



Service-Learning in the Sunshine

A resource guide and directory for teachers: service-learning as a strategy to achieve the Florida State Sunshine Standards



A CORPORATION FOR NATIONAL SERVICE FELLOWSHIP PROJECT



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service-learning as a strategy to achieve
the Florida State Sunshine Standards

By
Phyllis Renninger
National Service Fellow

1998





Environmental Club, Making a trail. "Museums Project," Marathon, Fla.

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Service-Learning in the Sunshine

ACE Food Drive, October 1997. "Good Neighbors! Ace Project Youth Council," Groveland, Fla.



Edison Park Creative and Expressive Arts Magnet School students sample Manuel's Branch for animal life in "Coastal Caretakers," Ft. Myers, Fla.



Overview of Service-Learning

“One thing I know: the only ones among you who will be really happy are those who have sought and found how to serve.”

--Albert Schweitzer

THE NATIONAL SERVICE-LEARNING INITIATIVE¹

Efforts to encourage participation in community service have been on the national legislative agenda since the 1960s. The realization that government alone cannot solve all problems in local communities has prompted national leaders to call for a new emphasis on service. In response, schools across the country began offering community service opportunities to engage youth in service to their communities. This type of volunteering, without any formal attachment to the curriculum, is community service. While the individual may be learning, the primary focus of these activities is the service experience.

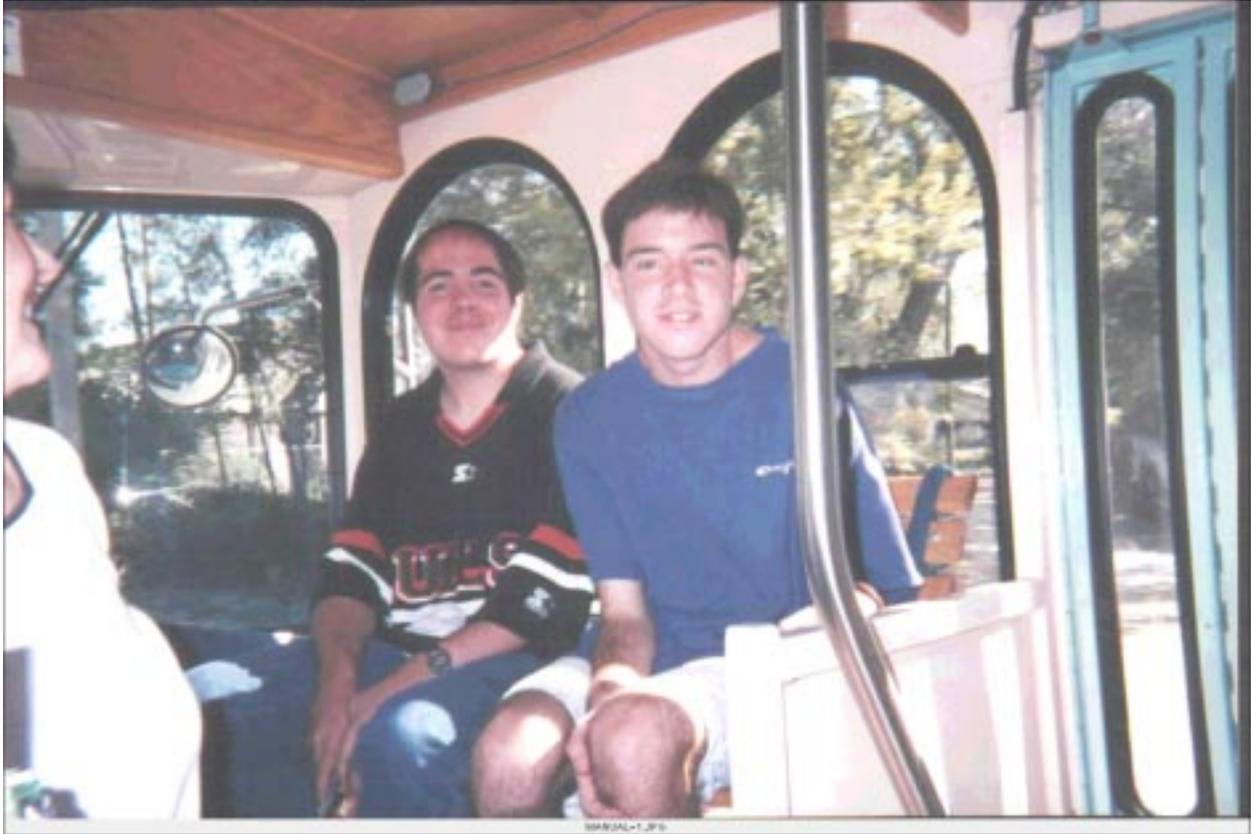
Robert Sigmond and William Ramsey from the Southern Regional Education Board coined the term, “service-learning,” in 1967. The Council of Chief State School Officers defines service-learning as a method of teaching and learning that combines academic work with service to the community. Service-learning helps students develop the knowledge and skills to become effective, productive, caring young adults, involved in their community, state, and nation. Being involved in this practice enables the student to reinforce the need to learn the basic core curriculum through guided involvement in real-life situations.

In 1989, President Bush introduced the “Thousand Points of Light” initiative to encourage volunteer service by citizens of all ages. In 1990, he signed a bipartisan bill to fund service-learning for K-12 schools as part of the National and Community Service Act.

In 1993, Congress reauthorized and extended the law through the National and Community Service Trust Act, which provided funds to state education agencies through Learn and Serve America. All 50 states now have service-learning grants.

Over one million students across the nation now help to improve their communities while enhancing their classroom learning. The key ingredient for Learn and Serve is the strong message that service actually strengthens academic learning and enables the student to apply classroom lessons to the world beyond the classroom.

¹ (SOURCES: Florida Learn & Serve K-12 Progress Report, Florida Department of Education and the Center for Civic Education and Service, 1997. A Profile of Service-learning Programs in South Carolina and Their Responsiveness to the National Priorities, Kathy Gibson Carter, 1995.)



“Lets Keep Them All,” gifted students job coaching handicapped individuals realized that job coaching was of little use if these students couldn’t get to work. Panama City, Fla.

PICTURES:

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Introduction

“The object of education is to prepare the young to educate themselves throughout their lives.”

Robert Maynard Hutchins

From *Light One Candle*, Quotes for Hope and Action

The *Service-Learning in the Sunshine* resource guide and directory is designed to integrate Florida’s best service-learning practices and suggested activities with the Florida Sunshine State Standards. The Standards are designed to help teachers profile the best possible education to Florida’s students. The standards are the “destination” where we want the students to arrive. How they get there is up to the teachers. Although the standards are listed by subject (the Arts, Foreign Language, Health and Physical Education, Language Arts, Mathematics, Science, and Social Studies), interdisciplinary strategies are encouraged. The standards have created the need for teachers to develop delivery methods to accomplish these goals. By establishing this resource guide of actual and suggested activities, along with a directory and networking opportunities, teachers will be able to successfully accomplish their task. Once developed, *Service-learning in the Sunshine* can serve as a model resource for other states.

Service-learning
will serve as the “vehicle”
to the “destination”
outlined in the Florida Sunshine State Standards.



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Section 1

Making the Connection

1. Florida Learn & Serve
2. How to Use the Manual
3. Sunshine Standards with Service-learning Projects and suggested ideas

To me service-learning is a chance for me to give back to my community in a very big way. There is nothing better than to see a smile on someone's face and knowing you helped to put it there.

Faith Yates, Student
"Good Neighbors! ACE Project Youth Council"
South Lake High School, Groveland, Fla.



Service-Learning In the Sunshine

Service-learning – hmmm- I consider it a way to be involved both learning and serving. You get the advantage of both.

Jessica Bailey, Student
“Good Neighbors! ACE Project Youth Council”
South Lake High School, Groveland, Fla.

My definition of service-learning is working together to learn a skill that could be taught in class, only with service-learning it’s hands on. I feel this is a much wiser way to teach because more is learned.

Barbie Layman, Student
“Good Neighbors! ACE Project Youth Council”
South Lake High School, Groveland, Fla.



