

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS



STUDENT SERVICE-LEARNING PLAN

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I. IMPLEMENTATION PLAN AND CURRICULA CONNECTIONS

Please provide *a detailed description* of your service-learning implementation plan that includes, but is not limited to:

1. The minimum total number of hours students must engage in service-learning activities before they successfully complete the service-learning graduation requirement.

Prince George’s County Public Schools students must engage in a minimum of **75 student service-learning (SSL) hours** in order to successfully meet the service-learning graduation requirement. To ensure that students are able to meet this requirement, service-learning has been infused into the science and social studies curricula for grades 5-10 for a total of **51** hours. Social Studies courses provide a total of **28** curriculum-infused hours and Science courses provide a total of **23** curriculum-infused hours. Additionally, students must complete **24** independent hours of service learning.

2. List of courses and/or grade levels that include infused service-learning activities and the number of hours or level of involvement with service-learning in each course.

Please reference the following chart for a service learning course listing by grade.¹

CURRICULUM-INFUSED SERVICE LEARNING			
GRADE	DEPT.	COURSE NAME	HOURS EARNED
5	Science	Unit 1: Life Science	4
6	Science	Grade 6 Science	4
6	Social Studies	World Cultures and Geography I: The Western Hemisphere	4
7	Science	Grade 7 Science	4
7	Social Studies	World Cultures and Geography II: The Eastern Hemisphere	4
8	Science	Grade 8 Science	4
8	Social Studies	United States History I: The Revolution to Reconstruction	4
9	Social Studies	United States History II: Reconstruction to the Present	7
9	Science	Integrating the Sciences	7
10	Social Studies	Local, State, and National Government	9

¹ Details for each course and related activities for curriculum-infused learning can be found in the Appendix 1.

The chart below lists expected hours earned by grade for independent student service-learning projects.

INDEPENDENT SERVICE LEARNING	
GRADE	EXPECTED HOURS
6	4
7	4
8	4
9	6
10	6

TOTAL: 24

There is ample opportunity for students to earn the required 24 independent service-learning hours prior to graduation. Through JROTC, Character Education programs, and independent service-learning projects, students at all levels can earn independent service-learning hours.

In order to introduce elementary school students to service learning and the importance of meaningful service to their communities, three projects will be implemented for voluntary participation. These three projects will consist of a Recycling Project, School Beautification Project, and a Character Education Project. Students who participate in the programs will receive a certificate of recognition upon completion. The Student Service-Learning Advisory Board will select one school to represent the elementary school service-learning initiative and be recognized at a Board of Education meeting.

3. Description of how curriculum has been developed to support infused service-learning (e.g. incorporated into existing social studies curriculum during regular curriculum review process; created by Fellows and added to existing health curriculum, etc.). ***Attach one copy of relevant, infused service-learning units to the report.***

A PGCPS service-learning work group was established to assess the district’s overall student service-learning program and develop new approaches to implementing a comprehensive service-learning program. The group was comprised of staff from the Division of Student Services, the Division of Academics, and the Division of Accountability. The working group, in conjunction with curriculum supervisors and specialists from the Department of Academic Programs: Science and Social Studies offices, assessed the district’s previous approach to service learning, and developed new procedures for the program, reorganized the infrastructure dedicated to program implementation, and developed new infused service-learning activities in a greater number of courses. Please see Appendix 1 for the detailed infused service-learning course outline.

4. Process for approving any independent service-learning projects in which students engage.

The School-based Service-Learning Coordinators approve community sites for independent service-learning hours in collaboration with the Prince George's County Volunteer Center. These sites are listed in the Student Service Opportunity Directory (see Appendix 2). Most sites are non-profit, tax-exempt community-based organizations; however, for-profit nursing homes, hospitals, and licensed day-care facilities are also acceptable service sites.

Students who want to complete independent service-learning learning hours at a site that is not listed on the Student Service Opportunity Directory must complete the Site Approval Form (see Appendix 3) and submit it to their School-Based Service-Learning Coordinator for approval prior to starting any service activities at the site. Sites submitted by students for approval must be non-profit, tax-exempt community-based organizations or for-profit nursing homes, hospitals, or licensed day-care facilities.

Currently, PGCPSS has approved 187 sites for students to complete service-learning hours (see Appendix 2). These sites are geographically diverse and provide opportunities for students to explore a wide variety of interests through independent student service-learning.

5. Explanation of how service-learning projects are *created* and *evaluated* (e.g. using a rubric of Maryland's Seven Best Practices, etc.).

Service-learning projects have been created and will be evaluated using the rubric of Maryland's Seven Best Practices. Social Studies and Science curriculum supervisors and specialists, who are included in the PGCPSS Service-Learning work group, created updated service-learning projects that were incorporated into the existing curriculum beginning in the 07-08 School Year. They will continue to engage in on-going evaluation of the infused service-learning projects to ensure optimal service-learning opportunities for students. The Social Studies and Science Curriculum Supervisors and Specialists have crafted an evaluation that will be completed by social studies and science department chairs and teachers. This evaluation was adopted from the Maryland Student Service Alliance's Service Learning Evaluation² (Appendix 7). The results of this evaluation will be used to inform program development and specifically the creation of additional infused-service learning projects.

6. Explanation of transfer policies for students who enter your system at different grade levels so they can successfully meet the LSS's service-learning requirements.

Service-learning hours will be prorated for students entering PGCPSS for the first time in Grade 8. The SSL graduation requirement is linked to the grade of first enrollment into PGCPSS:

² Adapted from the Service Learning Evaluation found on pages 4-6 in *Maryland Best Practices: An Improvement Guide for School-Based Service Learning* written by the Maryland Student Service Alliance.

- Students entering in Grade 6 or 7 must complete 75 SSL hours before graduation.
- Students who enroll in PGCPS for the first time during Grade 8 must complete 50 SSL hours before graduation.
- Students who enroll in PGCPS for the first time during Grade 9 must complete 40 SSL hours before graduation.
- Students who enroll in PGCPS for the first time during Grade 10 must complete 30 SSL hours before graduation.
- Students who enroll in PGCPS for the first time during Grade 11 must complete 20 **independent** SSL hours before graduation.
- Students who enroll in PGCPS for the first time during Grade 12 must complete 10 **independent** SSL hours before graduation.

7. Note any connections between service-learning and other education initiatives in your LSS.

There are several other PGCPS education initiatives that incorporate service to the community as a critical program component. These other initiatives link service to curriculum-based knowledge in the spirit of service learning best-practices.

- **Career and Technology Programs** – Enrolled students a) learn to refurbish used cars or computers which are then donated to nonprofit organizations, b) learn about hair care and styling in class and provide hair care services to seniors in nursing care facilities, c) prepare meals in culinary classes and then provide those meals to soup kitchens and/or homeless shelters.
- **Student Government/Prince George’s Regional Association of Student Governments** – Involved students regularly volunteer to work election polls putting into action information learned in government classes
- **Character Education** – Students engage in the collection of money, toys, clothes, and/or food for distribution to disadvantaged families or communities during the winter months. These activities reinforce the importance of sharing and displaying care for the larger community.
- **AP Government** – Students enrolled in this class work with the Board of Elections to serve as election judges which reinforces classroom knowledge regarding the election process.
- **Community-Based Learning Opportunity (out-of-school suspension alternative)** – The Division of Student Services implemented this program in the 07-08 School Year. The CBLO was piloted in 11 middle and high schools and provided a service-learning opportunity, individual study time, and mentor-meetings to suspended students. Students in this program experienced success through service and reflected on the meaning of their service experience with their site-based mentor. If funding permits, the program will be expanded to additional schools for the 08-09 School Year.

Also, this district is committed to promoting the importance of student-service learning through student recognition.

- **Student Service Learning Recognition Program**

Student Service Learning Stars will continue to be recognized quarterly on the school system's public web site (similar to the PGCPS Scholar of the Week) promotions. The Service-Learning Coordinator will work with the School-based Service-Learning Coordinators to identify Student Service-Learning Stars who engage in exemplary service.

Middle School students who complete 66 service-learning hours or more (30 independent service-learning hours in addition to the middle school requirement) will be recognized at an end of the year ceremony coordinated by the Student Service-Learning Coordinator. These students must still complete the required service-learning hours scheduled for grades 9-11.

High School seniors who complete a total of 250 or more service-learning hours during their school career (including the required infused hours) will be recognized with a special color graduation tassel and recognition in their school's graduation program.

8. Explanation of how service-learning is featured in the LSS's Master Plan.

The PGCPS Master Plan has been updated to include service-learning. Specific strategies and driver actions have been developed to feature service-learning in the PGCPS Master Plan. Given that service-learning is a graduation requirement, all service-learning activities will fall under the purview of:

Goal 5: All students will graduate from high school.

Strategy 5.2.2: Implement the revised student service-learning plan.

Driver Actions

5.2.2.1: Deliver the infused science and social studies service-learning curriculum to students in grades 5 through 10.

5.2.2.2: Use the Student Service Learning Verification Form to document infused and independent service-learning hours.

5.2.2.3: Provide on-going training to Fellows, Teachers, and School-Based Service-Learning Coordinators to ensure best practices.

