Title: Animal Welfare

Overview: Students in this Service-Learning group researched about animal cruelty and presented their projects to other students. They held a school-wide pet needs drive and presented two local animal rescue chapters with the items they received during the drive. Items ranged from animal food, play paraphernalia as well as materials critical for the maintenance and cleanliness of the ARF Centers.

Curriculum Standards
Math –
Standard 4.0 Knowledge of Statistics
Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.
A. Data Displays
   • 1. Organize and display data
B. Data Analysis
Standard 6.0 Knowledge of number relationships and computation/arithmetic
C. Number computation
   1. Analyze number relations and compute
   2. Estimation
Standard 7.0 Process of Mathematics
C. Communication
   1. Present mathematical ideas using words, symbols, visual displays, or technology
Reading –
Standard 1.0 General Reading Processes
B. Fluency
Standard 2.0 Comprehension of Informational Text
A. Comprehension of Informational Text
Standard 3.0 Comprehension of Literacy Text
A. Comprehension of Literacy Text
Standard 4.0 Writing
1.0 Compose texts using prewriting and drafting strategies
5.0 Controlling Language
A. Grammar
1.0 Recognize elements of grammar
6.0 Listening:
A. Listening

Evaluation:
Pre-Post test about animal welfare, student reflection
Seven Best Practices:

1. *Meets a Recognized Need in the Community:*
   Numerous pet rescue groups in the area need assistance obtaining pet supplies and food. Students study the needs of animals that are abandoned or put up for adoption through a unit on animal cruelty and population control.

2. *Achieves Curricular Objectives:*
   Reflected within the Maryland Core objectives for core content listed above.

3. *EQUIPS Students with Necessary Knowledge and Skills:*
   Students practice listening, research, and advocacy skills.

4. *Plans Ahead:*
   Research topic, then develop and practice-debating controversial topics that arise during the study of animal welfare. Students plan the collection and funding drive.

5. *Establishes Community Partnerships:*
   Partnership between animal rescue organizations in Queen Anne's County, and middle and high schools located near the centers. Letters to parents for support and supplies.

6. *Develops Student Responsibility:*
   Students, research, plan, and execute a service-learning project based on what they read and discussed in class. They also located information and used it to debate a global problem in the community; organize and plan informational poster display, and participate in group discussions.

7. *Reflects Throughout the Student-Learning Experience:*
   Students evaluate the overall impact of their service to the community, and what knowledge they obtained through the curriculum study. Students and teachers discussed improvements for next year's classes so that the project continues to evolve and provide animals in our community a safe and clean shelter.
Service-Learning Project
High School
Indirect Services

Title of Project: Toys For TOTS

Overview:
Toys For Tots is a national program sponsored by the United States Marine Corp. Students will bring in toys to help deliver a message of hope to less fortunate children. One of the goals of Toys for Tots is to help children become responsible, productive and patriotic citizens.

Curriculum Standards:
Personal and Social Development Standards will be met through this service-learning. Students will gain attitudes, knowledge, and interpersonal skills to help them understand and respect themselves as well as those less fortunate.

Seven Best Practices:

1. *Meets a Recognized Need in the Community:*
Students provide new unwrapped toys to help the local Toys for Tots drive. Toys are distributed locally on the Eastern Shore.

2. *Meets Curricular Objectives:*
Students will learn about the nationally recognized Toys for Tots program through their participation with this project. They will gain insight and understanding about who Toys for Tots helps and the goals of the organization. They will gain insight into their own development and how they can make a difference in the lives of others, as well as their community.

3. *Reflect Throughout the Service-Learning Experience:*
Students will think about what and why it is they are donating. They will also write a reflection sheet with thoughts on what was learned through this experience.

4. *Develop Student Responsibility:*
Students will develop responsibility by requiring the student to go out on their own to collect items to donate. They also develop responsibility by following through with the project by filling out the reflection sheet and submitting all materials to guidance.

5. *Establish Community Partnerships:*
Students learn about the Toys for Tots campaign and their need for assistance from the community in order to provide a Christmas for children who are less fortunate. Toys for Tots will now have an alliance with Kent Island High School and will hopefully look to our students for assistance for any future needs.
Students will choose an age group and gender to which they would like to donate. This is a school-based awareness campaign.