Middle School students get the inside scoop on the creepy-crawlies of Alligator Lake from senior Lisa Goss. “Alligator Lake Awareness Project,” Niblack Middle School mentors program with Columbia High, Lake City, Fla.

I don’t have a favorite project, but the Rally Reading is the best so far for me. I love kids and I’m helping them to read better. I know I am a good impact on my kids because they look forward to me coming and they give me a big hug when it’s over.

Demetrius Isom, Student
“Good Neighbors! ACE Project Youth Council”
South Lake High School, Groveland, Fla.



FLORIDA LEARN & SERVE K-12

Florida was in an excellent position when federal funds became available in 1990. The state had been administering a nearly identical project on a smaller scale for two years using trust funds. With federal support, Florida was able to expand its existing efforts and use its trust funds as a cash match. Florida Learn & Serve K-12 awards grants to schools, school districts, and community-based organizations to engage K-12 students in service-learning activities. Over 1,000 projects have received awards since 1990. In 1998 - 1999, over \$850,000 was awarded.

Florida schools have used service-learning and Florida Learn & Serve as the vehicle to improve test scores, keep kids in school, better school/community relations, raise attendance, meet individual learning styles, and better prepare students for careers.

COMPONENTS OF SERVICE-LEARNING

Good service-learning promotes active citizenship, youth voice, and leadership development providing a bridge between students and their communities. It offers students an opportunity for career exploration and is an effective prevention and intervention strategy for at-risk youth.

Successful projects have four components:

- **Preparation** – learning the context for the need for service through discussions, writing, research, visits, and presentations;
- **Action** – conducting the actual service;
- **Reflection** – writing, discussing, presenting, teaching, advocating, etc., about the service; and
- **Recognition** – celebrating what students have done and letting them know that the school and community value their efforts.

Reciprocity is key to service-learning; those who receive services play an active part in defining their needs and how they are to be met, in good service-learning, everyone is both serving and being served and all are learning.

The most touching experience I remember is when I first went to Daily Bread to help feed the homeless. I thought the people were bums or alcoholics, etc. I found out that they were people, like you and me, who might, at this point in their lives, need a helping hand. This experience humbled me, and also taught me that we all need a little help sometime in our life.

Denise Webb, Student
"Multi-pronged Project"
St. Cloud Middle School, St. Cloud, Fla.



How to Use the Manual

The chart following this page is designed to help the teacher locate service projects that are addressing the standards. The chart is arranged by:

- Heading Row – includes the Sunshine State Standards subjects.
- Columns 1 – four grade level divisions (PreK-2, Gr.3-5, Gr. 6-8, and Gr. 9-12). If more information is needed on the Sunshine State Standards, a complete Reference section is located in Section 3 of the manual.
- Column 2 -- names and short descriptions of actual and suggested projects. If more information is desired on a particular project, Section 2 of the manual contains a directory of contact names, addresses, and phone.
 - Benchmarks are listed under project descriptions in the Arts, Foreign Language, Health & Physical Education, Language Arts, Mathematics, Science and Social Studies. For more information on the Benchmarks, a complete Reference section is located in Section 3 of the manual.
- Column 3 and 4 -- service provider or service recipient/partner in the 1997 – 1998 Learn & Serve projects. This shows the reader whether the listed subject and grade level is providing the service, receiving the service, or both, in each program.

Suggested use:

- Find the subject and grade level you are teaching.
- Look at the list of service projects and suggested ideas
 - Use this information for
 - project ideas
 - field trip sites
 - program enhancement ideas
 - resources, information, and materials
 - opportunities for networking, communication, and partnerships
- This manual is designed for Florida students, teachers, and administrators; but can be adapted to education standards in any state.

Please note -- Service-learning projects are often interdisciplinary. You will see some projects listed under more than one subject in the chart.



Level	Service-Learning Project	Service	Partner
PreK - 2	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • People Helping People – People Helping People Gospel Choir is composed of 25 or more students from Sebastian Middle School, Murray Middle School, Hartley Elementary School, and St. Augustine High School. It is a non-profit organization that helps individuals throughout St. Johns County. In May, they sponsored a fundraising project to help with Habitat for Humanity, St. Gerard House Scholarships, and day care centers. – <i>MU.A.1.1.1-3, MU.A.2.1.1, MU.A.2.1.2, MU.A.3.1.1-3, MU.B.1.1.1, MU.B.1.1.2, MU.B.2.1.1, MU.C.1.1.1-3, MU.D.1.1.1-4, MU.D.2.1.1, MU.D.2.1.2, MU.E.1.1.1, MU.E.1.1.2, MU.E.2.1.1-4</i> • Nease Music Series and Instrument Zoo – The project allows numerous small music groups to travel to schools in the county and present worthwhile performances to elementary and middle school age students as well as provide an outlet for them to experiment with various wind, string and percussion instruments. . – <i>MU.A.1.1.1-3, MU.A.2.1.1, MU.A.2.1.2, MU.A.3.1.1-3, MU.B.1.1.1, MU.B.1.1.2, MU.B.2.1.1, MU.C.1.1.1-3, MU.D.1.1.1-4, MU.D.2.1.1, MU.D.2.1.2, MU.E.1.1.1, MU.E.1.1.2, MU.E.2.1.1-4</i> 		<p>x</p> <p>x</p>
PreK - 2	<p>Bay County: District Youth Council -- Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Patronis Writes: A School-wide Anthology of Art and Composition – Patronis Elementary School. The goal of this project is to improve student performance in writing. K-5 students are encouraged to submit by computer technology original artistic and literary works. Students’ portfolios of work are reviewed and edited by the student editorial committee and distributed to business partners, parents, students, and staff. – <i>VA.A.1.1.1-4, VA.B.1.1.1-4, VA.C.1.1.1, VA.C.1.1.2, VA.D.1.1.1-3, VA.E.1.1.1-3</i> 	x	x
PreK - 2	<p>H.E.L.P. Youth Council (Seminole County) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Creative Learning & Thinking – Seminole County Public Schools conduct learning projects including art, music, and discussions with elementary school students. -- <i>VA.A.1.1.1-4, VA.B.1.1.1-4, VA.C.1.1.1, VA.C.1.1.2, VA.D.1.1.1-3, VA.E.1.1.1-3, MU.A.1.1.1-3, MU.A.2.1.1, MU.A.2.1.2, MU.A.3.1.1-3, MU.B.1.1.1, MU.B.1.1.2, MU.B.2.1.1, MU.C.1.1.1-3, MU.D.1.1.1-4, MU.D.2.1.1, MU.D.2.1.2, MU.E.1.1.1, MU.E.1.1.2, MU.E.2.1.1-4</i> 		x
Gr. 3-5	<p>Alternative Education Projects (Orange) At-risk Alternative Education students create children’s books to be donated to child-care facilities, create a play and video about staying in school for other at-risk elementary and middle school students, and renovate/construct houses for Habitat for Humanity. -- <i>TH.A.1.2.1, TH.A.2.2.1, TH.A.2.2.2, TH.A.3.2.1, TH.A.3.2.2, TH.B.1.2.1, TH.C.1.2.1-3, TH.D.1.2.1-4, TH.E.1.2.1-4, VA.A.1.2.1-4, VA.B.1.2.1-4, VA.C.A.2.1, VA.C.A.2.2, VA.D.1.2.1-3, VA.E.1.2.1-3</i></p>		x
Gr. 3-5	<p>Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. -- <i>VA.A.1.2.1-4, VA.B.1.2.1-4, VA.C.1.2.1, VA.C.1.2.2, VA.D.1.2.1-3, VA.E.1.2.1-3</i></p>		x