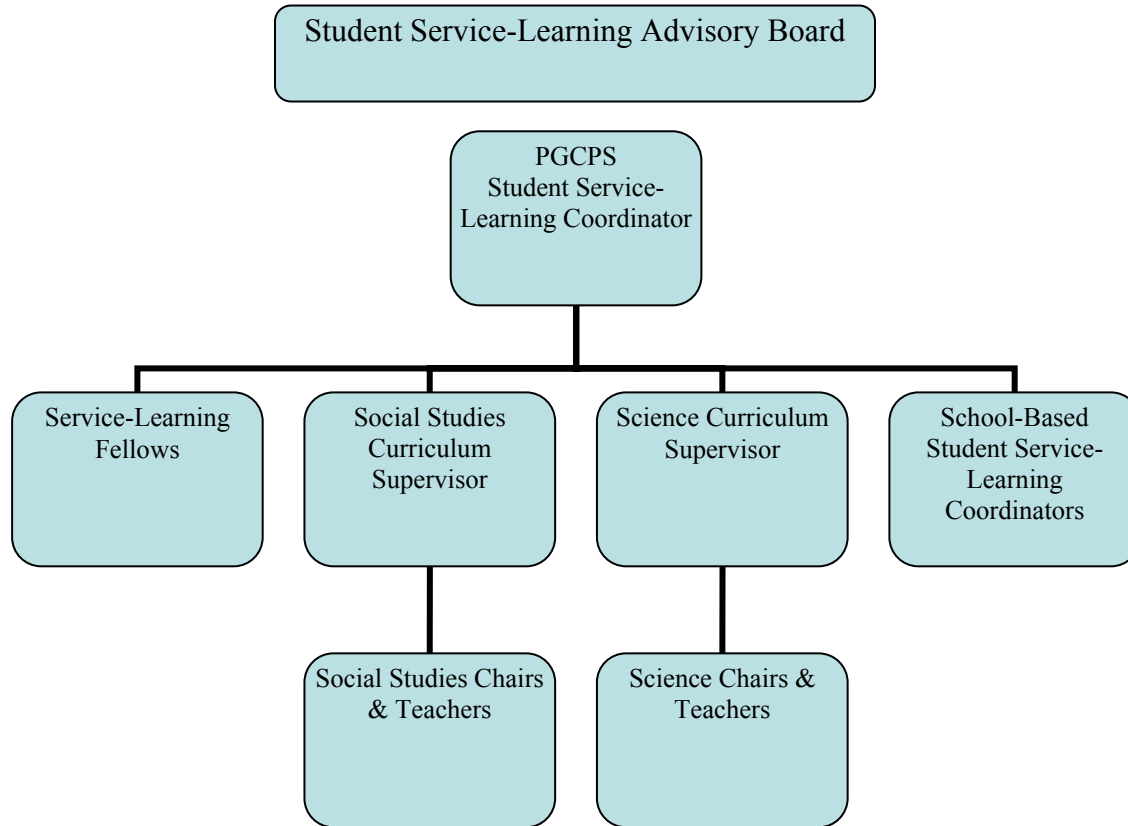
5.2.2.4: Monitor program implementation through periodic audits and participant surveys.

The District recognizes that student service-learning is an integral part of providing students with a full and rich educational experience; as such it has been incorporated into the PGCPS Master Plan.

II. INFRASTRUCTURE

Please list the names, titles, roles, responsibilities, and percentage of time for each person in your system involved with service-learning.

Below is an organization chart of the Student Service-Learning Program in PGCPs, followed by a staff listing.



1. PGCPs Student Service-Learning Coordinator

- Name: **Dr. Kara Libby**
 - Title: Coordinating Supervisor, Academic Programs
 - Location: Central Office: Curriculum and Instruction
- Role: LSS Contact (Service-Learning Coordinator)
- Responsibilities:
 - Conduct in-service training for school-based service-learning coordinators, Social Studies Supervisor, and Science Supervisors
 - Work closely with Service-Learning Fellows to support their provision of technical assistance to teachers
 - Coordinate meetings with advisory board
 - Update and revise service-learning information on the PGCPs web site (including the approved community sites list)

- Review student database to ensure students are on track to meet the service-learning graduation requirement – this will be done in collaboration with the school-based service-learning coordinators
- Coordinate end of the year service-learning awards program
- Coordinate service-learning recognition for seniors at graduation
- Ten percent (20%) of her time will be dedicated to student service-learning

2. School-Based Student Service Learning Coordinators

- Name: Please see Appendix 4 for a list of staff committed to serving as school-based student service-learning coordinators for the elementary, middle and high schools.³
 - Title: Position may be filled by counselors, teachers, or other school staff
 - Location: All elementary, middle and high schools
- Role: School-Based Student Service-Learning Coordinators
- Responsibilities:
 - Ensure that service-learning programs are being implemented at the school
 - Pre-approve community-sites for service-learning projects if they are not on the approved list
 - Provide in-service for school staff on how the service-learning process works
 - Work with parent-liaisons to inform parents about the service-learning graduation requirement and opportunities to earn service-learning hours
 - Work with counselors, teachers, students to find creative ways to ensure that the school is aware of what service-learning is and how service-learning hours are acquired
 - Provide information on service-learning at a minimum of one PTA/PTO meeting per year
 - Collect Student Verification Forms
 - Verify that service-learning hours are recorded in the Student Information System and listed on report cards
- Ten percent (20%) of their time will be dedicated to student service-learning

3. Student Service-Learning Advisory Board

- Name: Please see Appendix 5 for a list of current advisory board members
 - Title: Membership: 1 student, 3 professional school counselor, 2 teacher, 1 community organization leader, 2 parents, 1 para-professional, 2 representative from the Prince George’s Volunteer Center, Student Service-Learning Coordinator, member from the Division of Student Services, and members from the Division of Curriculum and Instruction
 - Location: Various
- Role: Advisory Board
- Responsibilities:
 - Meet quarterly
 - Review policies, procedures and outcomes for service-learning
 - Make recommendations as needed
 - Work to involve community organizations in the student service-learning program

³ PGCPS will ensure that all positions are fully staffed at the beginning of each school year

- Serve as ambassadors for the student service-learning program and assist with public relations
- Two percent (2%) of their time will be dedicated to student service-learning

4. Student Service-Learning Fellows

- Name: **Mary Wade**
 - Title: Professional School Counselor
 - Location: Berwyn Heights ES
- Name: **Margaret Strohecker**
 - Title: Science Teacher
 - Location: Berwyn Heights ES
- Name: **Margaret Lynch**
 - Title: Science Teacher
 - Location: Parkdale HS
- Role: Fellows⁴
- Responsibilities:
 - Assist Student Service-Learning Coordinator with annual trainings
 - Provide technical assistance to teachers on best practices for service-learning implementation
 - Provide information to regions about successful service-learning projects for replication purposes
- Ten percent (10%) of their time will be dedicated to student service-learning

5. Science Curriculum Supervisor

- Name: **Damaris Blondonville**
 - Title: Supervisor
 - Location: Central Office
- Role: Elementary Science Curriculum Supervisor
- Name: **Scott Hangey**
 - Title: Supervisor
 - Location: Central Office
- Role: Secondary Science Curriculum Supervisor
- Responsibilities:
 - Ensure that the science curriculum is infused with appropriate service-learning activities
 - Develop and conduct trainings with the Student Service-Learning Coordinator and the Student Service-Learning Fellows
 - Review and assess service-learning curriculum on a regular basis
- Fifteen percent (15%) of their time will be dedicated to student service-learning

⁴ Proactive measures will be taken to recruit teachers to apply for the MSDE Fellow program

6. Social Studies Curriculum Supervisor

- Name: **Phyllis Evans**
 - Title: Supervisor
 - Location: Central Office
- Role: Social Studies Curriculum Supervisor
- Responsibilities:
 - Ensure that the social studies curriculum is infused with appropriate service-learning activities
 - Develop and conduct trainings with the Student Service-Learning Coordinator and the Student Service-Learning Fellows
 - Review and asses service-learning curriculum on a regular basis
- Fifteen percent (15%) of her time will be dedicated to student service-learning

III. STUDENT LEADERSHIP

How do students take leadership roles at the system, school, and classroom levels for service-learning?

1. System Level Student Leadership
 - Students take leadership roles at the system level by serving on the system-wide Student Service-Learning Advisory Board and serving as ambassadors of student service-learning through system-wide acknowledgement as Service Learning Stars.
2. School Level Student Leadership
 - School-based Student Service-Learning Leaders will meet regularly to decide how they can provide logistical support to infused student service-learning projects developed in courses. The Service-Learning Leaders will assist with carrying-out school-wide projects.
3. Classroom Level Student Leadership
 - Students take leadership roles at the classroom level by being actively developing and implementing service-learning projects that reinforce curricular objectives, while serving community needs.

IV. COMMUNITY PARTNERSHIP & PUBLIC SUPPORT AND INVOLVEMENT

1. How does the LSS approve community sites for service-learning?

The school-based Service-Learning Coordinator approves community sites for independent service-learning hours in collaboration with the Prince George's County Volunteer Center. These sites are listed in the Student Service Opportunity Directory (see Appendix 2). Most sites are non-profit, tax-exempt community-based organizations; however, for-profit nursing homes, hospitals, and licensed day-care facilities are also acceptable service sites.

Students who want to complete independent service-learning hours at a site that is not listed on the Student Service Opportunity Directory must complete the site approval form (see Appendix 3) and submit it to their school-based service-learning coordinator for approval **prior** to starting any service activities at the site. Sites submitted by students for approval must be a non-profit, tax-exempt community-based organization or a for-profit nursing home, hospital, or licensed day-care facility.

2. How many community sites/projects has your LSS approved?

PGCPS currently has approved 187 sites for students to complete service-learning hours (see Appendix 2). These sites are geographically diverse and provide opportunities for students to explore a wide variety of interests through service-learning.

3. How are schools and students made aware of approved sites?

A list of approved community sites for service-learning opportunities is available in each School Counseling Department office. The on-line PGCPS High School Graduation Requirement & Four-Year Planner (13th edition) also includes information about how to obtain the list of approved community sites. In addition, this list will be made available to families at Back-to-School Nights. The list is also posted on the PGCPS Service-learning web site (<http://www1.pgcps.org/student-services/ssl.aspx>) which has been redesigned to reflect current information. The Department of Television Resources and Web Services worked in concert with the Division of Student Services to continue updating the site so that all new information was available to students at the beginning of SY 07-08. All local schools have removed their individual service learning pages and are linked to PGCPS' central service-learning webpage. This ensures that all students are receiving updated and accurate information about Student Service-Learning.

PGCPS will work to educate parents and students about the Service-Learning graduation requirement, the difference between service-learning and community service, and the importance of service-learning. The school system will develop a Student Service-Learning packet for distribution to all sixth graders beginning with SY 07-08. Additional packets will be sent to all School Counseling Offices and the Parent/Community

Resource Room at each school. The packet will also be made available on the PGCPSS web site. The packet will contain:

- A promotional sheet showcasing student service-learning projects
- A letter of introduction from the Superintendent
- A brochure that explains student-service learning and how to meet the graduation requirement
- Two copies of the Student Service-Learning Verification Form
- A booklet for students with the information they need about the Student Service-Learning requirement, including definitions, sample forms, and a service-learning log sheet for students to have a record of their hours
- A folder will be designed for the packet so students can keep all this information together
- Brochures from the packet will be made available to parents at Back-to-School Nights at the start of each school year and School-Based Parent Liaisons will be asked to conduct an annual parent workshop on Service-Learning in collaboration with the School-Based Service-Learning Coordinator.

Additionally, the Division of Student Services will work with the Departments of Curriculum and Instruction and Television Resources and Web Services to update an educational DVD about service-learning that will be aired on our television station – Channel 96, utilized in School Counseling Offices, and at parent workshops. Clips from the DVD will also be available on the web site.

V. PROFESSIONAL DEVELOPMENT AND TRAINING

Explain how staff responsible for service-learning has been trained, is trained, or will be trained.

