X	X	
Understands the power of language (L.A.D.2)		X	X		X		X		X		X	X	
<b>E. Literature</b>													
Responds critically to fiction, nonfiction, poetry, & drama (L.A.E.2)	X								X		X	X	
<b>MATHEMATICS</b> (projects involving math, science, construction, mapping, restoration, environment, fundraising, technology, student budgeting )													
<b>A. Number Sense, Concepts, &amp; Operations</b>													
Understands the different ways numbers are represented & used in the real world (MA A.1)	X		X	X	X				X	X	X	X	
Understands number systems (MA A.2)	X		X	X	X				X	X	X	X	
Understands the effects of operations on numbers & the relations among these operations, selects appropriate operations, & computes for problem solving (MA.A.3)	X	X	X	X	X			X		X	X	X	X

Standard/Benchmark Subject	Prepare/Plan/Design				Act				Demonstrate			Reflect	
	Needs assessment, research, Learn context	Issue/dimension selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments	Advocacy	Products (portfolio, art, pubs, videos)	Educate others, Perform, Public Presentation	Journaling, Discussion	Formative, summative evaluation
Uses estimation in problem solving & computation (MA.A.4)													
Understands & applies theories related to numbers (MA.A.5)													
<b>B. Measurement</b>													
Compares, contrasts, & converts within systems of measurement (MA.B.2)	X				X		X		X			X	X
Estimates measurements in real-world problem situations (MA.B.3)	X	X		X	X		X		X	X	X	X	
Selects & uses appropriate units & instruments to achieve the degree of precision & accuracy required in real-world situations (MA.B.4)	X			X	X		X		X	X	X	X	
<b>C. Geometry &amp; Spatial Sense (projects involving design, construction, architecture, restoration, mapping)</b>													
Describes, draws, identifies, & analyzes 2- & 3-dimensional shapes (MA.C.1)				X	X				X	X			
Visualizes & illustrates ways in which shapes can be combined, subdivided, & changed (MA.C.2)		X		X	X				X	X			
Uses coordinate geometry to locate objects in both two & three dimensions & to describe objects algebraically (MA.C.3)				X	X				X	X			
<b>D. Algebraic Thinking</b>													
Describes, analyzes, & generalizes a wide variety of patterns, relations, & functions (MA.D.1)	X	X		X	X				X	X	X	X	
Uses expressions, inequalities, graphs, & formulas to represent & interpret situations (MA.D.2)	X	X		X	X				X	X	X	X	X
<b>E. Data Analysis &amp; Probability (virtually every project)</b>													
Understands & uses tools in data analysis to manage information (MA.E.1)	X	X	X	X	X		X	X	X	X	X	X	
Identifies patterns & makes predictions from an orderly display of data using concepts of probability & statistics (MA.E.2)	X	X	X	X	X		X	X	X	X	X	X	X
Uses statistical methods to make references & valid arguments about real-world situations (MA.E.3)	X	X	X	X	X		X	X	X	X	X	X	
<b>SCIENCE (science, environmental, intergenerational projects)</b>													
<b>F. Processes of Life</b>													
Student describes patterns of structure & function in living things (SC.F.1)	X	X		X	X		X	X	X	X	X	X	
<b>G. How Living Things Interact with Their Environment</b>													
Understands the competitive, interdependent, cyclic nature of living things in the environment (SC.G.1)	X	X		X	X		X	X	X	X	X	X	
Understands the consequences of using limited natural resources (SC.G.2)	X	X		X	X		X	X	X	X	X	X	
<b>H. The Nature of Science</b>													
Uses the scientific processes & habits of mind to solve problems (SC.H.1)	X	X	X	X	X		X	X	X	X	X	X	
Understands that most natural events occur in comprehensible, consistent patterns (SC.H.2)	X	X		X	X				X	X	X	X	
Understands that science, technology, & society are interwoven & interdependent (SC.H.3)	X	X	X	X	X	X	X	X	X	X	X	X	X