7. *Equip students with knowledge and skills needed for service*:
Students acquire community awareness and the need for giving back to their local community. Students also exercise planning and preparation skills needed to follow thorough with the project.
Title: Shoeboxes for Children's Hospital

Overview:
After learning about the needs of children who are hospitalized for long periods of time, student’s gathered items, that were donated by local businesses, to give to children in local hospitals. Items, were for children to use while they were in the hospital such as coloring books, games, crafts, toys, dolls, stuffed animals, etc. Students had to identify the age range and gender the items in the box would be appropriate for and label the box accordingly. Students wrap all boxes in such a way so that nurses can check the contents of the packages to make sure gifts are age appropriate. Other students make get well cards to attach to the boxes. Students presented gifts to various children wards on the Eastern Shore. All students write reflection papers about their experience during this project.

State Curriculum Standards:
Social Studies
2. Engage in field work that relates to the topic/ situation/ problem being studied
E. Organize Social Studies Information
1. Organize information from non-print sources
   a. Prioritize information gathered according to importance and relevance
   b. Distinguish factual from fictional information
   c. Find relationships among gathered information

Evaluation:
All students are given an opportunity to discuss their experience during class time and complete in a writing prompt what the experience meant to them.

Seven Best Practices.

1. Meets a Recognized Need in the Community:
The project meets a need in the community to help young children feel more comfortable in a hospital setting.

2. Achieve Curricular Objectives:
All the curricular objectives listed above.

3. Reflect Throughout the Service Learning Experience:
Students are given two different opportunities to complete reflections about their experience. One as a personal reflection based on the experience, and the other as part of a curriculum assignment.

4. *Plans Ahead:* Students evaluate their own performance, strengthen character through civic engagement and participate in a meaningful project that benefits the local community, based on the Eastern Shore.

5. *Establishes Community Partnerships:* Local businesses and hospitals partner with students to assist in their completion of the service-learning project

6. *Develops Student Responsibility:* Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local community.

7. *Reflects throughout the student-learning experience:* Students acquire written and verbal communication skills, planning and budgeting skills, civic awareness.
Service-Learning Project
Middle School
Direct Service

Title: Environmental Habitat Restoration

Overview:
Sixth graders created a mini-habitat. The students learned about the importance of the balance between urban sprawl and the creation of new habitat for animals. Students focused on making a positive impact to the local eco system through a multi-step project focusing on habitat restoration.

Standards Met:
Science
Goal 6.0 Environmental Science
6.3 The student will analyze the relationships between humans and the earth’s resources.
   • 6.3.1 The student will evaluate the interrelationship between humans and air quality.
   • 6.3.2 The student will evaluate the interrelationship between humans and water quality and quantity.
   • 6.3.3 The student will evaluate the interrelationship between humans and land resources.

Mathematics
Standard 4 (Data Displays)
A. Knowledge of Statistics
B. Data Analysis
Standard 6 (Knowledge of number relationships and computation/arithmetic)
A. Knowledge of numbers and place value

Evaluation:
Completion of Pre-Posttest; Student Reflection

Seven Best Practices:
1. Meets a Recognized Need in the Community:
A mini-habitat was created at one of the new middle schools in the county in order to provide students with an in-depth knowledge base of the balance between urban sprawl and the creation of a habitat for animals that have been dislocated by building.

2. Achieve Curricular Objectives:
Research of native plants and animals. Mathematical skills were also practices as students were expected to estimate, measure, and graph the space an environment habitat would require on the existing school’s ground.

3. Reflect Throughout the Service Learning Experience
In reflection students related how they observed growth and development within a habitat that was located near the schools.
4. Develop student responsibility:
Students were expected to research local animal and plant wildlife. Students planned how to take measurements and graph a physical space. Use team work to work together to create the bed for the habitat. Students will also determine how to maintain the area.

5. Establish Community Partnerships:
Local landscapers partnered with students. In addition, parents provided support and materials for students through a collaborative format.

6. Plan Ahead for Service-Learning
Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local and greater Chesapeake Bay watershed communities.