1. **Student Service-Learning Coordinator.** The Service-Learning Coordinator will attend the National Service-Learning Conference sponsored by Serve and Learn America. This meeting will allow the Service-Learning Coordinator to access new service-learning ideas and practices, as well as assist with developing contacts that will strengthen the District's overall service-learning program.
2. **Social Studies and Science Curriculum Supervisors and Specialists.** The Social Studies and Science Curriculum Supervisors and Specialists will engage in three professional development meetings with the Service-Learning Coordinator and Service-Learning Fellows. The first meeting in the beginning of the school year will determine best-practices that can be used to upgrade infused service-learning curricula in the District. The other two meetings will focus on assessing the efficaciousness of the infused service-learning program and developing recommendations for program development. In addition, Supervisors and Specialists will be invited to attend the National Service-Learning Conference sponsored by Serve and Learn America and/or other local service-learning training opportunities.
3. **Social Studies and Science Chairs and Teachers.** All new social studies and science teachers, as well as their respective chairs, will receive training on the infused service-learning curriculum each August from the social studies and science supervisors, respectively. In addition, through school instructional team meetings, department chairs will ensure that all new and returning social studies and science teachers are effectively infusing service-learning into their curricula.
4. **School-Based Service-Learning Coordinator.** Training for school-based service-learning coordinators will be conducted bi-annually by the Service-Learning Coordinator. These trainings will include information about approved-site updates, as well as community agencies that are partnering with Prince George's County Public Schools to provide unique independent service-learning opportunities. School-based service-learning coordinators will also be kept abreast of changes to the Service-Learning policy and procedures and will have opportunities to provide evaluations of the service-learning plan procedures.
5. **Student Service-Learning Fellows.** Service-Learning Fellows will attend the National Service-Learning Conference sponsored by Serve and Learn America and/or other local service-learning training opportunities. Through these professional development opportunities, they will develop methods and practices that will be shared with teachers so that the delivery of service-learning instruction can be constantly improved.

VI. ACCOUNTABILITY

1. How are students' service-learning engagement tracked and documented (e.g. hours recorded by teachers, project completion verified by service-learning coordinator, etc.)? Please attach any forms or rubrics you use to document and/or evaluate service-learning with your report.

For students to earn infused service-learning hours in their science and social studies classes, they must 1) actively engage in all service activities, 2) earn a letter grade of at least a D, and 3) complete the Student Service-Learning Verification Form (Appendix 6). Students must turn in the Student Service-Learning Verification Form to the curriculum teacher for review, approval, and signature. The teacher will then submit the Student Service-Learning Verification Forms to the school's data entry specialist to be entered into the student's file on the Student Information System database.

All independent service-learning hours must be verified on the Student Service-Learning Verification Form (Appendix 6). The form must be completed by the student and then given to the approved community site representative for review, approval, and signature. Students should then submit their forms to the site-based service learning coordinator as soon as the hours have been earned. The deadlines for submission of the Student Service-Learning Verification Form are as follows:

- End of the first semester for service performed during the first semester
- End of the second semester for service performed during the second semester
- September 30 for service performed during the summer

Any forms submitted after the stated deadlines are invalid and students will not be given credit for those hours. Upon approval of the form, the site-based service learning coordinator will then submit the Student Service-Learning Verification Form to the school's data entry specialist to be entered into the student's file on the Student Information System database.

2. Is service-learning progress noted on students' report cards? How?

The Division of Information and Technology will be responsible for including the number of completed student service hours on report cards for all students in grades 5-12. Student report cards will show 1) the amount of infused service-learning hours earned and 2) the independent service-learning hours earned.

3. How is completion of infused service-learning projects verified and by whom?

Since students are completing their infused service learning hours under teacher supervision, curriculum teachers are the best individuals to verify the quality and quantity of the infused service-learning hours completed by students. The Student Service-

Learning Verification Form provides a record of the type of activities completed, as well as the number of infused hours completed.

4. How is the quality of both infused and independent service-learning projects assessed and by whom?

The quality of infused service-learning projects is assessed by both students and teachers. The students and teachers are engaged in on-going assessment through reflective inquiry in the classroom and on-site. In addition, students assess the summative meaning of a service-learning project through the completion of the questions included on the Student Service-Learning Verification Form (see Appendix 6). Through the review of the Student Service-Learning Verification Forms, teachers are able to gain an overall understanding of the quality of the individual student experiences, as well as the group-effect of the experience on the class.

The quality of independent service-learning projects is assessed by both students and site-representatives. It is expected that students will engage in reflection guided by Maryland's Seven Best Practices of Service Learning. The Student Service-Learning Verification Form, which is required at the completion of independent service-learning projects, asks students to assess the quality of their service-learning projects using the rubric mentioned above. The review of the Student Service-Learning Verification Forms by the community site representative and the school-based student service-learning coordinator provides another level of quality assessment and assurance.

During an annual meeting in May the PGCPS Service-Learning Coordinator and the Social Studies and Science Supervisors and Specialists will come together to review the results of an annual survey completed by all school-based service-learning coordinators, as well as the social studies and science chairs. The survey will serve as a process and content analysis of the overall Student Service-Learning Program. The assessment of the program content will be based on the rubric of Maryland's Seven Best Practices for Service-Learning. While the assessment of relevant program processes will be conducted in order to enhance the quality of delivery of infused and independent service-learning experiences.

VII. IN-KIND RESOURCES

In-Kind Support

Dr. Kara Libby, Service Learning Coordinator, will provide services to the program at 20% of her time in-kind.

Damaris Blondonville and Scott Hangey, Science Curriculum Supervisors, will provide services to the program at 15% of their time in-kind.

Phyllis Evans, Social Studies Curriculum Supervisor, will provide services to the program at 15% of her time in-kind.

School-based Service Learning Coordinators will provide services to the program at 10% of their time in-kind.

Members of the Student Service Learning Advisory Board will provide services to the program at 2% of their time in-kind.

APPENDICES

APPENDIX 1
Infused Student Service-Learning Curriculum

SOCIAL STUDIES AND SCIENCE STUDENT SERVICE-LEARNING

GRADE	COURSE	INFUSED HOURS	CURRICULUM CORRELATION	REQUIRED ACTIVITIES	BEST PRACTICES SATISFIED
6	Social Studies	4	World Cultures and Geography I: The Western Hemisphere	Unit 1 Foundations of Geography - Quarter 1 1. Research community organizations that can provide access to recycling information and materials (Collection Containers etc.) 2. Create a brochure and/or posters. Posters should be put up in high traffic areas (such as the cafeteria, near the main entrance, the office, and the gym, especially if extra-curricular events occur there). Brochures should be presented and distributed at both the next PTA meeting after the SSL project is completed and Quarter 1 parent-teacher conferences. Monthly follow-up reminders should occur on the morning announcements to keep the need for recycling fresh in the minds of the school community. Contact Bonnie Johns Instructional Technology Center regarding creation of a public service announcement to be broadcasted on the local cable channel. 3. Develop and implement schedule for recycling program 4. Journal Reflection of activity	<ul style="list-style-type: none"> ▪ Meeting a recognized need in the community by identifying the issues through assessment of current statistics on pollution ▪ Meeting curricular objectives through understanding the service-learning as a related component of the first curriculum unit ▪ Reflecting throughout the service-learning experience through discussion and personal reflection ▪ Developing student responsibility through student- formulation of a plan to protect their environment from sprawl and the pollution that accompanies it ▪ Establishing community partnerships to obtain information and resources for implementing and maintaining the recycling program ▪ Extensive planning with multiple partners will be needed to run the program each year ▪ Preparing students for the service experience by equipping them with knowledge and skills needed for project through action research

GRADE	COURSE	INFUSED HOURS	CURRICULUM CORRELATION	REQUIRED ACTIVITIES	BEST PRACTICES SATISFIED
7	Social Studies	4	World Cultures and Geography II: The Eastern Hemisphere	Unit 3 Africa - Quarter 2 <ol style="list-style-type: none"> 1. Participate in a Guest Speaker forum (Speaker's Bureau or U.S. Department of State) regarding Genocide 2. Complete BCR Reflection following the forum 3. Formulating a poll to gauge public opinion. Students will conduct poll survey with students at their school and with familiar adults in their home community. 4. Formulate letters to elected officials to share ideas regarding Genocide and America's role with NATO. After peer and teacher review, the letters will be sent to appropriate elected officials. 5. Journal Reflection of activity Unit 4 Southeast and East Asia - Quarter 3 <ol style="list-style-type: none"> 1. Organize a donation drive to collect materials for children in the regions of the Tsunami Destruction 2. Donate the materials to a researched organization selected by the class (ex. International Red Cross) 3. Journal Reflection of activity 	<ul style="list-style-type: none"> ▪ Meeting a recognized need in the community through research on genocide as well as serving the larger world community by collecting "necessities" ▪ Meeting curricular objectives through service-learning by exposure to Current Issues in Africa and Southeast and East Asia ▪ Reflecting throughout the service-learning experience on the causes of this need and the impact of the projects ▪ Developing student responsibility through accountability for collection of materials and responsibilities of citizenship as a member of the world community ▪ Establishing community partnerships for donations and services and for accessing guest speakers ▪ Provide short term assistance by collecting needed materials for children of the Tsunami ▪ Planning ahead for service-learning by having students pick up and drop off materials ▪ Preparing students for the service experience by equipping them with knowledge and skills needed for both projects; as a result of exposure/awareness of the issues

GRADE	COURSE	INFUSED HOURS	CURRICULUM CORRELATION	REQUIRED ACTIVITIES	BEST PRACTICES SATISFIED
8	Social Studies	4	United States History I: Revolution to Reconstruction	<p>Unit 6 - Quarter 2</p> <ol style="list-style-type: none"> 1. Research the Bill of Rights of the Constitution, particularly about how a bill becomes a law. 2. Students will participate in whole class discussions about needs and concerns of the community that might be changed by the passage of a new law. They will need to conduct a survey of their peers and familiar adults in their community to get additional input. The class will select one to five topics (depending on if class will work as a whole or in cooperative groups). Students will engage in further research about the issue or concern selected. They will then write to the appropriate elected official requesting legislation that will address their issue or concern (sample letter formats are provided in the curriculum framework). After peer and teacher review, the letters will be sent. 3. Student research on the issue and the request to the elected official will be shared with the school community using one of the following methods: present their 	<ul style="list-style-type: none"> ▪ Meeting a recognized need in the community through researching that need and requesting legislation that will help address/fix/solve the need. ▪ Meeting curricular objectives through service-learning by researching the process of how a bill becomes a law. This will also support future success on the Government HSA exam. ▪ Reflecting throughout the service-learning experience by participating in formal and informal class and small group discussions as well as completing a journal reflection. ▪ Developing student responsibility through the accurate reporting of facts and statements and determining what is the most important concern or issue for the community. ▪ Establishing community partnerships as part of the survey and research processes in order to determine the greatest needs of the community. ▪ Planning ahead for service-learning is evident in the students' research and communication with other community members regarding the community's greatest needs and concerns. ▪ Preparing students for the service experience by equipping them with the needed knowledge and skills in order to research and survey the community as well as write to their elected officials.