Standard/Benchmark	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Subject	Needs assessment, research, Learn context	Issue discussion, selection	Examines policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments/flows, issues	Advocacy	Products (portfolio, art, pubs., videos)	Educate others, Perform, Public Presentation	Journaling, Discussion	Formative, summative evaluation
<b>SOCIAL STUDIES</b> (ALL projects involving students in the surrounding community &/or environment)														
<b>A. Time, Continuity, &amp; Change</b> [History]														
Understands historical chronology & the historical perspective (SS A.1)														
	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>B. People, Places, &amp; Environments</b>														
Understands interactions of people & their physical environment (SS B 2)														
	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>C. Government &amp; the Citizen</b> [Civics & Government]														
Understands the structure, functions, & purposes of gov't. and how principles of American democracy are reflected in . . . gov't. (SS C.1)														
	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Understands the role of the citizen in American democracy (SS C.2)														
	X	X	X	X	X	X	X	X	X	X	X	X	X	
<b>D. Economics</b>														
Understands how scarcity requires individuals & institutions to make choices about how to use resources (SS D.1)														
	X	X	X	X	X	X	X	X	X	X	X	X	X	
Understands the characteristics of different economic systems & institutions (SS D 2)														
	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>FOREIGN LANGUAGE</b> (projects engaging students to serve and work with people who speak different languages)														
<b>A. Communication</b>														
Engages in conversation, expresses feelings & emotions, & exchanges opinions (FL A. 1)														
	X	X	X		X	X	X	X	X		X	X	X	
Understands & interprets written & spoken language on a variety of topics (FL A.2)														
	X	X	X	X	X	X	X	X	X	X	X	X	X	
Presents information, concepts, & ideas to an audience or readers on a variety of topics (FL A.3)														
		X		X	X		X	X	X	X	X	X	X	
<b>B. Culture</b>														
Demonstrates an understanding of the relation between the perspectives & products of culture studied & uses this knowledge to recognize cultural practices (FL B.1)														
	X	X		X	X	X	X	X		X	X	X	X	
<b>C. Connections</b>														
Reinforces & furthers knowledge of other disciplines through foreign language (FL C.1)														
	X	X	X	X	X		X	X	X	X	X	X		
Acquires information & perspectives that are available only through the foreign language & within the target area (FL C.2)														
	X		X			X					X			X
<b>D. Comparisons</b>														
Recognizes that languages have different patterns of communication & applies this knowledge to his or her own culture (FL D.1)														
	X	X		X	X		X	X	X	X	X	X	X	X
Recognizes that cultures have different patterns of interaction & applies this knowledge to his or her own culture (FL D 2)														
	X	X	X	X	X		X	X	X	X		X	X	
<b>E. Experiences</b>														
Uses the language within & beyond the school setting (FL E.1)														
					X	X	X	X	X	X	X			

Standard/Benchmark Subject	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Needs assessment, research, Learn context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments, flora, fauna	Advocacy	Products (portfolio, art, pubs., videos)	Educate others, Perform, Public Presentation	Journaling, discussion	Formative, summative evaluation	Refining, future planning
<b>THE ARTS</b> (projects involving performance, music, teaching, creation of public art, TV/video production, advocacy, public relations, technology, oral history, local history, intergenerational )														
<b>A. Skills &amp; Techniques</b>														
<b>DANCE</b>														
Identifies & demonstrates movements in performing dance (DA.A.1)				X	X			X	X		X			
Understands choreographic principles, processes, & structures (DA.A.2)				X	X			X	X		X	X		
<b>B. Creation &amp; Communication</b>														
Understands dance is a way to create meaning (DA.B.1)		X		X	X			X	X		X	X	X	
<b>C. Cultural &amp; Historical Connections</b>														
Demonstrates & understands dance in various cultures & historical periods (DA.C.1)	X	X	X	X	X			X		X	X	X	X	
<b>D. Aesthetic &amp; Critical Analysis</b>														
Applies & demonstrates critical thinking skills in dance (DA.D.1)				X	X			X		X	X	X		
<b>E. Applications to Life</b>														
Makes connections between dance & healthful living (DA.E.1)	X	X	X	X	X			X		X	X	X	X	
Makes connections between dance & other disciplines (DA.E.2)	X	X	X	X	X			X		X	X	X	X	
<b>MUSIC</b>														
<b>A. Skills &amp; Techniques</b>														
Sings, alone & with others, a varied repertoire of music (MU.A.1)					X	X		X	X	X	X			
Performs on instruments, alone & with others, a varied repertoire of music (MU.A.2)					X	X		X	X	X	X			
Reads & notates music (MU.A.3)				X	X	X		X	X	X	X		X	
<b>B. Creation &amp; Communication</b>														
Improvises melodies, variations, & accompaniments (MU.B.1)				X	X	X		X	X	X	X			
Composes & arranges music within specific guidelines (MU.B.2)				X	X	X		X	X	X	X			
Improvises melodies, variations, & accompaniments (MU.B.1)				X	X	X		X	X	X	X			
Composes & arranges music within specific guidelines (MU.B.2)				X	X	X		X	X	X	X			
<b>C. Cultural &amp; Historical Connections</b>														
Understands music in relation to culture & history (MU.C.1)	X	X		X	X	X		X	X	X	X	X	X	
<b>D. Aesthetic and Critical Analysis</b>														
Evaluates music and music performance (MU.D.2)				X	X					X	X	X	X	
<b>E. Applications to Life</b>														
Understands the relation between music, the other arts, & disciplines outside the arts (MU.E.1)	X	X		X	X	X		X	X	X	X	X		
Understands the relation between music & the world beyond the school setting (MU.E.2)	X	X		X	X	X		X	X	X	X	X		

