

Student Service-Learning Planner

Primary Subject: Social Studies and Science

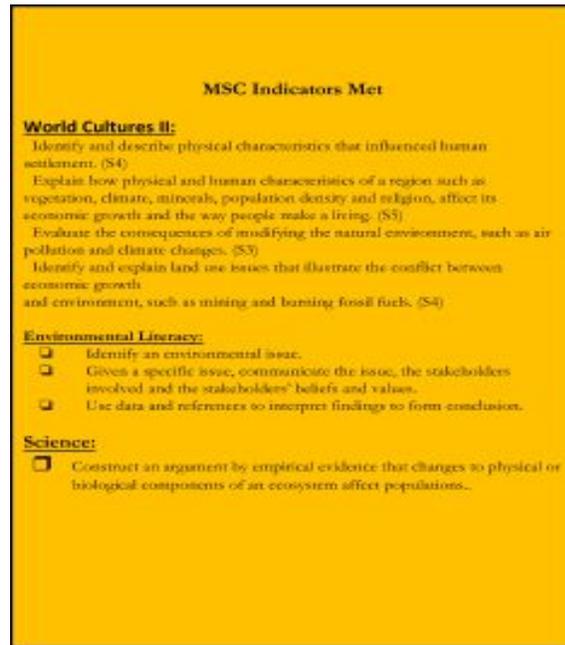
Grade Level: 7th

Additional Subject Area Connections:

Project Title: Land Use: Preservation and Progress

Type(s) of Service: Direct, Indirect or Advocacy

School/Teacher(s): Ms. Mackall, Mrs. Dade, Mr. Makle and Ms. Piotrowski



Project Description: Students are examining land use and the need to protect and preserve the surrounding watershed. Students will examine the local communities' and the government's (federal, state, and local) impact on land use. Students will identify the social, economic, political and environmental impact of our land use in our local area.

Potential Service-Learning Action Experiences:

- **Students will study the water quality in the surrounding area.**
- **Students will travel to the Elms Environmental Center located in Dameron, Maryland to learn about wetlands and native plant restoration.**
- **Students will be engaged in activities to make a meaningful contribution to wetland restoration that will lead to improving the students' efforts to improve and protect essential wetland habitats.**
- **Students will write letters to government officials about environmental policies or issues that they have researched.**
- **Students will demonstrate an understanding of what they have learned about local environmental issues through speeches, letters, posters, and political cartoons.**

**Alignment with Maryland's
Best Practices of Service-Learning:
Land Use: Preservation and Progress**

1. Meet a recognized community need

This student service learning project addresses the need to preserve and protect the Chesapeake Bay and the surrounding watershed. It also examines the Chesapeake Bay and the impact it has on the local economy. Students will provide evidence of their knowledge of the land use and watershed preservation by researching, writing letters, creating posters or political cartoons. Students will also be kept abreast of the current conditions of the watershed and ecosystem by reading and discussing articles and reports about its health, current government policies or issues being addressed by the government.

2. Achieve curricular objectives through service-learning

The students will examine the social, economic and political factors of our impact on the watershed. Students will also investigate and analyze current governmental policies on dealing with the impact on the watershed, oyster, crab and fish populations, and other concerns and issues of the federal and state governments.

3. Reflect throughout the service-learning experience

Students will have completed several readings, activities and labs in science, along with discussions in social studies about the current state of the Bay and watershed. Students will take a field trip to the Elms Environmental Center to examine the water quality and learn about native and non-native plants in the area. The student findings are recorded for future reference. Students are given the opportunity to participate in the restoration of native plants at the Elms. As a post reflective activity, once students have studied the watershed in depth, they return to school and reflect on how their experiments and data collected will help in the preservation of one of our most important resources, the Chesapeake Bay and the watershed. Also, students will participate in research, a decision making activity, letter writing, powerpoint, creating a poster or a political cartoon using what they have learned from their experiences and apply it to some current situation affecting our watershed or environment.

4. Develop student responsibility

1. Students will take an active role in the Elms Environmental Center experience and the activities.
2. Students will realize the importance of protecting our environment and demonstrate an active role through public advocacy.
3. Students will use their classroom and field experiences to discuss, brainstorm and debate the issue of water quality and land use in our community.

5. Establish community partnerships

The partnership established for this service-learning project extends from our school organizations to local government agencies. Examples include the LMS Green Team and the St. Mary's County Public Schools' Elms Environmental Education Center.

6. Plan ahead for service-learning

Students will examine the issues concerning pollution and other changes to the watershed by exploring such educational websites as the Chesapeake Bay Foundation (CBF), the Maryland Department of the Environment (MDE), the Center for Wetland Protection (CWP) and the Environmental Protection Agency (EPA).

7. Equip students with knowledge and skills needed for service

Students will gain knowledge of their community as well as land use issues as they explore the pollutants and human modifications that impact our environment and the legislation or policies that are used to reduce our footprint or impact on the environment. In addition, students gain the knowledge of our native plants and preserving the watershed. Students will use literacy skills to acquire information from text and visual sources, and practice public speaking skills. Through these experiences, students will become knowledgeable about the condition of the watershed and its effect on people and the community.