				<p>findings and request for legislation in a school display showcase near the main office; use available school technology to develop a public service announcement (psa) then contact Bonnie Johns Instructional Technology Center to be broadcast psa on the local cable channel; write an editorial article for the school or local newspaper.</p> <p>4. Journal Reflection of activity</p>	
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SOCIAL STUDIES STUDENT SERVICE-LEARNING

GRADE	COURSE	INFUSED HOURS	CURRICULUM CORRELATION	REQUIRED ACTIVITIES	BEST PRACTICES SATISFIED
10	Social Studies	9	Local State and National Government	Unit 4 Legislative - Quarter 2 1. Research lawmaking process and identify a local issue in need of legislation 2. Debate how best to deal with issues through legislation 3. Draft proposed legislation to address a need within the community that presents a public issue 4. Write and send letters to appropriate legislators who can impact the addressed need and follow-up with a phone call and email regarding progress 5. Journal Activity to reflect on the experience and what influences political choice	<ul style="list-style-type: none"> ▪ Meeting a recognized need in the community by involving community members in supporting action that will benefit the community while addressing a need and encouraging citizens to exercise rights guaranteed by the Constitution ▪ Meeting curricular objectives through service-learning through identifying the process for lawmaking ▪ Reflecting throughout the service-learning experience through journaling, discussion ,debate and action through letter writing ▪ Developing student responsibility through engaging students to think about and act on needs within their communities and promoting civic action ▪ Establishing community partnerships through accessing information needed for research, and civic action with local legislators ▪ Planning ahead for service-learning by participating in activity that requires detailed research for possible solutions to an identified issue ▪ Preparing students for the service experience by equipping them with knowledge and skills needed for project through research and action

GRADE	COURSE	INFUSED HOURS	CURRICULUM CORRELATION	REQUIRED ACTIVITIES	BEST PRACTICES SATISFIED
10	Social Studies	9	Local State and National Government	Unit 7 Social and Domestic Policy Quarter 4 <ol style="list-style-type: none"> 1. Research local agencies dealing with domestic problem of Smart Growth and develop a class portfolio to include best documentation the class gathered in investigating the issue 2. Formulate an interest group to support issues concerning local areas such as sprawl, education, crime etc. and develop an action plan creating brochures and pamphlets of information for distribution at legislative meeting 3. Contact state legislators via certified mail or email to request a meeting to voice concerns and request action of support 4. Write and send follow-up thank you letters to legislators expressing gratitude for opportunity and requesting feedback from meeting regarding the issue. 5. Journal Reflection of activity 	<ul style="list-style-type: none"> ▪ Meeting a recognized need in the community by involving community members in supporting action that will benefit the community while addressing a need and encouraging citizens to exercise rights guaranteed by the Constitution ▪ Meeting curricular objectives through service-learning through identifying the process for lawmaking ▪ Reflecting throughout the service-learning experience through journaling, discussion ,debate and action through letter writing ▪ Developing student responsibility through engaging students to think about and act on needs within their communities and promoting civic action ▪ Establishing community partnerships through accessing information needed for research, and civic action with state legislators ▪ Planning ahead for service-learning by participating in activity that requires detailed research for possible solutions to an identified issue ▪ Preparing students for the service experience by equipping them with knowledge and skills needed for project through research and action

**SERVICE-LEARNING
SOCIAL STUDIES: EVIDENCE OF IMPLEMENTATION**

Grade	Quarter	Activity	Artifacts	Notes
6	1	Identify community organizations providing access to information and materials on recycling.	<ul style="list-style-type: none"> ▪ Brochure ▪ Journal Reflections 	If a student does not successfully complete requirements for this service learning project he/she may research local recycling programs and gather data demonstrating the impact of specific programs on the environment. The student will utilize this information to create a brochure to be presented and distributed to specific neighborhood organizations.
7	2	Research cause and effect of genocide in Africa, Southeast and East Asia.	<ul style="list-style-type: none"> ▪ Power Point Presentation ▪ Journal Reflection 	If a student does not successfully complete requirements for this service-learning project the following options may be implemented: With assistance of teacher student can complete online and library research of the causes and effects of Genocide in the identified regions. The student will create a power point presentation from the information gathered and include a reflective statement of findings. The presentation will be made to a select community and/or school audience. Journal reflections are to be entered throughout the process.
8	2	Research how a bill becomes a law.	<ul style="list-style-type: none"> ▪ Create a bulletin board display. ▪ Editorial article for school/local newspaper 	If a student does not successfully complete requirements for this service learning project the following options may serve as an alternative project: Students research how a bill becomes a law, then research a recent law such as the safety seat enactment for children 65 pounds and below. Use the information to create a bulletin board display to demonstrate the process of making this specific bill into a law. Students then write an editorial article about this law for the school or local newspaper.

Grade	Quarter	Activity	Artifacts	Notes
9	3	Research the economic impact of the energy crisis and sources of fuel 1981-present.	<ul style="list-style-type: none"> • Journal reflections • Timeline • Service Announcement 	If student does not successfully complete the requirements for this service learning project the following options may serve as an alternate project: Complete online research of the economic impact of the energy crisis and sources of fuel 1981-present. Create a timeline of important events. Utilize the information gathered to create a public announcement video clip that encourages Going Green. Student makes journal entries throughout the process.
10	2	Conduct survey re: Constitutionality of conscription and if military draft should be reinstated	<ul style="list-style-type: none"> • Survey • Analysis of public opinion • Journal activity • Letter 	If student does not successfully complete the requirements for this service learning project the following options may serve as an alternative project: After conducting the assigned survey activity and analyzing the public opinion results, student may create a formal letter to Congressional representative with results of the analysis and with a reflective summary statement of the findings.
10	2	Research local agency dealing with Smart Growth and enact support of community members to assist with addressing community needs.	<ul style="list-style-type: none"> • Letters • Graphic Organize • Journal Activity • Research 	If student does not successfully complete the requirements for this service learning project the following options may serve as an alternative project: After identifying and researching a local issue in need of legislation, the student will create a graphic organizer depicting findings and include this information in letters written to specific local leaders requesting recommended modifications.

SCIENCE STUDENT SERVICE-LEARNING

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
5	Grade 5 Science	4	2	Quarter 1-Unit A- Life Science - Chapter 6	<p>1. <u>Directed Inquiry</u>: How can pollution affect a Habitat? <u>Chesapeake Bay Media Blitz</u></p> <p>A. Letter Writing- Students will write letters to inform assigned classes in other grades about the health of the Chesapeake Bay</p> <p>B. Public Service Announcements-students will create 60 second video clips or audio bites focusing on pollution in the bay.</p> <p>C. Students will create a PowerPoint Presentation that will raise awareness of the bays current health and ways students can assist in “Saving the Bay.”</p>	<ul style="list-style-type: none"> ▪ Students will recognize that the Chesapeake Bay is tremendously impacted by local communities in Maryland ▪ Students curricula objectives are met by explaining how humans impact the Chesapeake Students will have opportunities to reflect throughout while collaborating with their peers ▪ Students will respond to student body questions as well as teacher questions ▪ Students are responsible for planning, research, collecting data, designing and full implementation. ▪ Teachers along with students will generate a list of possible community leaders and/or businesses that could assist ▪ Teachers will collaborate and plan activities before the project ▪ Prior knowledge activities will be completed prior to the beginning of the project

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
5	Grade 5 Science	4	2	Quarter 2-Unit B- Earth Science Chapter 10	<p>2. <u>Guided Activity:</u> How can paper be recycled?</p> <p style="text-align: center;"><u>A Recycling Campaign at School.</u></p> <p>A. Create a brochure- Students will create a brochure to that explains how recycling helps the community.</p> <p>B. Classroom Visits- Students will visit each classroom and office to distribute the brochures and give a quick description of the recycling programs in the county.</p>	<ul style="list-style-type: none"> ▪ Recycling is a pollution preventative strategy used in Prince George’s County ▪ Student curricula objectives are met when they design a brochure to inform their peers about the recycling process and its benefits. ▪ Students will collaborate and reflect with their peers on the design and development of brochures ▪ Students are developing responsibility to plan and orchestrate the distribution of the brochures throughout the school ▪ Students and teachers are establishing community partnerships with recycling companies and agencies in order to elicit information ▪ Teachers will plan and collaborate before the project ▪ Prior knowledge activities will be completed before the project throughout classroom discussion.

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
5	Grade 5 Science	4	2	Quarter 1- Unit A-Life Science-Chapter 4, 5, and 6 Quarter 2- Unit B-Earth Science-Chapter 9 and 10	<p>3. Outdoor Learning Classroom</p> <p style="text-align: center;"><u>Gardening 101</u></p> <p>A. Planting- Students will plant vegetables and flowers and house them in the outdoor classroom.</p> <p>B. Senior Citizen Outreach- Students will learn about gardening while providing vegetables and flowers for seniors.</p>	<ul style="list-style-type: none"> ▪ Promoting healthy living and community outreach is needed. ▪ Curricula Objectives are met when students exhibit good farming practices. ▪ Students will reflect through discussion with their peers and with the senior citizens ▪ Students developed responsibility for the maintenance and care of the vegetables and flowers ▪ Students community partnerships are developed and strengthened through the use of collaborating with local flower shops and nurseries ▪ Long range planning is used in the planning, planting and managing of the classroom ▪ Prior –Knowledge is addressed before the project begins

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
5	Grade 5 Science	4	2	Quarter 1-Unit A-Life Science -Chapter 5 and 6 Quarter 2-Unit B-Earth Science-Chapter 10	<p>4. School Beautification Project</p> <p><u>Beautiful School Campaign</u></p> <p>A. Letter Writing: Students will write letters to garden shops and nurseries requesting donations.</p> <p>B. School Wide Clean-Up: Students will sponsor a weekend clean-up campaign.</p> <p>C. Beautification: Students, staff, parents and community leaders will take part in the beautification kick-off</p>	<ul style="list-style-type: none"> ▪ Recognized need in the County by keeping with the theme beautiful Prince George's. ▪ Curricula objectives are met when students recognize that pollution can damage the natural environment. ▪ Students are developing responsibility by cleaning up their community ▪ Student will take before and after pictures of their school. ▪ Students are establishing community partnerships through writing letters to local businesses ▪ Students will participate in monthly inspections of school grounds ▪ Prior –Knowledge is addressed before the project begins