Standard/Benchmark Subject	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Needs assessment, research, Learn context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ scif, teams, hands, data, people, technology, instruments, flora, fauna	Advocacy	Products (portfolio, art, pubs, videos)	Educate others, Perform, Public Presentation	Journaling, Discussion	Formative, summative evaluation	Refining, future planning
<b>THEATRE</b>														
<b>A. Skills &amp; Techniques</b>														
Acts by developing, communicating, & sustaining characters in improvisation & formal or informal productions (TH.A.1)				X	X			X	X	X	X			
Directs by interpreting dramatic texts & organizing & conducting rehearsals for formal & informal production (TH.A.2)				X	X		X	X	X	X				
Designs, conceptualizes, & interprets formal & informal productions (TH.A.3)				X	X			X	X	X	X	X		
<b>B. Creation &amp; Communication</b>														
Improvises, writes, & refines scripts based on heritage, imagination, literature, history, & personal experiences (TH.B.1)				X	X			X	X	X				
<b>C. Cultural &amp; Historical Connections</b>														
Understands context by analyzing the role of theatre, film, television, & electronic media in the past & present (TH.C.1)	X	X	X	X	X			X		X	X	X		
<b>D. Aesthetic &amp; Critical Analysis</b>														
Analyzes, criticizes, & constructs meaning from formal & informal theatre, film, television, & electronic media (TH.D.1)				X	X			X	X	X	X	X	X	
<b>E. Applications to Life</b>														
Understands applications of the role of theatre, film, television, & electronic media to everyday life (TH.E.1)	X	X	X	X	X			X	X	X	X	X	X	
<b>VISUAL ARTS</b>														
<b>A. Skills &amp; Techniques</b>														
Understands & applies media, techniques, & processes (VA.A.1)	X	X	X	X	X			X		X	X	X	X	X
<b>B. Creation &amp; Communication</b>														
Creates & communicates a range of subject matter, symbols, & ideas using knowledge of structures & functions of visual arts (VA.B.1)				X	X			X	X	X	X	X	X	X
<b>C. Cultural &amp; Historical Connections</b>														
Understands the visual arts in relation to history & culture (VA.C.1)			X	X	X	X		X		X	X	X		
<b>D. Aesthetic &amp; Critical Analysis</b>														
Assesses, evaluates, & responds to characteristics of works of art (VA.D.1)			X	X	X			X	X	X	X	X	X	
<b>E. Applications to Life</b>														
Makes connections between the visual arts, other disciplines, & the real world (VA.E.1)	X	X	X	X	X	X		X	X	X	X	X	X	X