7. Equip Students With Knowledge and Skills Needed for Service:
Students and instructors discuss reason or and necessity of Preparation. Groups form committees and assign tasks. Finally, students conduct action and reflect upon the process through follow-up and written feedback/reflections.
Service-Learning
Middle School
Direct, Indirect and Advocacy

Title: Environmental Service Learning Unit

Overview: Sixth grade students identify an environmental problem in their community, such as, the need to recycle. Students then research and learn about strategies citizens can use to solve the environmental problem they choose. For example, citizens can separate their trash from recyclables at home, and then take their recyclables to recycling stations located round the county. Finally, students select and deliver their message to the community about solving the environmental problem they chose.

Standards Met:

Science
Goal 6.0 Environmental Science
6.3 The student will analyze the relationships between humans and the earth’s resources.
   • 6.3.1 The student will evaluate the interrelationship between humans and air quality.
   • 6.3.2 The student will evaluate the interrelationship between humans and water quality and quantity.
   • 6.3.3 The student will evaluate the interrelationship between humans and land resources.

Reading
Standard 1.0 General Reading Processes
B. Fluency
Standard 2.0 Comprehension of Informational Text
A. Comprehension of Informational Text
Standard 3.0 Comprehension of Literacy Text
A. Comprehension of Literacy Text

Standard 4.0 Writing
1.0 Compose texts using prewriting and drafting strategies
5.0 Controlling Language
A. Grammar
1.0 Recognize elements of grammar
6.0 Listening:
A. Listening

Evaluation:
Students complete a Queen Anne’s County form reflecting on their experience completing the Environmental Learning Unit. Students create a personal brochure/pamphlet that expresses how the complete service-learning project affected them. What did they learn? What did they like best? What would they change?

Seven Best Practices
1. Meets a Recognized Need in the Community:
The Chesapeake Bay watershed is suffering from too much pollution, trash, nitrogen overload, overpopulation, over fishing, and other issues. Queen Anne’s county, in particular, suffers from all of these problems.

2. Achieves Curricular Objectives:
In math, students perform statistical computations using and graphing data. In language arts, students identify ways to communicate and practice being communicators. Science classes identify and describe that ecosystems can be impacted by human activities. Social studies students recognize that cultural mores must be acknowledged and sometimes changed.

3. Equips Students with Necessary Knowledge and Skills:
Students, research, plan, and execute a service-learning project based on what they read and discuss. They also locate information and use it to solve a problem in the community; organize and plan tables and graphs, and participate in group discussions.

4. Plans Ahead:
Students identify environmental needs in the community. They research in order to find solutions and predict results for their actions.

5. Establishes Community Partnerships:
Partnerships will be established with groups, such as, the county commissioners and State Highway Administration and also with the local newspapers. Local government collection agencies and non-profit recycling companies will transfer school’s recyclables to appropriate source.

6. Develops Student Responsibility:
Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local greater Chesapeake Bay watershed communities.

7. Reflects Throughout the Student-Learning Experiences:
Students evaluate overall impact of service and learning. Classes discuss improvements for next year’s classes and continually improve the ongoing solutions to the Chesapeake Bay’s environmental problems.
Service-Learning Projects
Middle School
Direct Services

Title: Senior Citizens

Overview: Students host parties for a senior citizens center. In the classroom, students learn how the human body changes as it ages. The students plan and prepare parties, service refreshments and provide interactive entertainment. All food, decorations and entertainment are planned and executed by the students. They celebrate the thank you notes and pictures they receive and reflect on their contributions.

Curriculum Standards:

Standard 4.0 Writing
1.0 Compose texts using prewriting and drafting strategies
5.0 Controlling Language
A. Grammar
1.0 Recognize elements of grammar
6.0 Listening:
A. Listening

Mathematics
Standard 4 (Data Displays)
A. Knowledge of Statistics
B. Data Analysis
Standard 6 (Knowledge of number relationships and computation/ arithmetic
A. Knowledge of numbers and place value

Evaluation: Pre and Post Test, Writing Prompts, individual student reflections

Seven Best Service-Learning Practices:

1. Meets a recognized need in the community:
Senior centers need outside activities. Seniors need more opportunities to interact with young people. Young people need to understand the needs of the senior population.