Level	Service-Learning Project	Service	Partner
Gr. 3-5	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • People Helping People – People Helping People Gospel Choir is composed of 25 or more students from Sebastian Middle School, Murray Middle School, Hartley Elementary School, and St. Augustine High School. It is a non-profit organization that helps individuals throughout St. Johns County. In May, they sponsored a fundraising project to help with Habitat for Humanity, St. Gerard House Scholarships, and day care centers. -- <i>MU.A.1.2.1-4, MU.A.2.2.1-4, MU.A.3.2.1-3, MU.B.1.2.1, MU.B.1.2.2, MU.B.2.2.1, MU.B.2.2.2, MU.C.1.2.1-4, MU.D.1.2.1-3, MU.D.2.2.1, MU.D.2.2.2, MU.E.1.2.1, MU.E.1.2.2, MU.E.2.2.1-4</i> • Nease Music Series and Instrument Zoo – The project allows numerous small music groups to travel to schools in the county and present worthwhile performances to elementary and middle school age students as well as provide an outlet for them to experiment with various wind, string and percussion instruments. -- <i>MU.A.1.2.1-4, MU.A.2.2.1-4, MU.A.3.2.1-3, MU.B.1.2.1, MU.B.1.2.2, MU.B.2.2.1, MU.B.2.2.2, MU.C.1.2.1-4, MU.D.1.2.1-3, MU.D.2.2.1, MU.D.2.2.2, MU.E.1.2.1, MU.E.1.2.2, MU.E.2.2.1-4</i> • Law Day 1997 – 100 students participated in Law Day. The Law Day is a humanitarian need to make students aware of what the Constitution is about and how it effects their lives. Through the project the students utilized public speakers, role-playing, debating, art research, writing photography, problem solving skills, and planning skills. The role-playing was in the form of a mock trial for the student body. – <i>TH.A.1.2.1, TH.A.2.2.1, TH.A.2.2.2, TH.B.1.2.1, TH.C.1.2.1-3, TH.D.1.2.1-4, TH.E.1.2.1-4</i> 	x	x
Gr. 6-8	<p>St. Johns District Youth Council –see above</p> <ul style="list-style-type: none"> • People Helping People –see above-- <i>MU.A.1.3.1-3, MU.A.2.3.1-3, MU.A.3.3.1-3, MU.B.1.3.1, MU.B.1.3.2, MU.B.2.3.1-3, MU.C.1.3.1-3, MU.D.1.3.1-3, MU.D.2.3.1, MU.D.2.3.2, MU.E.1.3.1, MU.E.1.3.2, MU.E.2.3.1-4</i> • Nease Music Series and Instrument Zoo –see above. -- <i>MU.A.1.3.1-3, MU.A.2.3.1-3, MU.A.3.3.1-3, MU.B.1.3.1, MU.B.1.3.2, MU.B.2.3.1-3, MU.C.1.3.1-3, MU.D.1.3.1-3, MU.D.2.3.1, MU.D.2.3.2, MU.E.1.3.1, MU.E.1.3.2, MU.E.2.3.1-4</i> 	x	x
Gr. 6-8	<p>HITT (Alachua) Twenty to thirty at-risk and vocational students learn improvisational techniques and give performances to younger students dealing with decision making and life issues. – <i>TH.A.1.3.1, TH.A.2.3.1, TH.A.3.3.1, TH.A.3.3.2, TH.B.1.3.1, TH.C.1.3.1-3, TH.D.1.3.1-4, TH.E.1.3.1-5</i></p>	x	x
Gr. 6-8	<p>Desserts on Wheels (St. Lucie County) Students learn about nutrition and food preparation and handling by producing and delivering over 200 desserts weekly to elderly senior citizens. They also design placemats and write letters to the homebound. -- <i>VA.A.1.3.1-4, VA.B.1.3.1-4, VA.C.1.3.1, VA.C.1.3.2, VA.D.1.3.1-3, VA.E.1.3.1-3</i></p>	x	
Gr. 6-8	<p>Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs.</p> <ul style="list-style-type: none"> • Chorus – Recording by students to be distributed to Senior Citizens, shut-ins, and nursing home patients. -- <i>MU.A.1.3.1-3, MU.A.2.3.1-3, MU.A.3.3.1-3, MU.B.1.3.1, MU.B.1.3.2, MU.B.2.3.1-3, MU.C.1.3.1-3, MU.D.1.3.1-3, MU.D.2.3.1, MU.D.2.3.2, MU.E.1.3.1, MU.E.1.3.2, MU.E.2.3.1-4</i> 	x	



Level	Service-Learning Project	The ARTS	Service	Partner
Gr. 6-8	<p>Alternative Education Projects (Orange) At-risk Alternative Education students create children’s books to be donated to child-care facilities, create a play and video about staying in school for other at-risk elementary and middle school students, and renovate/construct houses for Habitat for Humanity. -- VA.A.1.3.1-4, VA.B.1.3.1-4, VA.C.1.3.1, VA.C.1.3.2, VA.D.1.3.1-3, VA.E.1.3.1-3</p>			x
Gr. 9-12	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • People Helping People – People Helping People Gospel Choir is composed of 25 or more students from Sebastian Middle School, Murray Middle School, Hartley Elementary School, and St. Augustine High School. It is a non-profit organization that helps individuals throughout St. Johns County. In May, they sponsored a fundraising project to help with Habitat for Humanity, St. Gerard House Scholarships, and day care centers. -- MU.A.1.4.1-3, MU.A.2.4.1-4, MU.A.3.4.1-3, MU.B.1.4.1, MU.B.1.4.2, MU.B.2.4.1, MU.B.2.4.2, MU.C.1.4.1-3, MU.D.1.4.1-3, MU.D.2.4.1, MU.D.2.4.2, MU.E.1.4.1, MU.E.1.4.2, MU.E.2.4.1-3 • Nease Music Series and Instrument Zoo – The project allows numerous small music groups to travel to schools in the county and present worthwhile performances to elementary and middle school age students as well as provide an outlet for them to experiment with various wind, string and percussion instruments. -- MU.A.1.4.1-3, MU.A.2.4.1-4, MU.A.3.4.1-3, MU.B.1.4.1, MU.B.1.4.2, MU.B.2.4.1, MU.B.2.4.2, MU.C.1.4.1-3, MU.D.1.4.1-3, MU.D.2.4.1, MU.D.2.4.2, MU.E.1.4.1, MU.E.1.4.2, MU.E.2.4.1-3 • Children and Adult Projects - St. Augustine High School students in grades 9-12 adopted a day care center and a nursing home, During the visit to the day care center, they participated in various activities such as: reading, arts & crafts, and caroling. The visits to the nursing home included performing and distributing cards of cheer. -- VA.A.1.4.1-4, VA.B.1.4.1-4, VA.C.1.4.1, VA.C.1.4.2, VA.D.1.4.1-3, VA.E.1.4.1-3, TH.A.1.4.1, TH.A.2.4.1, TH.A.3.4.1-4, TH.B.1.4.1, TH.C.1.4.1-3, TH.D.1.4.1-3, TH.E.1.4.1-5, MU.A.1.4.1-3, MU.A.2.4.1-4, MU.A.3.4.1-3, MU.B.1.4.1, MU.B.1.4.2, MU.B.2.4.1, MU.B.2.4.2, MU.C.1.4.1-3, MU.D.1.4.1-3, MU.D.2.4.1, MU.D.2.4.2, MU.E.1.4.1, MU.E.1.4.2, MU.E.2.4.1-3 • R.E.A.C.H. – St. Augustine High School. This after school homework enrichment program aimed at disadvantaged youth that live in the Lincolnville area. The activities include homework assistance, tutoring, arts & crafts, drug prevention, cultural enrichment, and recreation. -- VA.A.1.4.1-4, VA.B.1.4.1-4, VA.C.1.4.1, VA.C.1.4.2, VA.D.1.4.1-3, VA.E.1.4.1-3 	x	x	x