Standard/Benchmark	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Needs assessment, research, Learn context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments, flora, fauna	Advocacy	Products (portfolio, art, pubs., videos)	Educate others, Perform, Public Presentation	Journaling, Discussion	Formative, summative evaluation	Refining, future planning
Subject														
<b>HEALTH EDUCATION</b> (projects involving sports, coaching, prevention, intergenerational, exercise, disease, wellness, conflict resolution, life choices, teaching, performance, advocacy)														
<b>A. Health Literacy</b>														
Comprehends concepts related to health promotion & disease prevention (HE.A.1)	X	X	X	X	X			X	X	X	X	X	X	
<b>B. Responsible Health Behavior</b>														
Knows health-enhancing behaviors & how to reduce health risks (HE.B.1)	X	X	X	X	X			X	X	X	X	X	X	
Analyzes the influence of culture, media, technology, & other factors on health (HE.B.2)	X	X	X	X										
Knows how to use effective interpersonal communication skills that enhance health (HE.B.3)	X	X	X	X	X			X	X	X	X	X	X	
<b>C. Advocate &amp; Promote Health Living</b>														
Knows how to use goal-setting & decision-making skills that enhance health (HE.C.1)		X	X	X	X			X	X	X	X	X	X	
Knows how to advocate for personal, family, & community health (HE.C.2)		X	X	X	X			X	X	X	X	X	X	
<b>PHYSICAL EDUCATION</b> (projects involving sports, coaching, prevention, intergenerational, exercise, disease, wellness, conflict resolution, life choices, teaching, performance, advocacy)														
<b>A. Physical Education Literacy</b>														
Demonstrates competency in many movement forms & proficiency in a few forms of physical activity (PE.A.1)					X			X	X	X	X			
Applies concepts & principles of human movement to the development of motor skills & the learning of new skills (PE.A.2)			X	X	X			X	X	X	X			
Analyzes the benefits of regular participation in physical activity (PE.A.3)	X	X	X	X	X			X	X	X	X	X	X	
<b>B. Responsible Physical Activity Behaviors</b>														
Demonstrates responsible personal & social behavior in physical activity (PE.B.2)				X	X			X	X	X	X			
<b>C. Advocate &amp; Promote Physically Active Lifestyles</b>														
Understands how participating in physical activity promotes inclusion & an understanding of the abilities & cultural diversity of people (PE.C.1)	X	X	X	X	X			X	X	X	X	X	X	
Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, & communication (PE.C.2)	X	X	X	X	X			X	X	X	X	X	X	

## Service-Learning Elements and the Florida Goal 3 Standards

A critical set of cross-disciplinary abilities and process are identified in the Florida Department of Education document, *A System of School Improvement and Accountability*. Eight goals are identified in this publication that serve as the foundation for school reform in Florida. Goal 3 addresses Student Performance and consists of 11 standards. All the standards (except #11, which focuses on parent involvement) deal specifically with student outcomes and have direct intersections with service learning. The standards represent general categories of processes and abilities that can be used and are important to all subject areas as well as the world of work. These standards were adopted by the State Board of Education and represent part of what the state holds schools accountable for teaching.

The table below shows how well designed service-learning projects address a wide range of the Goal 3 standards. Good service-learning activities not only address the standards, but do so at a variety of points in the project, providing multiple opportunities for students to apply needed skills and behaviors while helping others.

Standard (Standards 1-4 are assessed by the Florida Comprehensive Achievement Test - FCAT)	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Needs assessment, research, learn context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments, flora, fauna	Advocacy	Products (portfolio, art, pubs., videos)	Educate others, Perform, Public Presentation	Journing, Discussion	Formative, summative evaluation	Refining, future planning
<b>Standard 1: Information Managers</b> (nearly all projects)														
Students locate, comprehend, interpret, evaluate, maintain, & apply information concepts, and ideas found in literature, the arts, symbols, recordings, video, & other graphic displays, & computer files in order to perform tasks and/or for enjoyment.	X	X	X	X	X			X	X	X	X	X	X	X
<b>Standard 2: Effective Communicators</b> (nearly all projects)														
Students communicate in English & other languages using information, concepts, prose, symbols, reports, audio & video recordings, speeches, graphic displays, & computer-based programs		X	X		X	X	X	X	X		X	X	X	X
<b>Standard 3: Numeric Problem Solvers</b> (projects involving math, science, construction, mapping, restoration, environment, fundraising, technology, student budgeting)														
Students use numeric operations and concepts to describe, analyze, disaggregate, communicate, and synthesize numeric data, & identify & solve problems.	X		X	X	X			X		X	X	X	X	X
<b>Standard 4: Creative and Critical Thinkers</b> (nearly all projects)														
Students use creative thinking skills to generate new ideas, make the best decision, recognize and solve problems through reasoning, interpret symbolic data, & develop efficient techniques for lifelong learning.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Standard 5: Responsible Workers</b> (nearly all projects)														
Students display responsibility, self-esteem, sociability, self-management, integrity, & honesty		X			X	X	X	X	X		X	X	X	