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
5	Grade 5 Science	4	2	Quarter 1-Unit A-Life Science	<p>5. Stream Ecology</p> <p><u>How clean is your water?</u></p> <p>A. Attend Camp Schmidt- Students will participate in water quality test while at Camp Schmidt.</p> <p>B. Water Monitoring Activities- Students will conduct water quality test on local streams, lakes, ponds, and other bodies of water.</p>	<ul style="list-style-type: none"> ▪ Recognized need in the county is to keep our surrounding bodies of water clean ▪ Curricula objectives are met through students identify human impact on bodies of water ▪ Students will develop responsibility by consistently becoming more aware of water ecology and its impact on the environment. ▪ Student community partnerships will be strengthened with governmental agencies as the students contact and research the monitoring process of local bodies of water. ▪ Students will be reflecting on their experiences at Camp Schmidt and how their awareness of stream awareness affects their daily lives. ▪ Throughout the year students will continue to monitor local water quality ▪ Prior –Knowledge is addressed before the project begins

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
6	Grade 6 Science	8	4	Quarter 1 Environmental Science Module	<ol style="list-style-type: none"> 1. Students will learn the roles of the organisms present with an ecosystem, the transfer of energy between organisms and the effects of human activity on naturally occurring changes. 2. Students will complete the activity "Where Does Your Dinner Come From?" 3. Students will create an interactive food web using yarn after being assigned roles as specific organisms. 4. Students will conduct research on the organisms, their relationships and the impact of non-point source pollution on habitants and food webs present in the Chesapeake Bay. 5. Students may choose to lead a school-wide campaign/festival to educate fellow students on the importance of the health of the Chesapeake Bay and the effects of pollution on our daily routines. 6. Develop public service announcements to air on morning announcements in the 	<ul style="list-style-type: none"> ▪ Meeting a recognized need in the community by making other students aware of how environmental issues of the Chesapeake Bay relate to our daily lives ▪ Meeting curricular objectives through service- learning as teachers will be able to address indicators in the Maryland VSC as students perform a public service ▪ Developing Student Responsibility by allowing students to conduct research and plan public event(s) relevant to classroom science instruction ▪ Establishing community partnerships with the local environmental foundation ▪ Preparing students for the service experience

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
					<p>school.</p> <p>7. Launch a task force to contribute to the improvement of the conditions of the Chesapeake Bay by adopting a high-way to clean, promoting recycling within the school, or developing a newsletter that presents the environmental conditions of the Chesapeake Bay to distribute to classmates or neighbors.</p>	<p>by equipping them with knowledge and skills needed for project</p>
7	Grade 7 Science	8	4	Quarter 4 Human Biology and Health	<ol style="list-style-type: none"> 1. Students will research diseases related to human body systems including the digestive, circulatory, excretory, respiratory, and muscular systems. 2. Students will research medical advances for preventative methods for the diseases. 3. Students will highlight common diseases on posters that include a description of the disease, symptoms, preventions, and the influence of the disease on the human body system. 4. Students may research the family history of diseases and develop a program for nutritious 	<ul style="list-style-type: none"> ▪ Meeting a recognized need in the community by making others aware of preventative methods for common diseases ▪ Meeting curricular objectives through service- learning as teachers will be able to address indicators in the Maryland VSC as students perform a public service ▪ Developing Student Responsibility by allowing students to conduct research and plan public event(s)

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
					<p>eating and healthy living practices for family members.</p> <p>5. Students may invite representatives from disease control centers to speak to classes about the latest research and development about common diseases and their impact on the human body system(s).</p> <p>6. Students may plan and host a fundraiser to donate funds to a designated disease association (i.e. Ronald McDonald House, Heart and Lung Association, American Cancer Society, etc.).</p>	relevant to classroom science instruction
8	Grade 8 Science	8	4	Quarter 2 Chemistry Building Blocks and Chemistry Interactions	<ol style="list-style-type: none"> 1. Students will research proper methods for storage, handling, and disposal of common household chemicals. 2. Students will identify the active ingredients of common household chemicals. 3. Students will research the symptoms and dangers of ingestion of household chemicals. 4. Students will interview the Fire Department, Emergency Medical Services, and other possible medical related 	<ul style="list-style-type: none"> ▪ Meeting curricular objectives through service- learning as teachers will be able to address indicators in the Maryland VSC as students perform a public service ▪ Developing Student Responsibility by allowing students to conduct research and plan public event(s) relevant to classroom science instruction

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
					<p>professionals in order to develop a magnet for community awareness with details of poisonous control and other emergency contacts.</p> <p>5. Develop a presentation or role play for elementary level students to promote safety and proper storage for household chemicals and/or sponsor a Safe Homes Day for the elementary students.</p>	
9	Integrating the Sciences	9	6	<p>Quarter 2 How does pollution impact the health of the Chesapeake Bay?</p> <p>Stream clean-up research and planning</p>	<ol style="list-style-type: none"> 1. Food web 2. Maps of Chesapeake Bay Watershed 3. List of materials for stream clean-up 4. List of technology and print resources 5. Identification and contact with a Community Partner 6. Letters 7. Public Service Announcements 8. Power Point presentation 9. Journal reflections 	<p>Provide short term Students will utilize technology to research the Chesapeake Bay and plan their service-learning project. The following items should be addressed:</p> <ol style="list-style-type: none"> 1) What organisms live in the Bay? 2) What is the current state of the Bay with regards to pollution? 3) What is the Chesapeake Bay Watershed and how big is it? 4) What current

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
						<p>actions are being done to “Save the Bay”?</p> <p>5) Why is it important to maintain a healthy Bay?</p> <p>6) Develop a food web that includes key organisms found in the Bay.</p> <p>7) Obtain maps of the Chesapeake Bay Watershed and identify local streams surrounding the school where students could do a stream clean-up.</p> <p>8) Develop a list of materials needed for the stream clean-up (students or teacher will obtain).</p> <p>9) Develop a list of technology and print resources and community partners.</p> <p>10) Consult with at</p>

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
						<p>least 1 community partner to obtain information about the project.</p> <p>If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student can independently research the impact of pollution on the Chesapeake Bay. Students can present their findings through a public service announcement, Power Point presentation, letters, and journal reflections. The teacher must provide an opportunity to work with student independently to assist with student understanding of how pollutants can affect the Chesapeake Bay.</p> <ul style="list-style-type: none"> ▪ Students and teachers may also decide to develop an alternative

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
						project that follows Maryland's Seven Best Practices of Service-Learning. Guidelines and project ideas are available in the curriculum document.
9	Integrating the Sciences	9	6	Quarter 3 and 4 Stream clean-up implementation	<ol style="list-style-type: none"> 1. Pictures of students performing stream clean-up 2. Log or Chart to track and document trash/ items collected at the stream 3. Pictures of items/ trash collected 4. Posters 	<p>This activity begins at the end of 3rd quarter and continues into 4th quarter. Students will participate in a stream clean-up within their community.</p> <p>The implementation phase of the service-learning project also coincides with Environmental Education week and Earth Day. This presents numerous opportunities for teachers and students to develop alternative projects that follow Maryland's Seven Best Practices of Service-Learning.</p> <p>If a student does not successfully complete requirements for this service-learning project the</p>

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
						following options may be implemented: Student can independently research actions that individuals, communities and government can do to help "Save the Bay". Students could develop posters to place around the school and community notifying other students of the impact they have on the Bay. Students could incorporate food webs into their posters to show which specific organisms are impacted by pollution in the streams and Bay. Students should also develop a public service announcement identifying things people can do to "Save the Bay".
9	Integrating the Sciences	9	6	Quarter 4 Stream clean-up reflection	<ol style="list-style-type: none"> 1. Letters 2. Details of items/ trash collected 3. Food Webs 	Students reflect on their experience through letters to the community, the student body, or county and city officials to inform them of the impact that their actions have on the Chesapeake Bay. They

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
						<p>should describe why it is important to keep the local streams clean. In addition, students should reflect on the service-learning aspect by describing their actions to help "Save the Bay", how much trash they collected and what they personally gained from the project.</p> <p>If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student may work independently to write and send letters to the local community, the student body, or county and city officials to inform them of the impact that their actions have on the Chesapeake Bay and to encourage them to help "Save the Bay".</p> <p>If an alternative project was selected, students</p>

GRADE	SCIENCE COURSE	INFUSED HOURS	INDEPENDENT HOURS	CURRICULUM CORRELATION	ACTIVITIES	BEST PRACTICES SATISFIED
						<p>should complete a reflection activity similar to those above. Teacher will ensure that reflection activity meets guidelines in Maryland's Seven Best Practices of Service-Learning rubric available in the curriculum document.</p>

**SERVICE-LEARNING
SCIENCE: EVIDENCE OF IMPLEMENTATION**

Grade	Quarter	Activity	Artifacts	Notes
5	1	<u>Directed Inquiry</u> : How can pollution affect a Habitat?	<ul style="list-style-type: none"> ▪ Letters ▪ Public Service Announcements ▪ Power Point presentation ▪ Journal reflections 	<p>If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student can independently research the impact of pollution on the Chesapeake Bay. Students can present their findings through a public service announcement , Power Point presentation, letters, and journal reflections The teacher must provide an opportunity to work with student independently to assist with student understanding of how pollutants can affect an organism’s habitat.</p>
5	2	Recycling Campaign at School	<ul style="list-style-type: none"> ▪ brochure ▪ schedule of classroom visits ▪ journal reflections ▪ pictures of the classroom visits 	<p>This activity is ongoing. It can begin in Quarter 1 and/or Quarter 2 when the students get deeper into recycling in Unit B Chapter 10. If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student can independently research the impact recycling has on the environment. A Student with teacher assistance can contact local recycling agencies and/or programs in order to gather informational pamphlets on each program. Students can create a brochure based on his or her findings of Prince George’s County recycling programs. Student can schedule classroom visit with assistance from the teacher.</p>

5	1 or 2	Outdoor Learning Classroom	<ul style="list-style-type: none"> ▪ potting of plants, vegetables and flowers ▪ schedule of meeting dates with senior citizens ▪ journal reflections ▪ pictures of the meeting with senior citizens 	If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student may plant vegetables, plants, and flowers at home and bring into the outdoor learning classroom. The students may also arrange to drop off plants and flowers to a senior citizen in his or her community and a photo must be included. Journal reflections can also be submitted throughout this process.
Grade	Quarter	Activity	Artifacts	Notes
5	1	School Beautification project	<ul style="list-style-type: none"> ▪ letters ▪ schedule of events for weekend clean-up ▪ pictures of their school before, during , and after the clean up ▪ results of the monthly inspections ▪ journal reflections 	This activity is ongoing. If a student does not successfully complete the requirements for this service learning project 1 st /2 nd quarter the following, options may be implemented: Student (with supervision) may clean-up outside the perimeter of the school before and after school hours. Student may also participate in an alternate outdoor beautification project supervised and approved by teacher.
5	Varies	Stream Ecology	<ul style="list-style-type: none"> ▪ results of water quality test ▪ pictures of the water testing process ▪ journal reflections ▪ schedule of periodic water test 	This activity is limited to only the schools that are scheduled to visit camp Schmidt during the school year. This project can be done anytime after the class has visited Camp Schmidt. This activity is ongoing. If a student does not attend the fieldtrip, or does not successfully complete the required activities, the following, options may be implemented: The student may independently participate in any of the other projects listed on the service learning curriculum document.