2. Achieves curricular objectives:
Math – students perform statistical computations using data and graphing
L.A. Students identify ways to communicate and practice communication skills
Science – Students experience 5 sensitivity stations in order to understand changes in mental and physical status as related to aging.
Social Studies – Students complete a career unit that includes working with the elderly.

3. Reflects throughout the service-Learning experience:
Students completed a pre and post survey. Students also reflected about the experience through a writing prompt activity based on how the experience affected them.

4. Develops student responsibility:
Action phase requires every student to bring something, create something or perform at the gathering. Students work in small group committees to come to consensus about the planning of the gathering. Participation in preparation/action/reflection results in the student earning service-learning hours.

5. Plans ahead for Service-Learning:
Students practice listening skills. They also develop and practice questions in order to hold meaningful conversations.

6. Equips students with knowledge and skills needed for service:
Student sensitivity activity; students experience 5 stations and complete a handout pertaining to how it feels to have physical problems. Students form committees to plan or the gathering.

7. Equips students with knowledge and skills needed for service:
Discuss reasons for and necessity of preparation
Write to explain why we must always ask and not surprise individuals with actions
How to form committees and assign tasks
Title of Project: Food Drive for Local Food Bank

Overview (Description of Project)
Students will plan and organize Kids Helping Kids Food Drive, which is sponsored by the Maryland Food Bank. By working with their United States History teachers, students will review information about childhood hunger in both a local and global context. They will look at the trends which have contributed to childhood hunger today, and compare it to what Americans faced during the Great Depression. Students will demonstrate their understanding of the government’s response in time of Depression. Students will demonstrate their understanding of the government’s response in time of societal need by planning a food drive campaign to help meet the goals of the Maryland Food Bank.

State Curriculum Standards Met:
5.3 Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1929-1945.
A.1 Students will analyze the consequences and government responses to the Great Depression.
   a. Students will evaluate the hardships of the Great Depression on various groups in American society, including families, farmers, minorities and industrial workers.

Evaluation:
Students will be evaluated on the content of their reflection and how their plan meets the Food Drive goals as described in the Maryland Food Bank Document.

Seven Best Learning Practices:
1. Meets a recognized need in the community:
In Queen Anne’s County alone, there are 3,461 people living in poverty. Of those, 1,035 are children. Children in poverty often do not receive enough nutrition to support their growing needs. Students will help to build their own awareness of the problem both locally and on a global level. They will also recognize the importance of service organizations and government involvement in meeting the needs of society.

2. Achieves Curricular Objectives:
This plan connects with the American History study of the Great Depression. Students will identify how hunger and poverty is a phenomenon that our country has had to grapple with on many previous occasions.

3. Reflect Throughout the Service-Learning Experience:
Students will be exposed to data that illustrates for them what a problem childhood hunger is in our state. They will use this information to create a plan to provide food for the Maryland Food Bank. Their discussions and work will be recorded in their reflection document at the end of the project.
4. *Develop Student Responsibility:*
Students will review information from their history texts as well as from the Maryland Food Bank. They will be tasked with sharing this information with others at home in their community in order to collect the food that they need to meet their food drive goals.

5. *Establish Community Partnership:*
The Maryland State Department of Education and Maryland Food Bank will provide supplementary materials to help inform the students on how important they are in helping to solve the problem of childhood hunger.

Students will identify what food items are needed by the food bank and will plan how they will spread information about the food drive within the school, in order to get students to bring in the needed items. They will also create a system for tracking their progress in meeting their goals, and use this information to measure how successful they are.

7. *Equip Students With Knowledge and Skills Needed for Service:*
Students will need to learn what effective ways to raise consciousness about societal problems exist. They will also need to know how to convey this information in a way that makes others want to help solve the problem. To make this project a success they will also need to be able to record and organize the donations effectively so that the food items are delivered in a timely fashion.
Title: Homeless and/or Battered Women and Children Project

Overview: St. Martin's House at the Benedictine School is the chosen project for eighth and High School students in Queen Anne's County. This is a shelter for homeless and/or battered women and children. Students prepare for this experience through instruction about the homeless in modern-day America. Students also bring in clothing, toiletries, and other items to be used by the women and children.