Level	Service-Learning Project	The ARTS	Service	Partner
Gr. 9-12	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • “Theater: A Community Project” - St. Andrew Elementary School: This project addresses a need for free public community theater for our senior citizens and for school children. St. Andrew Singers (at-risk students) and Rutherford High School students try out and participate in the play “Peter Pan.” High school students mentor elementary students. -- <i>TH.A.1.4.1, TH.A.2.4.1, TH.A.3.4.1-4, TH.B.1.4.1, TH.C.1.4.1-3, TH.D.1.4.1-3, TH.E.1.4.1-5</i> • American History and Art Co-Study – Rutherford High School. Students recreate parts of history and draw from their cultural backgrounds, sharing with other students. The Co-study project provides a variety of hands-on activities not available in traditional history classes and creates a richer and more meaningful learning experience for all participating students. -- <i>TH.A.1.4.1, TH.A.2.4.1, TH.A.3.4.1-4, TH.B.1.4.1, TH.C.1.4.1-3, TH.D.1.4.1-3, TH.E.1.4.1-5</i> • Mentor Writers - Cedar Grove Elementary School. Bay High School reading and English students assist selected elementary students in writing and illustrating original books. -- <i>VA.A.1.4.1-4, VA.B.1.4.1-4, VA.C.1.4.1, VA.C.1.4.2, VA.D.1.4.1-3, VA.E.1.4.1-3</i> 	<p style="text-align: center;">The ARTS</p>	<p style="text-align: center;">Service</p>	<p style="text-align: center;">Partner</p>
Gr. 9-12	<p>Good Neighbors! ACE Project and Youth Council (Lake County) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Art For Life – Art class students and the National Art Honor Society utilize art concepts to teach the history of the South Lake area while mentoring with elementary students on a monthly basis. A mural, painted by the high school and elementary students, represents a collective history of the South Lake area communities. After the mural was completed, the horticulture classes and the FFA club landscaped the mural area. -- <i>VA.A.1.4.1-4, VA.B.1.4.1-4, VA.C.1.4.1, VA.C.1.4.2, VA.D.1.4.1-3, VA.E.1.4.1-3</i> • Art for Life/Business Art Work – Students compete for cash awards presented by businesses who selected their art work to hang in the business establishment for one year. -- <i>VA.A.1.4.1-4, VA.B.1.4.1-4, VA.C.1.4.1, VA.C.1.4.2, VA.D.1.4.1-3, VA.E.1.4.1-3</i> 			
Gr. 9-12	<p>H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Creative Learning & Thinking – Seminole County Public Schools conduct learning projects including art, music, and discussions with elementary school students. -- <i>MU.A.1.4.1-3, MU.A.2.4.1-4, MU.A.3.4.1-3, MU.B.1.4.1, MU.B.1.4.2, MU.B.2.4.1, MU.B.2.4.2, MU.C.1.4.1-3, MU.D.1.4.1-3, MU.D.2.4.1, MU.D.2.4.2, MU.E.1.4.1, MU.E.1.4.2, MU.E.2.4.1-3, VA.A.1.4.1-4, VA.B.1.4.1-4, VA.C.1.4.1, VA.C.1.4.2, VA.D.1.4.1-3, VA.E.1.4.1-3</i> 			



Service-Learning In the Sunshine

Students can...

- study the concept of sculpture gardens, then create sculptures and donate them.
- create original ceramic items that they market and sell to the public. Profits support a local charity or agency working with children's issues.
- design notepads, rubber stamps, bumper stickers, and T-shirts with environmental messages to sell in order to raise funds to purchase trees for planting.
- join together to create a community mural.
- create an artistic and audio display of various cultures represented in the local area.
- make pottery with peers who have disabilities.
- paint over a graffiti-covered wall and urge local artists to work with the students and giving on-site lessons in form, composition, color, etc., as well as serving as role models.
- design and paint public murals around community themes.
- make table decorations for a shelter such as placemats or flower centerpieces to cheer the hungry or homeless.
- provide artwork to beautify local hospitals, community centers, and retirement homes.
- design playgrounds, parks, or gardens. Work with the local community, government, or park to implement the designs.
- create artwork such as paintings or sculptures to present to homebound, hospitalized, or institutionalized senior citizens, the physically handicapped, or others.
- decorate the school or public library with banners and works of art.
- create a map-mural for display in the school library or hall to represent an area of study or historic significance.
- create brochures and booklets about local history. House the finished products in local museums or libraries.
- make decorations for holiday parties for younger students and children attending day care.
- design posters for non-profit organizations or for public information.
- use collaborative art projects to facilitate service-learning among groups of different ages or cultures.
- make Halloween masks and costumes for preschoolers, decorate pumpkins with paint, and donate the pumpkins to a nursing home.
- make backdrops for school plays, award ceremonies, and school presentations.
- conduct folk life research by mapping neighborhoods, interviewing shopkeepers, drawing interiors of buildings,



inventorying produce at local markets, and collecting artifacts and curios from the neighborhood.

- compare cultural cooking, clothing, household alters (i.e., family displays), customs, etc.
- sponsor after-school art programs for latchkey children.
- photograph children from poor or homeless families and make mini-albums to give to the children's parents.
- make holiday crafts to fill homeless children's Christmas stockings.
- teach art to younger children or to adults.

Our Project deals with increasing the reading level of certain elementary school students at the local Boys & Girls Club. I was working with a student who had trouble with the lower case letters b and d. I tried several techniques to help this student learn. One week I found that the technique from the week before was successful. This gave



Service-Learning In the Sunshine

both the student and me a feeling of worth and accomplishment.

Ashlee Innocenti, Student
“Reading is the Key to Success”
Osceola High School, Kissimmee, Fla.

It is exciting to watch the enthusiasm and personal growth of the high school tutors. (We expected to just see changes in the younger students!)

Carol Murphy, Teacher
“Reading is the Key to Success”

Henry Pearson of “Trojan House” strips the siding from their project. Palm Beach, Fla.

My most memorable service project was the ACE Retreats. There are so many things that I get out of it, It would be next to impossible to tell you what kind of feeling I have. ACE is the best thing that has ever happened to me.

Cori Lux, Student
“Good Neighbors! ACE Project Youth Council”
South Lake High School, Groveland, Fla.



Level	Service-Learning Project FOREIGN LANGUAGE	Service	Partner
PreK - 3	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Brave New Girls – Conniston Middle School 8th grade students adopt a day-care center and prepare educational lessons for ages 1 – 5 years. (multi-language) -- <i>FLA.1.1.1-3, FLA.2.1.1-4, FLA.3.1.1, FL.B.1.1.1-3, FL.C.1.1.1-2, FL.C.2.1.1, FL.D.1.1.1-2, FL.D.2.1.1-2</i> 		x
Gr. 3-5	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Empowering ESOL – Middle School Spanish students are serving as Peer tutors for ESOL students after school. – <i>FLA.1.2.1-3, FLA.2.2.1-7, FLA.3.2.1-3, FL.B.1.2.1-3, FL.C.1.2.1, FL.C.1.2.2, FL.C.2.2.1-4, FL.D.1.2.1-2, FL.D.2.2.1-3, FLE.1.2.1-2</i> 		x
Gr. 6-8	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Empowering ESOL – Middle School Spanish students are serving as Peer tutors for ESOL students after school. – <i>FLA.1.3.1-4, FLA.2.3.1-4, FLA.3.3.1, FLA.3.3.2, FL.B.1.3.1-5, FL.C.1.3.1, FL.C.1.3.2, FL.C.2.3.1-3, FL.D.1.3.1-2, FL.D.2.3.1-4, FLE.1.3.1-2</i> 	x	
Gr. 6-8	<p>Palm Beach District Youth Council - (see above)</p> <ul style="list-style-type: none"> • Brave New Girls – Conniston Middle School 8th grade students adopt a daycare center and prepare educational lessons for ages 1 – 5 yr. (multi-language) – <i>FLA.1.3.1-4, FLA.2.3.1-4, FLA.3.3.1, FLA.3.3.2, FL.B.1.3.1-5, FL.C.1.3.1, FL.C.1.3.2, FL.C.2.3.1-3, FL.D.1.3.1-2, FL.D.2.3.1-4</i> 	x	
Gr. 9-12	<p>Palm Beach District Youth Council - (see above)</p> <ul style="list-style-type: none"> • Mardi Gras – Suncoast High School grades 9-12 students develop a neighborhood/community celebration of cultures (multi-language, reading, writing) -- <i>FLA.1.4.1, FLA.1.4.2, FLA.2.4.1-4, FLA.3.4.1, FLA.3.4.2, FL.B.1.4.1-5, FL.C.1.4.1, FL.C.2.4.1-5, FL.D.1.4.1-3, FL.D.2.4.1-4, FLE.1.4.1, FLE.1.4.2</i> 	x	
Gr. 9-12	<p>Let's Keep Them All (Bay County) Students coach challenged students in school-to-work experiences at community service agencies; gather, summarize, and compile information into a booklet on two-year degree careers; lead study sessions for tests; lead “Forms Nights” to fill out employment/college paperwork; and participate in Bay Buddy Day to help 8th graders transition to high school. -- <i>FLA.1.4.1, FLA.1.4.2, FLA.2.4.1-4, FLA.3.4.1, FLA.3.4.2, FL.B.1.4.1-5, FL.C.1.4.1, FL.C.2.4.1-5, FL.D.1.4.1-3, FL.D.2.4.1-4, FLE.1.4.1, FLE.1.4.2</i></p>	x	x

SUGGESTED IDEAS FOR FOREIGN LANGUAGE²

Students can...