Grade	Quarter	Activity	Artifacts	Notes
6	3/4	Environmental Science Module	<ol style="list-style-type: none"> 4. Completed Activity "Where Did Your Dinner Come From?" 5. Food Web 6. Report on Bay organisms and how pollution effects them 7. Public Service Announcements 8. Identification and contact with Community Partners 	<p>Students will utilize technology to research the Chesapeake Bay and plan their service-learning project. The following items should be addressed:</p> <ul style="list-style-type: none"> ▪ What organisms live in the Bay? ▪ What is the current state of the Bay with regards to pollution? ▪ What current actions are being done to "Save the Bay"? <p>If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student can independently research the impact of pollution on the Chesapeake Bay. The teacher must provide an opportunity to work with student independently to assist with student understanding of how pollutants can affect the Chesapeake Bay.</p> <p>Students and teachers may also decide to develop an alternative project that follows Maryland's Seven Best Practices of Service-Learning. Guidelines and project ideas are available.</p>
7	1	Human Biology and Health	<ol style="list-style-type: none"> 1. Research reports on human diseases and the body systems they affect 2. Posters and/or brochures <p>Letters to community presenters</p>	<p>Students and teachers may also decide to develop an alternative project that follows Maryland's Seven Best Practices of Service-Learning. Guidelines and project ideas are available.</p>
8	2	Chemistry Building Blocks and Chemistry Interactions	<ul style="list-style-type: none"> ▪ Research papers ▪ Interviews with Fire and Emergency Medical Services professionals <p>Documentation of Role Play activities related to home chemical safety</p>	<p>Students will conduct interviews with community professionals.</p> <p>If an alternative project was selected, students should complete a reflection activity similar to those above. Teacher will ensure that reflection activity meets guidelines in Maryland's Seven Best Practices of Service-Learning rubric available in the curriculum document.</p>

Grade	Quarter	Activity	Artifacts	Notes
9	2	<p>How does pollution impact the health of the Chesapeake Bay?</p> <p>Stream clean-up research and planning</p>	<ul style="list-style-type: none"> ▪ Food web ▪ Maps of Chesapeake Bay Watershed ▪ List of materials for stream clean-up ▪ List of technology and print resources ▪ Identification and contact with a Community Partner ▪ Letters ▪ Public Service Announcements ▪ Power Point presentation ▪ Journal reflections 	<p>Students will utilize technology to research the Chesapeake Bay and plan their service-learning project. The following items should be addressed:</p> <ol style="list-style-type: none"> 11) What organisms live in the Bay? 12) What is the current state of the Bay with regards to pollution? 13) What is the Chesapeake Bay Watershed and how big is it? 14) What current actions are being done to “Save the Bay”? 15) Why is it important to maintain a healthy Bay? 16) Develop a food web that includes key organisms found in the Bay. 17) Obtain maps of the Chesapeake Bay Watershed and identify local streams surrounding the school where students could do a stream clean-up. 18) Develop a list of materials needed for the stream clean-up (students or teacher will obtain). 19) Develop a list of technology and print resources and community partners. 20) Consult with at least 1 community partner to obtain information about the project. <p>If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student can independently research the impact of pollution on the Chesapeake Bay. Students can present their findings through a public service announcement, Power Point presentation, letters, and journal reflections. The teacher must provide an opportunity to work with student independently to assist with student understanding of how pollutants can affect the</p>

				<p>Chesapeake Bay.</p> <p>Students and teachers may also decide to develop an alternative project that follows Maryland's Seven Best Practices of Service-Learning. Guidelines and project ideas are available in the curriculum document.</p>
9	3 and 4	Stream clean-up implementation	<ul style="list-style-type: none"> ▪ Pictures of students performing stream clean-up ▪ Log or Chart to track and document trash/ items collected at the stream ▪ Pictures of items/ trash collected ▪ Posters 	<p>This activity begins at the end of 3rd quarter and continues into 4th quarter. Students will participate in a stream clean-up within their community.</p> <p>The implementation phase of the service-learning project also coincides with Environmental Education week and Earth Day. This presents numerous opportunities for teachers and students to develop alternative projects that follow Maryland's Seven Best Practices of Service-Learning.</p> <p>If a student does not successfully complete requirements for this service-learning project the following options may be implemented: Student can independently research actions that individuals, communities and government can do to help "Save the Bay". Students could develop posters to place around the school and community notifying other students of the impact they have on the Bay. Students could incorporate food webs into their posters to show which specific organisms are impacted by pollution in the streams and Bay. Students should also develop a public service announcement identifying things people can do to "Save the Bay".</p>

9	4	Stream clean-up reflection	<ul style="list-style-type: none"> ▪ Letters ▪ Details of items/ trash collected ▪ Food Webs 	<p>Students reflect on their experience through letters to the community, the student body, or county and city officials to inform them of the impact that their actions have on the Chesapeake Bay. They should describe why it is important to keep the local streams clean. In addition, students should reflect on the service-learning aspect by describing their actions to help “Save the Bay”, how much trash they collected and what they personally gained from the project.</p> <p>If a student does not successfully complete requirements for this service learning project the following options may be implemented: Student may work independently to write and send letters to the local community, the student body, or county and city officials to inform them of the impact that their actions have on the Chesapeake Bay and to encourage them to help “Save the Bay”.</p> <p>If an alternative project was selected, students should complete a reflection activity similar to those above. Teacher will ensure that reflection activity meets guidelines in Maryland’s Seven Best Practices of Service-Learning rubric available in the curriculum document.</p>
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APPENDIX 2
Student Service Opportunity Directory

Prince Georges Volunteer Center
P.O Box 187, Hyattsville, MD 20781
(301)699-2800 Fax (301)699-2806

Volunteer Opportunities

OPEN TO ALL AGES

Prince Georges County Feral Friends- Bowie, MD (301)262-6452
Helps reduce Prince Georges County Pet Overpopulation

SPIN (Silk Painters International) - Lanham, MD (301)474-7347
Promotes silk painting to the general public through education and publications and to inspire new as well as established artists through public events and professional recognition

Neighborhood Design Center- Mount Rainier, MD (301)474-7347
The neighborhood Design Center (NDC) mobilizes volunteers who develop conceptual design solutions in response to community needs revitalization needs

UM Cooperative Extension Service-Clinton, MD (301)868-9410
Provides basic financial management education to individuals and families

Aaron Parker Foundation- Lanham, MD (301)459-5240
Dedicated to extending the circle of caring to patients with leukemia and their families

SHARE- Hyattsville, MD (301)864-3115
Provides wholesome and nutritious food to families and individuals at a reduced cost, promotes volunteer service in our communities. Builds partnerships with community organizations

Mission of Love, Inc. - Capitol Heights, MD (301)
Provides services to low income and homeless individuals and families, troubled and pregnant teens, and individuals at risk in an effort to prevent poverty, incarceration, and homelessness

Virtuous Enterprizes, Inc-Fort Washington, MD (301)203-4888
Enriches the quality of life of undeserved women and girls in the Washington Metropolitan Area with spiritual, personal, and career enrichment services

Meals on Wheels- Takoma Park, MD (301)434-1922
Delivers meals to elderly and/or housebound individuals

Friendship Terrace Retirement Home- Washington, DC (202)244-7400
Promotes harmony, health, and happiness for seniors who live independently

Washington Center for Aging Services- Washington, DC (202)541-6269
Concerned with long-term care

PFLAG of Metropolitan DC- Washington, DC (202)638-3852

Parents, families, and friends of lesbian and gays promotes the equality and well-being of gay, lesbian, and transgendered persons, their families and friends

Through:

Support to cope with an adverse society

Education to enlighten an ill-informed public

Advocacy to end discrimination and secure equal civil rights

SCORE- Washington, DC (202)606-4000

Counselors to America's small businesses

Provides one-on-one free counseling, workshops, and team visits to sites

Holiday Project- Alexandria, VA (703)370-0370

Visits people confined to hospitals, nursing homes, and shelters, as well as local prisons on Thanksgiving, Hanukah, Christmas, and other Holidays

Open to Ages 7 and Older

Jwanzaa Youth Partnership, Inc. - Mitchellville, MD 301-805-1984

A youth partnership program targeting African American males and females

One-on-one and group mentoring is offered as well as behavioral modification programs

Academics and career planning stressed

USNPS Oxon Hill Farm-Oxon Hill, MD (301)839-1176

A park representing a turn of the century farm, programs and activities are performed on a daily basis; milking cows by hand

Christian Community Group Homes-Washington, DC (202)635-9384

Provides community support intergenerational housing programs

Open to Ages 10 and Older

Greenbelt Adult Care Center- Greenbelt, MD (301)785-0359

The University Fellowship Club opened in 1975 and was the first adult care program on PG County

MD Forest Services-Annapolis, MD (410)260-8510

Department of Natural Resources National Parks program

Open To Ages 12 and Older

Joe's Movement Emporium/ World Arts Focus- Mount Rainier, MD (301)669-1819

World Arts at Joe's Movement Emporium promotes participation and practice in dance, movement, and diverse performance traditions while using the as a tool for community revitalization.

