Service-Learning Unit

Protecting Earth's Resources

Primary Subject: Science
Grade Level: 5
Additional Subject Area Connections:
Social Studies
Unit Title: Unit B-Earth Science -Chapter 10 Protecting Earth's Resources

Type(s) of Service: Indirect

Unit Description: This Student Learning Service task is part of Unit B: Earth Science. Students will explain how human activities may or may not have a positive impact on the natural environment. After completing Chapter 10 Guided Activity: How can paper be recycled? Through class discussion, 5th grade students expressed their desire for a new, healthy and safe environment. In response, the students began a recycling campaign at school. From the results, the 5th graders produced a brochure that explains how recycling helps the community. They distributed this brochure to the 3rd, 4th and 6th grade students in their building in an attempt to raise awareness about recycling, and to encourage an increase in the amount of waste, which is recycled in the community. The students, through this experience, became more eager, helpful and task-oriented. The hope for the future is that this program will link with a community representative for further exposure.

Maryland State Curriculum Indicators Met

Content Title: Earth Science/Environmental Science

Correlation in Curriculum
6.0 Environmental Science- Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.

Recognize and describe that consequences may occur when Earth's natural resources are used.
a. Explain how human activities may have positive consequences on the natural environment.
- Recycling centers
- Native plantings
- Good farming practice
b. Explain how human activities may have a negative consequence on the natural environment.
- Damage or destruction done to habitats
- Air, water, and land pollution
c. Identify and describe that an environmental issue affects individuals and groups differently.

Potential Service-Learning Action Experiences: Students could be asked to communicate their efforts and concern involving the environment to community leaders. The students, school administration and PTA could establish a partnership with a local recycling company to supply recycling services to the school.

Local School System: Prince George's County Public Schools
LSS Coordinator: Dr. Kara Libby
LSS Contact Information: 301-808-8254

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

1.   Meet a recognized community need
The school community uses tons of paper and a responsible way to manage that use is to recycle. Recycling is a pollution preventative strategy used in Prince George's County

2.   Achieve curricular objectives through service-learning
The students are becoming aware of the positive and negative impact that humans can have on the environment and ways that they can serve their environment responsibly. Student curricula objectives are met when they design a brochure to inform their peer about the recycling process and its benefits

3.   Reflect throughout the service-learning experience
Students will discuss their experiences with completing this project. Students will collaborate and reflect with their peers on the design and development of brochures

4.   Develop student responsibility (Students have opportunities to make decisions about the service-learning project.)
Students are developing responsibility to plan and orchestrate the distribution of the brochures throughout the school

5.   Establish community partnerships
Students and teachers are establishing community partnerships with recycling companies and agencies in order to elicit information

6.   Plan ahead for service-learning
Teachers will plan and collaborate before the project

7.   Equip students with knowledge and skills needed for service
Prior Knowledge is addressed before the project begins