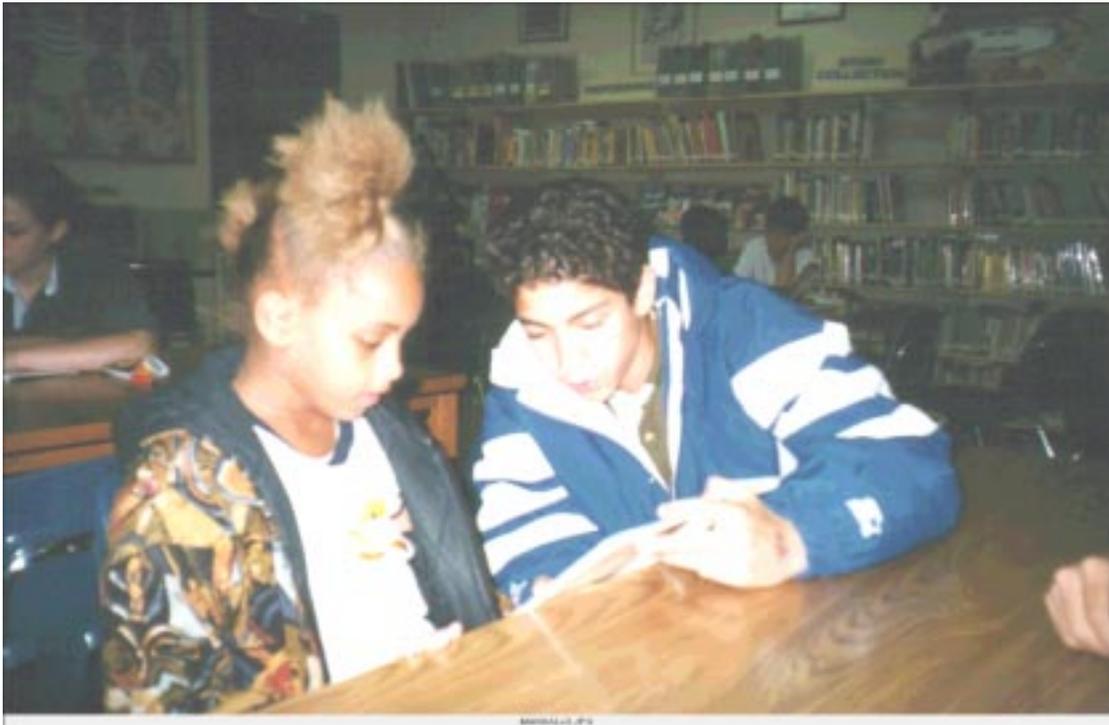
- teach residents in a nearby retirement home Spanish or another area language so the residents can communicate with the Spanish (or other native) employees
- decorate a local cultural community with cultural posters and decorations and offer tutoring for children being mainstreamed into classrooms.

² Some suggested ideas are from the *Hot Topics: 2,000 Ideas for Service-learning Projects*, 1994 by Joseph Follman, James Watkins, & Dianne Wilkes



Service-Learning In the Sunshine

- use the “Welcome Wagon” theme and give a welcome basket of goods and information (both in English and the student’s native language) to new students for which English is a second language. Welcome baskets for elementary school students could contain maps showing how to get from the classroom to the lunchroom and the playground, a “welcome to school” card, and names and pictures of the rest of the children in the grade. Older students’ baskets could contain a school calendar and rules in English and the student’s native language.
- tutor English-speaking students in a foreign language.
- translate a museum’s signs into Spanish and lead tours for Latino children to help them become familiar with leading Spanish painters, their lives, and their works.
- translate soccer rules and training manuals from other countries for the local soccer club.
- provide translations of consumer information to people in the community who do not know English.
- become pen pals with patients in a veteran’s hospital who are fluent in other languages.
- organize cultural fairs at or near the school with exhibits, arts, crafts, food, and entertainment.
- translate government documents for local residents who cannot speak English.
- interview immigrants at the local community center about the immigrants’ lives and then transcribe the stories and create books for each immigrant, written in their language, based on his or her personal story.
- tutor local elementary schools students in foreign languages. The tutors design lesson plans using creative methods of instruction, get approval for the lesson plan from their language teacher, then lead the group of elementary students in the instructional activity.
- visit residents of a convalescent hospital, where they improve their language skills as they learn about cultures and history for classes at school.
- provide interpreter services to local agencies and centers.
- assist and get to know Jewish immigrants from the former Soviet Union who have arrived in the U.S. under the federal Refugee Program (or other current issues/programs).
- create and perform for young children a play about the dangers of issues such as lead poisoning. The play could be translated into other languages.
- offer a telephone-pal service to non-English speaking adults to help them and to practice foreign language skills.
- help local travel agencies prepare tourist packages with some helpful translations and common phrases.
- help new immigrants prepare for citizenship tests.
- help immigrants with tasks such as shopping in the grocery store, learning to use mass transit, or filing papers.





Service-Learning In the Sunshine

“Connect-A-Kid” Ricky Hurtado tutors/mentors his little Bulldog Book Buddy from Gorrie Elementary. Her reading level went up one grade level during her first 12 weeks of the project. Tampa, Fla.



Level	Service-Learning Project	HEALTH	Service	Partner
PreK-2	<p>Heart to Heart Mentoring Project (Dade County) Middle school students are trained in methods that help them deal with stress that interferes with learning. They are enrolled in a community service course where they mentor 250 elementary students on how to also use these methods. Parents are also trained. -- <i>HE.A.1.1-9, HE.A.2.1.1-3, HE.A.1.1-6, HE.A.2.1.1-3, HE.B.3.1.1-8, HE.C.2.1.1-5</i></p>			x
PreK - 2	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Youth Service-Learning Council – Drug and Violence Awareness at St. Augustine High School. The council members visit 5 elementary schools in St. Johns County to talk about the dangers of drugs and violence. The students are given a pledge card to sign and they are hung in the Ponce DeLeon Mall. -- <i>HE.A.1.1-9, HE.A.2.1.1-3, HE.A.1.1-6, HE.A.2.1.1-3, HE.B.3.1.1-8, HE.C.2.1.1-5</i> 			x
PreK-2	<p>Circle Project (Indian River) Special needs students participate in a three-year program that teaches and certifies these students for careers in health fields while serving the health needs of the homeless at the Good Samaritan Center. -- <i>HE.A.1.1-9, HE.A.2.1.1-3, HE.A.1.1-6, HE.A.2.1.1-3, HE.B.3.1.1-8, HE.C.2.1.1-5</i></p>		x	
PreK - 2	<p>H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Spouse Abuse – Seminole County Public Schools teaching children that violence is not the way to solve problems. -- <i>HE.A.1.1-9, HE.A.2.1.1-3, HE.A.1.1-6, HE.A.2.1.1-3, HE.B.3.1.1-8, HE.C.2.1.1-5</i> 			x
PreK - 2	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Soaring with Nutrition – Grades 9-12 create lessons for elementary school (K-4) in nutrition, reading, and writing. -- <i>HE.A.1.1-9, HE.A.2.1.1-3, HE.A.1.1-6, HE.A.2.1.1-3, HE.B.3.1.1-8, HE.C.2.1.1-5</i> 			x
Gr. 3-5	<p>Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i></p>			x
Gr. 3-5	<p>Together We’re Better (Marion) Senior citizens, middle school students, and college students tutor and mentor elementary school students at-risk in reading, writing, nutrition, and hygiene. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i></p>			x
Gr. 3-5	<p>St. Johns District Youth Council –see above</p> <ul style="list-style-type: none"> • Youth Service-Learning Council –see above. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i> 			x
Gr. 3-5	<p>Heart to Heart Mentoring Project (Dade County) see above– <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i></p>			x