Crystal Lighthouse Pregnancy Center-Camp Springs, MD (301)449-8601

Christian counseling for pregnant teens and adults

MD State Highway Association- Upper Marlboro, MD (301)952-0555

Adopt-a- Highway Program

Accokeek Foundation-Accokeek, MD (301)283-2113

A recreational and educational model of a colonial farm, maintained by the Accokeek Foundation in alliance with the National Park Service

Adelphi/Langley Park Family Support Center-Adelphi, MD (301)431`-6210

To strengthen and support families with children 0-48 months

College Park Youth and Family Services- College Park, MD (301)474-1210

To promote positive youth development and to prevent juvenile delinquency and family disruption through family counseling and community outreach

First Night of Annapolis, Inc.-Washington, DC (410)268-8553

Maryland's celebration of Lively (performing) Arts on New Year's Eve

DC Central Kitchen, Inc. - Washington, DC (202)234-0707

Picks up surplus food from restaurants, hotels, and catered event, combines and re-prepares it into meals and delivers to area shelters and feeding program

Open to Ages 13 and Older

MDNR Merkle Wildlife Sanctuary- Upper Marlboro, MD (301)888-1410

Visitors center open to public

Sanctuary is intended to provide educational opportunities to a wide variety of audiences concerning reptile and amphibian care

Heartland Hospice-Landover, MD (301)731-4900

Provides palliative care to terminally ill patients and emotional support to their families

Monthly volunteer training

Bowie Community Media Corp-Bowie, MD (301)809-3057

Nonprofit organization that promotes the awareness and use of a community access channel (Channel 6A) for Bowie

Bradford Oaks Nursing and Rehabilitation Center-Clinton, MD (301)856-1660

Bradford Oaks Nursing and Rehabilitation Center in Clinton provides residential care for elderly care

United Way of Calvert County –Prince Fredrick, MD (410)286-0100

Fundraising Organization

Veterans Administration Medical Center-Washington, DC (202)745-8320

Acute care teachings facility providing general and specialized services in surgery, neurology and psychology for area veterans

Open to Ages 14 and Older

Maryland National Capital Park and Planning Commission-Variou Locations

(301)248-7208

A variety of volunteer positions in numerous locations throughout the county

Please visit <http://www.pgcparks.com/things/volunteer.html>

PGC Animal Shelter- Forestville, MD (301)499-8305

To use volunteers to help with licensing, dog shows, dog and cat socializing, and Humane education

Christmas in April of Prince George's County-Clinton, MD (301)868-0937

Annual Projects in April repairs and renews homes and yards of those unable to do these tasks or to hire professional help

Prince George's County Memorial Library System- Hyattsville, MD (301)925-9610

Countywide Library System

Collington Episcopal Life Care Community-Mitchellville, MD (301)925-9610

Provides a safe therapeutic environment with specialize care

Crescent Cities Jaycees Foundation- Oxon Hill, MD (301)567-7076

Provides programs and services to senior citizens throughout the County

Doctors Community Hospital-Lanham, MD (301)552-8001

An acute care hospital providing full services

PGC Health Department- Largo, MD (301)883-7802

Protecting, promoting, and improving the health of Prince George's County

Laurel Regional Hospital- Laurel, MD (301)497-7950

Full care hospital

PGHC/Prince George's Hospital Center- Cheverly, MD (301)618-2000

Trauma Center: Volunteer Orientation Information

3 times a year request 4 hours a week

School required community service hours is 100

Heartland Health Care Center Hyattsville- Hyattsville, MD (301)559-0300

Nursing Home

Malta House Assisted Living-Hyattsville, MD (301)699-8600

Provides decent, affordable housing, open to all people, especially those with low income and serves those with special needs with appropriate services in a loving and caring manner at low costs

Community Support Systems- Aquasco, MD (301)372-1491

Provides low and moderate-income families and senior citizens access to services in the Southern PG and Northern Charles County

PGC Dept. Social Services Vol. Recruitment- Hyattsville, MD (301)209-5021

County office for provision of social services to the population; assistance to low- income households/families

Advocates for Children and Youth- Baltimore, MD (410)547-9200

Ensures that Maryland's Children and youth are healthy, safe, and economically secure

Open Hands Christian Academy- Temple Hills, MD (301)894-4087

Saint Ann's Infant/ Maternity Home-Hyattsville, MD (301)559-5500

Residential Children's emergency care facility

Affiliated Sante Group- Silver Spring, MD (301)589-8303

Initiates and supports the achievement of personal vision that our clients hold for themselves by providing psychiatric, rehabilitative, career and residential treatment and support

National Center for Children and Families-Bethesda, MD (301)365-4480

To nurture and support vulnerable children, youth, and families toward self-worth, dignity, stability and unity through advocacy, outreach prevention and treatment

Food and Friends- Washington, DC (202)269-2277

Provides nutritious meals to homebound people with AIDS and other life challenging illnesses in the Metro area

Ulman Cancer Fund for Young Adults- Elliot City, MD (410)964-0202

Provides Support programs, education and resources

Washington Hospital Center-Washington, DC (202)877-2105

A full service, acute care and training hospital

Threshold Service, Inc.-Silver Spring, MD (301)754-1102

Helping people with mental illnesses lead fulfilling lives

Prince George's County Habitat for Humanities-Brentwood, MD (301)779-1912

DC Habitat for Humanity seeks to eliminate poverty housing and homelessness in the nation's capital by building affordable, energy efficient homes with God's people in need

Visit Prince Georges Volunteer website for additional Opportunities

APPENDIX 3
Site Approval Form



Service-Learning Site Approval Form

This form must be completed for approval of an organization that is not included in the Student Service Opportunity Directory. The directory is available through your school counseling office.

Please work with the agency representative to fill out this form in its entirety and return to your assigned School-Based Student Service-Learning Coordinator. **Please note that turning in this form does not automatically equal site approval.**

To be completed by student:

Student Name: _____ Student Number: _____
School: _____ Student Telephone: _____
Student Mailing Address: _____
City: _____ State: _____ Zip: _____
Email: _____

_____ I request approval of the above agency as a service-learning site. I have already spoken to the contact person about the possibility of completing service hours.

Student Signature: _____ Date: _____

To be completed by agency representative:

Agency Name: _____
Address: _____
City: _____ State: _____ Zip: _____
Telephone: _____ Fax: _____
Website: _____ Email: _____
Contact Name: _____ Contact Title: _____
Agency mission: _____

The student's volunteer activities will include: _____

This agency is a (please circle one) non-profit agency /for-profit nursing home, hospital, licensed day care facility.

Tax ID Number _____

For School-Based Student Service-Learning Coordinator Only:

I have talked with the agency representative and determined that the organization is (circle one) approved / not approved.

Signature _____ Title _____ Date: _____

APPENDIX 4
School-Based Service-Learning Coordinators

APPENDIX 4: School-Based Service-Learning Coordinators

**School-Based Service-Learning Coordinators
High Schools**

School Name	Service Learning Coordinator
Annapolis Rd Academy	Lonice Priester/Michele Shorter
Bladensburg	Karen Gunther /Margo Simpson Janice Blackwell
Bowie	Harriet Puller
Bowie	Marianne Eiring
Central	Cathleen Rozanski/Norman Sugar
Charles H. Flowers	Tracey Reed
Community Based Classrooms	Gwen Rocque
Croom Vocational	Triana Hayes/Nylene Logan
Crossland Evening	Druscilla Saunders-Faulk
Crossland	Brenda Harmon/Myrlene Hyppolite Catherine Langley/Charmelia Smith
DuVal	Linda Deadwyler
Eleanor Roosevelt	Melissa Cloud
Fairmont Heights	Kelly Cohen
Forestville Military	Marla Smith
Frederick Douglass	Pamela Parker Toombs
Friendly	
Green Valley Academy	Tracia Rountree
Gwynn Park	
Dr. Henry A. Wise	Trena T. Mack
High Point	Daniel Peabody
Largo Evening	
Largo	Melissa Wells
Laurel	Francine Barnes
Northwestern Evening	Yvette M Wright/Clarenda Gardner
Northwestern	Carolyn Alston
Oxon Hill	Princella Hemby
Parkdale	Mia Hines
Potomac	Ruth D. Kusi
Suitland	Ralph Weast
Surratsville	Eddie L. Tyson III
Tall Oaks Vocational	

**School- Based Service-Learning Coordinators List
Middle Schools**

School Name	Service Learning Coordinator
Andrew Jackson	Tina Williams
Benjamin Stoddert	Tara Lewis
Benjamin Tasker	Dr. Vernon Baker/Karen Whitney
Buck Lodge	Janita Harrell
Charles Carroll	Alma Willie
Drew Freeman	
Dwight D. Eisenhower	Delia Cowling
Ernest E. Just	
Eugene Burroughs	
G. Gardner Shugart	Roger Johnson/Tracey Williams
G. James Gholson	
Greenbelt	Portia Moore/Silke Pope
Gwynn Park	DeVonne Johnson
Hyattsville	Angela Russell
Issac Gourdine	
James Madison	Clareylen Nelson-Genias/Terry Conner
J. Hanson French Immersion	Sandra Navarra
J. Hanson Montessori	Tia Breckeridge-Tyson/Gwen Harris (Alt)
Kenmoor	Mary Anne Savercool
Martin L. King	Cheryl Swartz
Oxon Hill	Dr. Walter Hawk, II
Oxon Hill	Dr. Barbara Forde
R. Goddard French Immersion	Marcia Mincey
R. Goddard Montessori	Rachele Donohue
Samuel Ogle	Kathleen Bartolomeo
Samuel Ogle	Felicia Garrett
Stephen Decatur	Michelle D. Durham
Thomas G. Pullen	Felicia Meadows
Thomas Johnson	Erica Moore
Thurgood Marshall	
Walker Mill	
William Wirt	Charlene Marcelle-Warner

**Service Learning Coordinators List
Elementary Schools**

School Name	Service Learning Coordinator
Adelphi	
Allenwood	Lakeshia Morgan
Apple Grove	Janice Vernon
Apple Grove	Teresa Hansen
Admore	
Arrowhead	Lauren Sipe
Avalon	Monica Carpenter
Baden	Robbin Epps
Barnaby Manor	
Beacon Heights	Troy Anderson
Beltsville	Diane Bryant
Bejamin D Foulois	Shonita Lee
Berkshire	Christopher Johnson
Berwyn Heights	Nicole Better-Fitzhugh
Bladensburg	Valarie Webb-Craig
Bonds Mill	Freda Ingram
Bradbury	Grande Pacheco
Brandywine	April Ross
Calverton	Pamela Roberts
Capitol Heights	Kathy Nietch
Carmody Hills	Marguerite Matthews
Carole Highlands	Hanadi Elbashir-Hill
Carrollton	Monisola Ogunfeditimi/Glorianna Rios
Catherine T. Reed	Sylvia Jones
Ceasar Chavez	Verna Cabralis
Cherokee Lane	Teri Emig
Chillum	
Clinton Grove	Joan Richeson
Columbia Park	Bernard Grayson
Concord	
Coolspring	
Cooper Lane	
Cora L. Rice	Renee Cort Sutton
Deerfield Run	
District Heights	
Dodge Park	Carisa Brown
Doswell E. Brooks	
Edgar Allen Poe	
EXCEL Academy	
Flintstone	
Forest Heights	