Curriculum Standards Met:

Standard 4.0 Writing
1.0 Compose texts using prewriting and drafting strategies
5.0 Controlling Language
A. Grammar
1.0 Recognize elements of grammar
6.0 Listening:
A. Listening

Social Studies
2. Engage in field work that relates to the topic/situation/problem being studied
E. Organize Social Studies Information
1. Organize information from non-print sources
a. Prioritize information gathered according to importance and relevance
b. Distinguish factual from fictional information
c. Find relationships among gathered information

Mathematics
Standard 4 (Data Displays)
A. Knowledge of Statistics
B. Data Analysis
Standard 6 (Knowledge of number relationships and computation/arithmetic)
A. Knowledge of numbers and place value

Evaluation:
Completion of Pre-Post test; Student Reflection

Seven Best Practices:

1. Meets a Recognized Need in the Community:
St. Martin's House serves a 5 county area providing a safe transition house for homeless women and children. Their services are based on donations and help from the community. Students
have a bias about homelessness due to media, etc. Students need to interact with people who
work with homeless people and some of these people themselves to change this prejudgement.

2. **Achieve Curricular Objectives:**
   See Above

3. **Reflect Throughout the Service Learning Experience:**
   Complete a pre and post survey when viewing “shelter Boy.” Write reactively and from another
   perspective, that of a homeless person. Discuss quality of life, nutrition on a budget, collect and
   distribute a variety of materials to the shelter.

4. **Develop student responsibility:**
   Action phase requires every student to donate something, make something, or help with the
distribution and shelter visit. Students plan, prepare and visit the shelter in order to meet the
residents.

5. **Establish Community Partnerships:**
   St. Martin’s director visits the schools to talk with students about homelessness and the shelter
experience. Students visit the shelter to meet and become acquainted with residents. Letters to
the parents help to partner their support of the activities.

6. **Plan Ahead for Service-Learning:**
   Students prepare a variety of collection of materials for the shelter needs. Students phone to
make arrangements for the guest speaker and the visit to the shelter. Students develop and
practice questions in order to hold meaningful discussion/ conversations. Students work in
committees to prepare for their visit to the shelter. Equip students with knowledge and skills
needed for service.

7. **Equip Students With Knowledge and Skills needed for Service:**
   Discuss Reasons For and Necessity of Preparation. Students learn how to form committees and
assign tasks. Students also take responsibility for action and practice advocacy letter writing.
Title of Project: Oyster Restoration Project

Overview: Students will discover the amazing filtering ability of an oyster and learn its effects on the Chesapeake Bay's water quality. They will also learn about the oyster's life cycle and restoring oyster population. They will explore and examine live oyster reefs. Lastly students will build and restore a live reef shell.

State Curriculum Standards:

Goal 6.0 Environmental Science
6.3 The student will analyze the relationships between humans and the earth's resources.
   - 6.3.1 The student will evaluate the interrelationship between humans and air quality.
   - 6.3.2 The student will evaluate the interrelationship between humans and water quality and quantity.
   - 6.3.3 The student will evaluate the interrelationship between humans and land resources.

Evaluation: Did the students meet a service need in their community? Pre and Post Test; Student Reflections

Seven Best Service Learning Practices:

1. Meets a recognized need in the community:
In order to complete a group and individual community service project, The Chesapeake Bay Environmental Center (CBEC) was selected to work with students on an environmental project. The project would assist students learn about the amazing filtering ability of the oyster and learn of its effects on the Chesapeake Bay's water quality.

2. Meet Curricular Objectives;
This experience is directly related to the student indicators and outcomes listed above.

3. Reflect throughout the service-learning experience:
The students and advisors discussed the importance of having an environmental component in their service-learning experience. The effectiveness of the project will be determined on the relationship that the students have with CBEC and students own personal reflections pertaining to the entire project.

4. Develop student responsibility:
Students will work with advisors to build and restore a live reef shell. The planning of the project will be handled by committees who will determine materials needed, location, etc.