Standard	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Needs assessment, research, Learn context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments, flora, fauna	Advocacy	Products (portfolio, art, pubs, videos)	Educate others, Perform, Public Presentation	Journaing, Discussion	Formative, summative evaluation	Refining, future planning
<b>Standard 6: Resource Managers</b> (projects involving money, fundraising, budgeting, securing donations, and/or student program administration)														
Students appropriately allocate time, money, materials, & other resources.				X	X	X	X	X		X			X	X
<b>Standard 7: Systems Managers</b> (nearly all projects)														
Students integrate their knowledge & understanding of how social, organizational, informational, & technological systems work with their abilities to analyze trends, design & improve systems, & use and maintain appropriate technology.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Standard 8: Cooperative Workers</b> (nearly all projects)														
Students work cooperatively to successfully complete a project or activity	X	X		X	X	X	X	X	X	X	X			X
<b>Standard 9: Effective Leaders</b> (projects with strong student roles in project selection, design, implementation, & assessment)														
Students establish credibility with their colleagues through competence & integrity, & help their peers achieve their goals by communicating their feelings & ideas to justify or successfully negotiate a position that advances goal attainment.		X	X		X	X	X	X			X	X		
<b>Standard 10: Multiculturally Sensitive Citizens</b> (projects engaging students with diverse populations)														
Students appreciate their own culture and the cultures of others, understand the concerns & perspectives of members of other ethnic & gender groups, reject the stereotyping of themselves & others, & seek out and utilize the views of persons from diverse ethnic, social, & educational backgrounds while completing individual & group projects.	X	X			X	X		X	X		X	X	X	

## Service-Learning Elements and the Florida Applied Technology Standards

The following table provides teacher-validated examples of linkages, across disciplines, between the elements of effective service learning and Florida's Applied Technology Standards.

Standard	Prepare/Plan/Design				Act				Demonstrate			Reflect		
	Needs assessment, research, Learn context	Issue discussion, selection	Examine policy, systems, options	Project design	Service to public, organizations, people, nature	Public partnerships, Collaborations	Student leadership, administration	Work w/ self, teams, hands, data, people, technology, instruments, flora, fauna	Advocacy	Products (portfolio, art, puba, videos)	Educate others, Perforat, Public Presentation	Journaling, Discussion	Formative, summative evaluation	Refining, future planning
<b>A. Planning (nearly all projects)</b>														
1. Applies planning methods to decision making related to life & work ideas.	X	X	X	X	X			X	X	X	X			X
<b>B. Management (projects with strong student roles in project selection, design, implementation, &amp; assessment)</b>														
1. Employs management techniques to manage projects & enterprises related to work & life roles.	X	X	X	X			X		X		X		X	X
2. Applies marketing & promotional techniques to products & enterprises in a business or social setting.							X		X	X	X			X
3. Demonstrates knowledge & abilities necessary as a contract employee or to initiate & maintain a service- or product-based business.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>C. Finance (projects involving money, fundraising, student budgeting, securing donations, program administration)</b>														
1. Demonstrates financial planning ability and decision making related to work and life roles		X	X	X	X		X	X	X	X			X	X
<b>D. Technical &amp; Production Skills in the Work Place (projects involving production of publications, films, art, performances)</b>														
1. Organizes work assignments by demonstrating production techniques.		X	X	X	X			X		X				
<b>E. Technology (projects involving use of technology)</b>														
1. Demonstrates use of applied technology to perform academic tasks														
2. Applies appropriate technology to an industry to solve technical and production problems					X			X		X				
<b>F. Labor (projects involving partnerships with local businesses and government agencies)</b>														
1. Demonstrates an understanding of labor issues related to the work place.	X	X	X	X	X	X		X			X		X	
<b>G. Community Issues (nearly all projects)</b>														
1. Analyzes & communicates the impact that industry and the community have on each other and on the individual.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>H. Health, Safety, &amp; the Environment (nearly all projects)</b>														
1. Analyzes & communicates health and safety issues in the workplace.	X	X	X	X							X		X	X
<b>I. Personal Conduct (nearly all projects)</b>														
1. Demonstrates an understanding of professional conduct in personal roles as well as in work & industry			X	X	X	X	X	X	X		X		X	

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