Level	Service-Learning Project	HEALTH	Service	Partner
Gr. 3-5	<p>H.E.L.P. Youth Council (Seminole) see above</p> <ul style="list-style-type: none"> • Spouse Abuse – Seminole County Public Schools teaching children that violence is not the way to solve problems. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i> 			x
Gr. 3-5	<p>Palm Beach District Youth Council – This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Soaring with Nutrition – Grades 9-12 create lessons for elementary school (K-4) in nutrition, reading, and writing. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i> 			x
Gr. 3-5	<p>Multi-pronged Project (Osceola County) In a multi-pronged approach, students serve the community by programming and serving as announcers at the local public radio station, developing an anti-smoking campaign for elementary school students, assisting teenage parents, feeding the hungry, and sponsoring a shoe drive for the homeless. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i></p>			x
Gr. 3-5	<p>Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day.</p> <ul style="list-style-type: none"> • A Night of Magic & Music – Cypress Lakes High School students produced and directed magic and music shows for children with cancer at Lee County Health Park. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i> 			x
Gr. 3-5	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • VIOLETS: Vigilance In Our Learning Equals Teen Success – At risk girls in grades 6-8 learn wellness and employability skills and have adult mentors. They, in turn, serve as mentors for younger girls. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i> 			x
Gr. 3-5	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Bay Crest Buddies – Hiland Park Elementary. Activities include teaching students various ways people can be incapacitated and provide simulated ways (Role playing) for them to experience what they learn. Activities include making cards, serving as pen pals, reading buddies, artwork, special visits, etc. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i> • Caring for Our Community – Waller Elementary School. Students visit community sites such as Head Start, Military Bases and other agencies. Students survey agencies and compile a database that were published so that students and parents in the community know what is available for them, i.e., Health concerns, Education/GED, and what career opportunities are available in the area. – <i>HE.A.1.2.1-10, HE.A.2.2.1-5, HE.B.1.2.1-6, HE.B.2.2.1-4, HE.B.3.2.1-6, HE.C.1.2.1-4, HE.C.2.2.1-5</i> 		x	x



Service-Learning In the Sunshine

Level	Service-Learning Project	HEALTH	Service	Partner
Gr. 6-8	<p>Heart to Heart Mentoring Project (Dade) Middle school students are trained in methods that help them deal with stress that interferes with learning. They are enrolled in a community service course where they mentor 250 elementary students on how to also use these methods. Parents are also trained. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i></p>		x	
Gr. 6-8	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Drug Awareness – Allen D. Nease High School. The student council presented a Drug Awareness Week. They informed students in the middle schools about the dangers of drug use. The English Departments created an essay contest on drug abuse and informed students and parents of the function of the Youth Resource Officer at school. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i> 			x
Gr. 6-8	<p>Desserts on Wheels (St. Lucie County) Students learn about nutrition and food preparation and handling by producing and delivering over 200 desserts weekly to elderly senior citizens. They also design placemats and write letters to the homebound. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i></p>		x	
Gr. 6-8	<p>Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs.</p> <ul style="list-style-type: none"> • Student Council Mini Grant - Students researched and sent basic medical supplies to Ukraine orphanage. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i> 		x	
Gr. 6-8	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • VIOLETS: Vigilance In Our Learning Equals Teen Success – At risk girls in grades 6-8 learn wellness and employability skills and have adult mentors. They, in turn, serve as mentors for younger girls. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i> 		x	
Gr. 6-8	<p>Good Neighbors! ACE Project and Youth Council (Lake) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Food Drive: FHA and Family Consumer Science classes teach younger children in the South Lake area the importance of good nutrition and homelessness concepts. They organized this year’s food drive. Ms. McGriffs’ class. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i> 			x
Gr. 6-8	<p>H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Spouse Abuse – Seminole County Public Schools teaching children that violence is not the way to solve problems. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i> 			x



Service-Learning In the Sunshine

Level	Service-Learning Project	HEALTH	Service	Partner
Gr. 6-8	Multi-pronged Project (Osceola) In a multi-pronged approach, students serve the community by programming and serving as announcers at the local public radio station, developing an anti-smoking campaign for elementary school students, assisting teenage parents, feeding the hungry, and sponsoring a shoe drive for the homeless. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i>		x	
Gr. 6-8	Together We're Better (Marion County) Senior citizens, middle school students, and college students tutor and mentor elementary school students at-risk in reading, writing, nutrition, and hygiene. -- <i>HE.A.1.3.1-7, HE.A.2.3.1, HE.B.1.3.1-6, HE.B.2.3.1-2, HE.B.3.3.1-7, HE.C.1.3.1-7, HE.C.2.3.1-5</i>		x	
Gr. 9-12	Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley's Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i>		x	
Gr. 9-12	Peer Counselors (Hendry) Trained peer counselors focus on mediating disputes as well as helping other students through some of the basic problems of adolescence. These counselors also perform skits and songs to promote non-violent conflict resolution in other Clewiston Schools. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i>		x	x
Gr. 9-12	Circle Project (Indian River) Special needs students participate in a three-year program that teaches and certifies these students for careers in health fields while serving the health needs of the homeless at the Good Samaritan Center. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i>		x	
Gr. 9-12	Good Neighbors! ACE Project and Youth Council (Lake County) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • Food Drive: FHA and Family Consumer Science classes teach younger children in the South Lake area the importance of good nutrition and homelessness concepts. They organized this year's food drive. Ms. McGriffs' class. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i> 		x	
Gr. 9-12	Exhibits to Go (Lee) Students create interactive exhibits, develop videos on safe schools, and serve as guides at the Imaginarium Museum. In addition, they also write and illustrate children's books for students at a nearby elementary school. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i>		x	
Gr. 9-12	Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • Spring Break Disaster Preparedness – New Horizons (Alternative) School. Students interact with local Red Cross and United Way to prepare crisis kits for the elderly and other victims of natural disasters. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i> 		x	
Gr. 9-12	Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas. <ul style="list-style-type: none"> • Soaring with Nutrition – Grades 9-12 create lessons for elementary school (K-4) in nutrition, reading, and writing. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i> 		x	



Service-Learning In the Sunshine

Level	Service-Learning Project	HEALTH	Service Partner
Gr. 9-12	<p>* Pinellas Partners - Students representing three high schools work in an intergenerational program with patients and elderly volunteers from three health care agencies. Students also participate in four service-learning projects including coastal clean-up, creating walking trails, adding recreational facilities, exploring a homestead site, and offering support and assistance to debilitated or terminally ill patients. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i></p>	x	.
Gr. 9-12	<p>Learn & Serve Youth Council (Leon County) The focus of this youth council is to address continuing student behavior problems dealing with student safety, performance, and motivation. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> Teen Smoking Supplement – Lincoln High School 9-12th grade journalism students created a supplement to the school newspaper discussing anti-smoking for teens. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i> 	x	x
Gr. 9-12	<p>Violence As a Public Health Issue (Community) – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i></p>	x	
Gr. 9-12	<p>H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> Spouse Abuse – Seminole County Public Schools teaching children that violence is not the way to solve problems. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i> 		x
Gr. 9-12	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> R.E.A.C.H. – St. Augustine High School. This after school homework enrichment program aimed at disadvantaged youth that live in the Lincolnville area. The activities include homework assistance, tutoring, arts & crafts, drug prevention, cultural enrichment, and recreation. Lending a Hand at the Betty Griffin House – St Augustine High School. The Key club members tutor at the Betty Griffin House on a weekly basis. The Betty Griffin House is a shelter for victims of domestic violence. The members serve as role models. Drug Awareness – Allen D. Nease High School. The student council presented a Drug Awareness Week. They informed students in the middle schools about the dangers of drug use. The English Departments created an essay contest on drub abuse and informed students and parents of the function of the Youth Resource Officer at school. Youth Service-Learning Council – Drug and Violence Awareness at St. Augustine High School. The council members visit 5 elementary schools in St. Johns County to talk about the dangers of drugs and violence. The students are given a pledge card to sign and they are hung in the Ponce DeLeon Mall. <p>– <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i></p>	x x x x	
Gr. 9-12	<p>Good Neighbors! ACE Project Youth Council (Lake) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. – <i>HE.A.1.4.1-9, HE.A.2.4.1-6, HE.B.1.4.1-5, HE.B.2.4.1-4, HE.B.3.4.1-8, HE.C.1.4.1-6, HE.C.2.4.1-6</i></p>	x	



Service-Learning In the Sunshine

Service-learning is an opportunity for someone to learn through a service. While performing the service, the student may learn future job skills or how to be helpful and patient.