Fort Foote	
Fort Washington	Diane McKenzie
Francis T. Evans	
Gaywood	Karen Mack
Gladys Noon Spellman	Fred Jones
Glassmanor	
Glenarden Woods	Clara Carey
Glenn Dale	Partica Moore
Glenridge	Sherri Wright
Greenbelt	Donna Behe
Heather Hills	Kathleen Donahue/Heather Kampmann
Henry G. Ferguson	
High Bridge	Lisa Miller
Highland Park	George Thomas
Hillcrest Heights	Annette Johnson-Frye
Hollywood	Allena Johnson
Hyattsville	
Imagine Public Charter	
Indian Queen	Ethel M. Ferguson
J. Frank Dent	
James H. Harrison	Nia Wilkes
James McHenry	Shamika Jackson
James Ryder Randall	Carmelita Walker
John Carroll	Cynthia Whren
John Eager Howard	
John H. Bayne	Patricia Holsey
Judge Sylvania Woods	Rodney Roundtree
Kenilworth	Ronyl Williams
Kenmoor	Ashanti Ravenell
Kettering	VeEtta Lenonri
Kingsford	Michele Robinson
Lake Arbor	Glenda Baines
Lamont	Anita M. Dickerson
Langley Park McCormick	Chelva E. Todd
Laurel	
Lewisdale	
Lincoln Public Charter	
Longfields	Cynthia Williams
Magnolia	Joan Nachman
Marlton	Rona Hammond-Smith
Mary Harris Mother Jones	Jean McFarlin
Mattaponi	Lucille Abdur-Raafi/Kim Ware Sandra Powell
Mathew Henson	Regina M. Stevenson
Melwood	

Middleton Valley	Marlene Bennett
Montpelier	Debbie Black-Conn
Morningside	
Mt. Ranier	
North Forestville	Nichole Wainwright
Oakcrest	Jenna Grace
Oakland	
Owens Road	Shamika Burnaugh
Overlook	Detra Thomas
Oxon Hill	Rachael Taylor
Paint Branch	
Panorama	
Patuxent	Nicole Amiger
Perrywood	Glenda Page
Phyllis E. Williams	Michelle Hall
Pointer Ridge	Tracey Anderson
Potomac Landing	
Princeton	Carmen Berces
Ridgecrest	Robin Loube
Riverdale	Rebecca Roland
Robert Frost	Adelaide Salvo
Robert R Gray	Carolyn Boston
Rockledge	
Roger Heights	
Rosaryville	Shalena Hooper
Rose Valley	Leonora C. Slade
Samuel Chase	Laureen Brock
Samuel P Massie	Shiree Slade
Scotchtown Hills	
Seabrook	
Seat Pleasant	
Suitland	Barbara Solomon
Skyline	
Springhill Lake	Linda Lucie
Tayac	Darren Stephenson
Templeton	
Thomas Claggett	
Thomas G Pullen	Felicia Meadows
Thomas S. Stone	
Tulip Grove	Joanne Charlton
Turning Point Academy	
University Park	
Valley View	Doris Carey
Waldon Woods	
Whitehall	Andrew Karnes

William Beanes	Katrina Holmes
William W. Hall	Marilyn Quow
William Paca	Pauline Brown
Woodmore	
Woodridge	Faye Spradlin
Yorktown	Aliyah Mangum

**Service Learning Coordinators List
Special Centers**

Chapel Forge	Elyse Hurley
C. E. Rieg	Judy Coleman-KLA
James Duckworth	Chris Sanick
Jessie B. Mason	Nakia Bethel
Judith P. Hoyer Early Childhood Center	Donna Silberstrom
Margaret Brent Regional	Dr. Loretta Cutright

APPENDIX 5
Student Service-Learning Advisory Board

APPENDIX 5: Student Service-Learning Advisory Board

Name	Title	Office
Dr. Kara Libby	Coordinating Supervisor for Academic Programs	Curriculum and Instruction
Dr. Colisha Frasier	Professional School Counselor Specialist	Student Services
Nikki Ham	Professional School Counselor Specialist	Student Services
Hector Aguiniga	Professional School Counselor Specialist	Student Services
Teresa Gardner-Williams	Executive Director	Prince George's Volunteer Center
Kim Cherry	Elementary Science Specialist	Science Office
Damaris Blondonville	Science Curriculum Supervisor	Science Office
Godfrey Rangasammy	Secondary Science Specialist	Science Office
Treesa Elam-Respass	Secondary Science Specialist	Science Office
Sandra Rose	Social Studies Specialist	Social Studies Office
Dr. Gladys Whitehead	Director	Curriculum and Instruction
Oretha Bridgewaters	Executive Director	Student Services

APPENDIX 6
Student Service-Learning Verification Form



Student Service-Learning Verification Form

Complete this form in blue or black ink and submit to the School Service-Learning Coordinator by the end of each semester in which the service was completed. Submit this form by September 30 for service hours completed in the summer.

Section to be completed by the student:

Student Name: _____ Student Number: _____
School: _____ Student Telephone: _____
Student Mailing Address: _____
City: _____ State: _____ Zip: _____
Email: _____ Grade in school _____

Student Assessment of Service-Learning Activity

- I. Discuss your **preparation** for this service-learning activity by completing the prompts below.
- In reviewing the research and information available, I found the following facts about the population to be served and the need for this service-learning activity.

- This service-learning activity is connected to the curriculum in the following ways:
-
-
-
-
- I am expected to contribute and be involved in the planning and execution of the service-learning activity in the following ways:

- I understand that the following knowledge and skill areas are necessary to implement this service-learning activity:

- The name and title of the person who will train, supervise, and guide my service-learning activity is

II. Describe the service-learning **activity** that you completed.

- I completed the following type of service-learning activity (check the response that applies):
 - Direct Service Learning [working directly with the recipient of the service to meet his/her need; examples include- tutoring or feeding people at a homeless shelter]

 - Indirect Service Learning [working behind the scenes to channel resources to meet a community need; examples include- conducting blood drives, charitable walks, and environmental services]

 - Advocacy [supporting a cause or a position that is beneficial to the larger community; examples include- a public education campaign about the importance of recycling or conducting political action that encourages the building of affordable housing]

III. Discuss **reflections** on your service-learning activity by answering the following questions.

- What impact did you have on the recognized need? _____

- Who benefited from your efforts? _____

- What did you learn by completing this service-learning activity? _____

- What worked well with this service-learning activity? _____

- What things could have been changed to make the activity better? _____

To be completed by agency representative for independent hours or teacher for class-infused hours.

Agency Name: _____ Tax ID # _____
 Address: _____ City: _____ State: ___ Zip: _____
 Supervisor / Teacher: _____ Title: _____
 Telephone: _____ Email: _____

Describe Activity: _____

Dates of Service: From _____ To _____

Total Number of Days _____ Hours per day _____ **Total hours earned** _____

Signature of Supervisor/Teacher _____ Date _____

For School-Based Student Service-Learning Coordinator & Data-entry Personnel use only:

Date of Receipt _____
 Name and Title _____ Signature _____
 Previous infused hours _____ + Infused hours for this activity _____ = Total Infused hours _____
 Previous independent hrs. _____ + Independent hrs. for this activity _____ = Total Independent hours _____

PGIN 7540-3127

APPENDIX 7
Service Learning Activity Evaluation



Prince George's County Public Schools

14201 School Lane • Upper Marlboro, Maryland 20772 • www.pgcps.org

SERVICE LEARNING ACTIVITY EVALUATION

A. Identify the infused service-learning activity you plan to assess using this evaluation

B. Identify the course in which this activity was infused.

Answer the following questions for the infused service-learning activity you identified above. Circle the number associated with the response that best answers the questions.

1. Did your students meet a recognized need in the community?

1. No
2. Yes, students provided short-term assistance addressing a community need
3. Yes, students provided ongoing assistance addressing a community need
4. Yes, students worked toward a lasting solution to a community problem

2. Did you meet curricular objectives through the implementation of this service-learning activity?

1. No
2. Yes, we incorporated service-learning into a unit
3. Yes, we used service-learning to unify the teaching of content and skills throughout the year
4. Yes, we taught content and/or skills in different disciplines using service-learning throughout the year

3. Did students reflect throughout the service-learning experience?

1. No
2. Yes, at the end of the experience, students contemplated their service-learning experience and received a response
3. Yes, during and after the experience, students contemplated their service-learning experience and received a response

4. Yes, before, during, and after the experience, students contemplated their service-learning experience and received multiple responses throughout the process

4. Did the service-learning activity develop student responsibility?

1. No
2. Yes, we established choices for students in how they would implement the teacher-planned service-learning
3. Yes, we shared responsibility with students for service-learning development and implementation
4. Yes, we facilitated student definition, coordination, and implementation of service-learning

5. Did you establish community partnerships while implementing this service-learning activity?

1. No
2. Yes, we consulted with community partners for information and resources relevant to the issue the service-learning project addressed
3. Yes, we created opportunities for students to interact with community partners
4. Yes, we collaborated with students and community partners as an action team to plan and implement the service-learning activity

6. Did you plan ahead for service-learning?

1. No
2. Yes, I planned service-learning ahead of time without input from others
3. Yes, I consulted other teachers ahead of time to plan the service-learning activity
4. Yes, we collaborated with colleagues, students, and others to plan the service-learning activity

7. Did you prepare students for the service experience by equipping them with knowledge and skills needed for the project?

1. No
2. Yes, we equipped students with knowledge and skills at the beginning of the experience
3. Yes, we equipped students with knowledge and skills as needs arose or as the project changed
4. Yes, we assisted students with seeking and finding the knowledge and skills required to meet needs as they arose or as the project changed

SERVICE LEARNING BEST PRACTICES EVALUATION

SCORING YOUR EVALUATION

To obtain your Service Learning Best Practices Score add up the numbers associated with your responses and divide the sum by 7.

Write your Service Learning Best Practices Score here: _____

INTERPRETING YOUR EVALUATION RESULTS

Below is a general guide to the meaning of your score, for this specific activity. Also under each score interpretation are suggested actions for you to take.

1- Your activity does not embody Maryland's Student Service Learning Best Practices

- You should develop a team of colleagues, students, and community members to redesign the current activity or develop a totally new project.

2- Your activity contains very few of the best practices associated with a strong Service-Learning activity

- You should consult with colleagues and students to develop ways to infuse more best practices into the activity

3- Your activity contains a strong representation of Service Learning Best Practices

- Your activity is strong and meets many of the suggested best practices. You should consider adding new components to the activity to further strengthen it.

4- Your exemplary activity meets all of Maryland's Student Service Learning Best Practices

- This activity is exemplary and meets all of the best practices. You should share your activity with other colleagues who may want to implement it with their students.