5. Establish community partnerships:
The main community partnership will be the Chesapeake Bay Environmental Center. The Center will provide the education and instruction for students to learn how to build a living reef.

Research curricula information through the CBEC
Planning conducted by student committees with the help of teachers and advisors
Planning of construction of Reef
Planning of school-based and community awareness campaign

7. *Equip Students with Knowledge and Skills Needed for Service:*
Discuss Reasons for and necessity of Preparation
Forms committees and assign tasks.
Take responsibility for actions.
Service Learning Project  
Middle School and High School  
Indirect and Direct Service  

Title: Treats for the Troops  

Overview: The students identify the many hardships soldiers and their families endure during and after war. Some of the hardships are due to disease or separation from family. Some hardships are emotional. When interviewing veterans, students study which techniques to use. Students bring in comfort items to send deployed overseas soldiers.  

Indicators:  
Social Studies  
2. Engage in field work that relates to the topic/ situation/ problem being studied  
E. Organize Social Studies Information  
1. Organize information from non-print sources  
a. Prioritize information gathered according to importance and relevance  
b. Distinguish factual from fictional information  
c. Find relationships among gathered information  

Writing  
Standard 4.0 Writing  
1.0 Compose texts using prewriting and drafting strategies  
5.0 Controlling Language  
A. Grammar  
1.0 Recognize elements of grammar  
6.0 Listening:  
A. Listening  

Math:  
Standard 4 (Data Displays)  
A. Knowledge of Statistics  
B. Data Analysis  
Standard 6 (Knowledge of number relationships and computation/arithmetic)  
A. Knowledge of numbers and place value  

Evaluation:  
Complete a pre and post survey to identify changes in attitude and sensitivity towards deployed troops. Complete a writing prompt on how the experiences affected them.  
Enjoy and share letters and cards from troops. Discuss improvements for next year’s students.  

Seven Best Practices  

1. *Meets a Recognized Need in the Community:*  
Students wanted to acknowledge the efforts of our troops overseas. Several of Queen Anne’s County Public School graduates are deployed overseas and requesting correspondence with the
community. Their relatives have approached schools about helping to keep these soldiers connected. We have active and retired military employed within our system.

2. **Achieves Curricular Objectives:**
   See above.

3. **Reflect throughout the service learning experience:**
   Complete a pre and post survey to identify changes in attitude and sensitivity towards deployed troops. Complete a writing prompt on how the experiences affected them. Enjoy and share letters and cards from troops. Discuss improvements for next year's students. Celebrate what went well.

4. **Develops Student Responsibility:**
   The action phase requires every student to complete at least 7 of the 10 activities over the specific grade level school year. Students work in small group committees, at times, to come to consensus on plans of action. Participation in planning/action/reflection results in a service-learning credit.

5. **Establishes Community Partnerships:**
   Letters to parents partner their support. Students solicit donations from neighborhood stores for goods to send to the troops. Newspaper articles inform the public that a school's students are keeping the community connected to our service people.

6. **Plan Ahead for Service-Learning**
   Students practice communication skills. Develop and practice writing personal letters. Form committees to decide how to complete the action portion of this project.

7. **Equip Students with Knowledge and Skills Needed for Service.**
   Students acquire written and verbal communication skills, planning and budgeting skills, civic awareness.
Title: Kids Helping Hopkins

Overview: Students participate in an education program to support the vital programs at the John’s Hopkins Children’s Center. Kids Helping Hopkins allows students to collect items to be used by patients in John’s Hopkins Children’s Center.

Indicators:
Reading
Standard 1.0 General Reading Processes
B. Fluency
Standard 2.0 Comprehension of Informational Text
A. Comprehension of Informational Text
Standard 3.0 Comprehension of Literacy Text
A. Comprehension of Literacy Text

Mathematics
Standard 4 (Data Displays)
A. Knowledge of Statistics
B. Data Analysis
Standard 6 (Knowledge of number relationships and computation/arithmetic)
A. Knowledge of numbers and place value

Evaluation: Student Reflection, Graph of number of items collected.

