



*2009 Annual Convening
of Service-Learning Leaders*
Maryland State Department of Education
Service-Learning Unit

Unit Title

Primary Subject: Science

Grade Level: 6

Additional Subject Area Connections:

Social Studies, Math

Unit Title: Outdoor School

Type(s) of Service: *Chose Direct, Indirect or Advocacy* All are reflected in this program.

Unit Description: Students participate in a variety of activities to empower them to become environmentally responsible citizens that value natural systems.

Potential Service-Learning Action Experiences:

- Observing wildlife present in habitat
- Plan for a natural habitat
- Assess and improve stream quality in community
- Create action plan to become bay friendly in your environment
- Write letters to local government and community officials about preserving natural habitats and other environmental issues
- Maintain native species garden
- Collect seeds for the native gardens
- Building bird nesting boxes and feeders
- Improving riparian buffers
- Tree planting

Maryland State Curriculum Indicators Met

Content Title:

List Indicators Here:

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.

6.4.1 Identify an environmental issue and formulate related research questions.

6.4.2 Design and conduct the research.

6.4.3 Interpret the findings to draw conclusions and make recommendations to help resolve the issue.

6.4.4 Apply the conclusions to develop and implement an action project.

6.4.5 Analyze the effectiveness of the action project in terms of achieving the desired outcomes.

Local School System: Carroll County Public Schools

LSS Coordinator: Nora Murray

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Alignment with Maryland's Best Practices of Service-Learning:

- 1. Meet a recognized community need**
Outdoor School "Environmental Literacy"
- 2. Achieve curricular objectives through service-learning**
Employ research based instructional methodology that aligns "Environmental Best Practices", academic achievement and changing learner behavior. Environmental Issue Investigation precisely aligns with the processes of Science applied to environmental studies and engages the students in action.
- 3. Reflect throughout the service-learning experience**
Students are given time each day to reflect upon the activities they have participated by using the journal provided. In addition they are asked to consider how they can use the information learned to improve their backyard or community.
- 4. Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)**
Students have an opportunity to earn additional service hours for completing a project at home or in their community when they leave outdoor school. Students have a choice in doing a wide variety of activities.
- 5. Establish community partnerships**
Chesapeake Bay Trust
Department of Natural Resources
- 6. Plan ahead for service-learning**
Students have an opportunity each day to reflect on activities and plan ahead for how they can implement these programs in their environment. Students reflect using a journal that is provided for each of the components of the program.



7. Equip students with knowledge and skills needed for service

Students participate in a variety of activities during the week long residential program. Some of these activities include: Stream Ecology, Watershed and Water Quality studies, planting wildlife gardens, observing wildlife in their natural habitat.

“EII/IEEIA are process oriented pedagogy that takes students through the process of identifying issues, collecting/organizing and analyzing relevant data, drawing valid data supported conclusions and then empowers them to take meaningful action.