Ashlee Innocenti, Student
 “Reading is the Key to Success”
 Osceola High School, Kissimmee, Fla.

Level	Service-Learning Project PHYSICAL EDUCATION	Service	Partner
PreK-2	Ambassadors for Fitness (Hendry) Students use knowledge gained from the medical community to promote fitness for pre-school and elementary age children. They plan fitness activities suitable for each child’s age level and plan a K-2 field day. – <i>PE.A.1.1.1-9, PE.A.2.1.1-6, PE.A.3.1.1-4, PE.B.1.1.1-4, PE.B.2.1.1-4, PE.C.1.1.1-2, PE.C.2.1.1-3</i>	x	
Gr. 3-5	Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>PE.A.1.2.1-5, PE.A.2.2.1-3, PE.A.3.2.1-4, PE.B.1.2.1-5, PE.B.2.2.1-3, PE.C.1.2.1-2, PE.C.2.2.1-3</i>	x	
Gr. 3-5	Ambassadors for Fitness (Hendry) Students use knowledge gained from the medical community to promote fitness for pre-school and elementary age children. They plan fitness activities suitable for each child’s age level and plan a K-2 field day. . – <i>PE.A.1.2.1-5, PE.A.2.2.1-3, PE.A.3.2.1-4, PE.B.1.2.1-5, PE.B.2.2.1-3, PE.C.1.2.1-2, PE.C.2.2.1-3</i>	x	
Gr. 6-8	Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs. <ul style="list-style-type: none"> • Fitness/Wellness Walking Trail – Health students provided education to other students through a fitness/wellness-walking trail. This project formed a partnership with School-to-Work program. – <i>PE.A.1.3.1-4, PE.A.2.3.1-5, PE.A.3.3.1-3, PE.B.1.3.1-13, PE.B.2.3.1-4, PE.C.1.3.1-2, PE.C.2.3.1-6</i> 	x	
Gr. 6-8	Ambassadors for Fitness (Hendry) Students use knowledge gained from the medical community to promote fitness for pre-school and elementary age children. They plan fitness activities suitable for each child’s age level and plan a K-2 field day. . – <i>PE.A.1.3.1-4, PE.A.2.3.1-5, PE.A.3.3.1-3, PE.B.1.3.1-13, PE.B.2.3.1-4, PE.C.1.3.1-2, PE.C.2.3.1-6</i>	x	
Gr. 9-12	Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council. <ul style="list-style-type: none"> • Sunshine Club – Umatilla High School ESE Recreational and Leisure class make cards, fill baskets, and deliver (During class time) these gifts to children at the Elks Children’s Hospital in Umatilla. – <i>PE.A.1.4.1, PE.A.2.4.1-3, PE.A.3.4.1-7, PE.B.1.4.1-6, PE.B.2.4.1-5, PE.C.1.4.1-3, PE.C.2.4.1-3</i> 	x	
Gr. 9-12	Learn & Serve Youth Council (Leon) The focus of this youth council is to address continuing student behavior problems dealing with student safety, performance, and motivation. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • The Learn & Serve Committee oversaw the purchase and building of a 20 station Fitness Trail on Lincoln Campus. A potential Eagle Scout used this as his community service project. He mapped out the entire fitness trail, gained necessary permission, and walked the committee through the course for approval. Several Lincoln High Clubs sponsored one station and build it. – <i>PE.A.1.4.1, PE.A.2.4.1-3, PE.A.3.4.1-7, PE.B.1.4.1-6, PE.B.2.4.1-5, PE.C.1.4.1-3, PE.C.2.4.1-3</i> 	x	x



Level	Service-Learning Project PHYSICAL EDUCATION	Service	Partner
Gr. 9-12	Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day. <ul style="list-style-type: none"> • Community Brings Kids Together – National Art Honor Society mentored Little Sisters/Brothers in producing a baseball display at Lee County Sports Complex. – <i>PE.A.1.4.1, PE.A.2.4.1-3, PE.A.3.4.1-7, PE.B.1.4.1-6, PE.B.2.4.1-5, PE.C.1.4.1-3, PE.C.2.4.1-3</i> 	x	
Gr. 9-12	Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>PE.A.1.4.1, PE.A.2.4.1-3, PE.A.3.4.1-7, PE.B.1.4.1-6, PE.B.2.4.1-5, PE.C.1.4.1-3, PE.C.2.4.1-3</i>	x	

SUGGESTED ACTIVITIES FOR HEALTH AND PHYSICAL EDUCATION³

Students can...

- mentor at-risk children from local elementary schools on health issues.
- develop a smoking cessation class for students. The students can create a smoking awareness survey for the school and prepared a statistical analysis with a mathematics class.
- produce videotape on smoking and present it to the school with a follow-up survey that measures an increase in awareness on the part of the students.
- assemble a first aid kit and deliver it to a neighborhood home.
- serve as coaches and activity leaders at a local Boys’ or Girls’ Club.
- participate in pet therapy projects. The students could be trained to work with dogs and meet the needs of the elderly and sick children who will be receiving the therapy.
- participate in pet therapy projects and accompany the dogs during their interaction with the nursing home and hospital patients.
- participate in a pet therapy project and help coordinate the program with the school Emotionally Handicapped and Severely Emotionally Handicapped classes.
- provide telephone numbers and research local medical information (including first aid skills and how to handle a medical emergency), then design, produce, and distribute medical emergency telephone cards to local businesses and residents.
- work with latchkey seventh–tenth graders who congregate at a particular location after school. Together, the student can establish an after-school activity program for younger students.
- collect materials for first-aid kits and distribute them to area churches.
- provide services such as patient care, pet care, and companionship for nursing home residents.
- participate in Special Olympics programs.
- help organize walk-, run-, and bike-a-thons to raise money for community needs.
- invite handicapped children and young adults to participate in physical education classes.
- raise funds to support a local community mental health need.
- participate in disaster relief effort or blood drives.
- lead summer exercise classes at senior citizen centers. The students should first train in gerontology, first aid, exercise, nutrition, and the sociology of aging.
- sponsor a day-long intergenerational sporting event featuring demonstrations in exercising, dancing, roller-skating, and track events.

³ Some suggested ideas are from the *Hot Topics: 2,000 Ideas for Service-learning Projects*, 1994 by Joseph Follman, James Watkins, & Dianne Wilkes



Service-Learning In the Sunshine

- partner with local hospitals to learn about organ donation and transplantation. Educate other students or adults on what they have learned.
- make posters or information fliers about organ donation and transplantation for the local drivers license bureau.
- put on an AIDS Awareness Fair for their peers and community.
- organize multicultural games and sporting events.
- teach recreational skills to mentally handicapped students.
- organize recreational after-school programs for younger children.
- develop and distribute educational materials on food dietary habits to clinics.
- design and construct exercise trails and provide security and maintenance for them.
- coach younger students in a range of sports.
- invite senior citizens to participate in aquasize, shuffleboard, ping pong, and other activities.
- help with blood drives.
- operate a recreational program for latchkey students.
- study first aid techniques and then demonstrate them to younger students.
- study the prevalence of preventable diseases in the community and gather information on the needs of children for vaccinations. Produce a guide for new parents.
- study the nutritional needs and eating habits of people in low-income communities and make suggestions for low-cost nutritional food supplements or diet changes.
- study and then teach basic home emergency skills to young latch-key children.
- assist school and community agency in health screening and information for preschool children.
- partner with a local jogging club and organize a 5K race to raise funds for Special Olympics.
- assist crime or accident victims with their recovery.
- volunteer with lung cancer patients at the local hospital as the service portion of an after-school class on quitting smoking.
- organize games and physical education lessons for elementary school students.
- compare the use of medications for youth and the elderly.
- set up sports clinics for community sporting events.
- invite residents of shelters to participate in gym activities.