Seven Best Practices:

1. Meets a Recognized Community Need:
Students practiced provide children who are patients at John’s Hopkins Children’s Center with items they can win as bingo prizes. Children who are patients must stay for long periods of time to complete their treatments.

2. Achieve Curricular Objectives through Service-Learning:
See above.

3. Reflect Throughout the Service-Learning Experience:
Students write a journal entry reflecting upon their experience with the service learning project. Journal entry question: Now that you have completed your service-learning project, please describe why do you believe it was important to have participated in this experience? Relate this experience to the goal of service-learning.
4. Develop Student Responsibility:
Students will develop responsibility by working in a team, organizing people within the school and community to get a job done, performing project-specific skills and working with others to solve problems.

5. Establish Community Partnerships:
Community partnerships will be established with The John’s Hopkins Children Center at John’s Hopkins Hospital in Baltimore, Maryland.

6. Plan Ahead for Service-Learning:
Research curricula information.
Planning and sponsoring of a prize drive for children.
Planning of school-based and community awareness campaign.

7. Equip Students with Knowledge and Skills Needed for Service:
Discuss reasons for and necessity of preparation.
Forms committees and assigns tasks.
Take responsibility for action.
Title: Filling the Local Food Bank

Overview:
Students plan and organize a food drive to help the local pantry. Students tally amount of food and shelve it for the needy.

Indicators:
Math
4.0 Knowledge of statistics
A. Data displays
   1. Organize and display data
B. Data analysis
6.0 Knowledge of number relationships and computation/arithmetic
C. Number computation
   1. Analyze number relations and compute
   2. Estimation
7.0 Process of Mathematics
C. Communication
   1. Present mathematical ideals using words, symbols, visual displays, or technology

Reading
Standard 1.0 General Reading Processes
B. Fluency
Standard 2.0 Comprehension of Informational Text
A. Comprehension of Informational Text
Standard 3.0 Comprehension of Literacy Text
A. Comprehension of Literacy Text

Writing
Standard 4.0 Writing
1.0 Compose texts using prewriting and drafting strategies
5.0 Controlling Language
A. Grammar
1.0 Recognize elements of grammar
6.0 Listening:

Evaluation:
Classroom assessment of above objectives. Student reflections

Seven Best Practices:

1. Meets a recognized need in the community:
Students planned and organized a food to assist the community food pantry for the fall holidays which is the period of the year of the greatest need.

2. *Achieves curricular objectives:*
All the above core curricular indicators are met.

3. *Equips Students with Necessary Knowledge and Skills:*
Students, research, plan, and execute a service-learning project based on what they read and discuss. They also locate information and use it to solve a problem in the community; organize and plan tables and graphs, and participate in group discussions.

4. *Plans Ahead:*
Students evaluate their own performance, strengthen character through civic engagements, and participate in a meaningful project that benefits the local and greater food bank centers on the Eastern Shore of Maryland.

5. *Establishes Community Partnerships:*
The local food bank organizations and local businesses all partner with students to assist in their completion of the service-learning project.

6. *Develops Student Responsibility:*
Students evaluate their own performance, strengthen character through civic engagement, and participate in a meaningful project that benefits the local and greater Eastern Shore Food Bank locations.

7. *Reflects throughout the student-learning experience:*
Students acquire written and verbal communication skills, planning and budgeting skills, civic awareness.
Title of Project: Phragmites Mitigation

Overview:
Phragmites (*Phragmites australis*), or common reed, is a wetland plant species found in every U.S. state. It can grow up to eighteen feet high in dense stands and is long-lived. The origin of the species is unclear; however, it is now widely distributed, ranging throughout Europe, Asia, Africa, Australia, and the Americas. As an invasive species, phragmites chokes out and replaces local flora. Phragmites reduces the amount of food sources and habitat that are required by local fauna. Attempts to slow the spread of this invasive reed would likely help restore indigenous populations of plants and animals.

Camp Pecometh is a local, educational facility, located in Queen Anne’s County, Maryland. Pecometh is situated on the southern bank of the Chester River and is slowly losing its beaches to the spread of phragmites. Sudlersville Middle School’s sixth grade students would first learn about the problems caused by invasive species in general, and then explore basic information about phragmites in particular. These studies would then culminate with an exploration of the rationale for removing the invasive plant and methods that could be employed to accomplish that task.

Ultimately, the sixth grade at Sudlersville Middle School proposes to travel on a field trip to Camp Pecometh. With adult supervision, sixth grade students would remove existing stands of phragmites by using shovels, lopping shears, hand clippers, and rakes. The reeds would then be placed in a large pile to be burned by the camp’s custodial staff. Before and after photographs will be taken to reveal the positive impact the students will be making to the local environment.

State Curriculum Standards:

*Science – 6.B: Environmental Issues*

6.B.1: Recognize and explain that human caused changes have consequences for Maryland’s environment as well as for other places and future times.
6.B.1.a.: Identify and describe a range of local issues that have an impact on people in other places.
6.B.1.c.: Identify and describe that ecosystems can be impacted by human activities.
6.B.1.c.1: Protection of the Chesapeake Bay watershed.

*Social Studies – 6.0: Social Studies Skills and Processes*

Indicator: 3. Use current events/issues to answer questions.
3.1 Summarize the main points of an issue explaining different viewpoints.
3.2 Make a decision based on the analysis of issues and evaluate the consequences of these decisions
3.3 Identify and formulate a position on a course of action or an issue.
3.4. Propose and justify solutions to social studies problems.

Evaluation:
Students will be evaluated in several ways. First, the standard service-learning form required by Queen Anne’s County Public Schools will be completed indicating the before, during and after components of this project. Second, teachers and other adults will monitor and check student understanding and knowledge throughout the Phragmites Mitigation project. Finally, visual observations will evaluate the contrast at the work site before and after the project is completed. The end results will be measured in an objective way to access the amount of phragmites that has been removed from the project site.

Seven Best Service Learning Practices:

1. *Meets a recognized need in the community*:
Camp Pecometh has suffered from the encroachment of a variety of invasive species over the course of its existence. These invasive species include bullfrogs, crab grass, European starlings and phragmites. The camp staff has been unsuccessful at removing these species. The site could serve as a test site for the removal of one of its most visible and persistent invasives – phragmites.

2. *Meets curricular objectives*:
This phragmites mitigation project meets various science and social studies objectives. Those curricular objectives are enumerated above.

3. *Reflect throughout the service-learning experience*:
Students will be required to reflect at several stages throughout this project. They will research and discuss the need for a phragmites mitigation project and then brainstorm ways that this environmental problem can be solved. They will reflect again as they participate in the removal of the invasive species. Finally, students will reflect again once the physical portion of this project is complete. They will be required to evaluate their methods, progress, and overall job performance.

4. *Develop student responsibility*:
The Phragmites Mitigation project will develop student responsibility in several ways. Students will learn to take responsibility for their own, local community by suggesting ways to solve the invasive species problem. They will also learn to use tools for this project in safe and efficient ways. Finally, students will be held responsible for providing a written account of this project from start to finish.

5. *Establish community partnerships*:
A strong community partnership has already been established for this project with a local camp. The staffs of Sudlersville Middle School and Camp Pecometh have met several times to discuss and decide on how an important need in the community can be met. The partnership has decided on a solution that will meet the state’s requirements for a quality service-learning project while
simultaneously meeting the camp’s requirements for solving an enduring environmental problem.

6. **Plan ahead for service-learning:**
The Phragmites Mitigation project requires extensive foresight and planning. In the meetings that have already taken place, the two staffs have consulted, site visitations have taken place, a preliminary tool count has been completed, a plan for classroom study has been started, and other steps are being taken to ensure a successful conclusion for this project. With two months to go before students go out into the field, the plans for this project are well underway.

7. **Equip students with knowledge and skills needed for service:**
Students will begin this service-learning experience by viewing and discussing a PowerPoint presentation on the rationale and basic information for service-learning. Throughout the classroom and outdoor aspects of this project, students will be provided with all of the knowledge and skills they will require. The students will culminate this activity with a written reflection that will assess whether the students believe that they received all the knowledge and skills that they needed for service. If the project is repeated in future years, changes will be made to the overall project to ameliorate any deficiencies that are discovered.