Service-learning is doing
a service for the
community and learning
while doing that service.

Michael Glanzrock, Student
"Poinellas Partners"
Pinellas County Schools.
Largo, Fla.

ESE and Environmental Science
students worked together on a tire
clean-up at Jav Blanchard Park.





Level	Service-Learning Project	Service	Partner
PreK - 2	<p>*Connect-A-Kid (Hillsborough County) Targeted at-risk students write letters to an assigned elderly intergenerational partner with the help of a high achieving peer tutor/mentor. The targeted students then tutor students from a feeder elementary school. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5, LA.B.1.1.1-3, LA.B.2.1.1-4</i></p>		x
PreK - 2	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Helping Hands - 4th and 5th grade students tutor kindergarten students in Reading. -- <i>LA.A.1.1.1-4</i> • Kindness, Inc. - 4th & 5th grade students serve as mentors in reading & math to K and 1st grade students at West Riviera Elementary School. -- <i>LA.A1.1.1-4, LA.A.2.1.1-5</i> • Brave New Girls - Conniston Middle School 8th grade students adopt a daycare center and prepare educational lessons for ages 1-5 yr. (multi-language). -- <i>LA.A.1.1.1-4, LA.D.1.1.1-2, LA.D.2.1.1-4</i> • Book Buddies - 8th grade students tutor elementary students at Lake Worth Middle School. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i> • Bookworms to Success - 7th & 8th grade students at Western Pines Middle tutor K & 1st grade in reading & writing. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i> • Soaring with Nutrition - Grades 9-12 create lessons for elementary school K-4 in nutrition, reading, and writing. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5, LA.B.1.1.1-3, LA.C.1.1.1-4, LA.C.2.1.1-2</i> • Book Buddies - Gold Coast grades 10-12 tutor & mentor with grade 1 in reading & writing. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5, LA.B.1.1.1-3, LA.C.1.1.1-4, LA.C.2.1.1-2</i> • Kids Helping Kids - Jupiter High students in grades 10-12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, and social studies. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i> 		x x x x x x x x
PreK - 2	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Patronis Writes: A School-wide Anthology of Art and Composition - Patronis Elementary School. The goal of this project is to improve student performance in writing. K-5 students are encouraged to submit by computer technology original artistic and literary works. Students' portfolios of work are reviewed and edited by the student editorial committee and distributed to business partners, parents, students, and staff. -- <i>LA.B.1.1.1-3, LA.B.1.1.1-3</i> • Waller Writer's World - Waller Elementary. This project serves social/community needs, teach children more about the many aspects of the community as they work on improving writing skills and benefit education in many ways. Students participate in projects such as Santa Salvage, the Catholic Social Services Food Drive, and the Salvation Army. Students explore community projects and how to become involved and make a difference and then write about their experiences. -- <i>LA.B.1.1.1-3, LA.B.1.1.1-3</i> • Youth Tutoring Youth - Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i> 	x	x x
PreK - 2	<p>Good Neighbors! ACE Project and Youth Council (Lake) ACE students promote school participation in service-learning activities through the "Good Neighbor" program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Rally Reading - Students in Mrs. Robinson's class were trained in tutoring techniques to work with an elementary student in reading. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i> 		x



Service-Learning In the Sunshine

Level	Service-Learning Project LANGUAGE ARTS	Service	Partner
PreK - 2	A.C.E. Reading Buddies (Calhoun County) Dropout prevention students (A.C.E.) tutor first and second grade students who scored in the lowest quartile on the CTBS or Brigance Screening. They privately tutor these students four days a week. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i>	x	
Pre K-2	*Readiness is the Key to Success (Osceola) Students mentor and tutor at-risk elementary school students in reading at the local public library. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i>		x
PreK - 2	Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs. <ul style="list-style-type: none"> Wakulla Middle School Book Project – Create children’s books to be donated to the Wakulla County Public Library and read to elementary students. -- <i>LA.A.1.1.1-4, LA.E.1.1.1-2, LA.E.2.1.1-2</i> 		x
Pre K-2	The Literacy Club (Broward) Forty academically strong and dropout prevention fifth graders were trained by reading specialists. They then tutor forty at-risk first grade students. -- <i>LA.A.1.1.1-4</i>		x
PreK - 2	Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. These students also form a youth council. <ul style="list-style-type: none"> Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i> Reading and Math Tutoring Program – Students at Clermont Middle School and honors 5th grade students at Cypress Ridge Elementary School provide individualized tutoring to Cypress Ridge Elementary students after the regular school day. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5</i> 		x x
PreK - 2	Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> Increasing & Enhancing Communication – Brookside Middle School students are trained in employability and study skills. They train elementary students in the same skills. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5, LA.B.1.1.1-3, LA.B.2.1.1-4, LA.C.1.1.1-4, LA.C.3.1.1-4</i> 		x
PreK - 2	St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation. <ul style="list-style-type: none"> Hastings Elementary Tutorial and Enrichment - Rural area children are given the opportunity to participate in various programs thought the county, such as Black History Programs. The fifth grade reads various stories to the Kindergarten and first grade students. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5, LA.C.1.1.1-4, LA.E.1.1.1-2, LA.E.2.1.1-2</i> 	x	x
PreK-2	Children’s Books (Orange - Other) Piedmont Lakes Middle School 7 th and 8 th grade students create children’s books for elementary students. The middle schools students read the books to the elementary students and also return twice weekly to tutor in reading. – <i>LA.A.1.1.1-4, LA.A.2.1.1-5, LA.C.1.1.1-4, LA.C.2.1.1-2, LA.E.1.1.1-2, LA.E.2.1.1-2</i>		x
PreK-2	Partnership for Progress (Escambia) - At-risk high school students receive training to tutor elementary students in language arts. They create their own materials and carry out the lessons in thirty-minute blocks, three times a week. -- <i>LA.A.1.1.1-4, LA.A.2.1.1-5, LA.B.2.1.1-4, LA.C.1.1.1-4, LA.C.2.1.1-2, LA.C.3.1.1-4</i>		x
Gr. 3-5	Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>LA.A1.2.1-4</i>		x



Service-Learning In the Sunshine

Level	Service-Learning Project	Service	Partner
Gr. 3-5	Partnership for Progress (Escambia County) - At-risk high school students receive training to tutor elementary students in language arts. They create their own materials and carry out the lessons in thirty-minute blocks, 3 times a week. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.C.1.2.1-5, LA.C.3.2.1-6, LA.D.2.2.1-5</i>	x	
Gr. 3-5	Together We're Better (Marion) Senior citizens, middle school students, and college students tutor and mentor elementary school students at-risk in reading, writing, nutrition, and hygiene. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.B.1.2.1-3, LA.B.2.2.1-6</i>		x
Gr. 3-5	Community History (Orange) Elementary, middle, and high school students, parents, and community partners collaborate in an intergenerational project to research, plan, design, write, and publish a book about community history and sponsor a community-wide celebration. – <i>LA.B.1.2.1-3, LA.B.2.2.1-5</i>	x	
Gr. 3-5	St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county's critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation. <ul style="list-style-type: none"> • Law Day 1997 – 100 students participated in Law Day. The Law Day is a humanitarian need to make students aware of what the Constitution is about and how it effects their lives. Through the project the students utilized public speakers, role-playing, debating, art research, writing photography, problem solving skills, and planning skills. The role-playing was in the form of a mock trial for the student body. -- <i>LA.C.1.2.1-5, LA.C.3.2.1-6, LA.D.2.2.1-5</i> • Hastings Elementary Tutorial and Enrichment - Rural area children are given the opportunity to participate in various programs thought the county, such as Black History Programs. The fifth grade reads various stories to the Kindergarten and first grade students. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.C.3.2.1-6, LA.D.2.2.1-5, LA.E.1.2.1-5, LA.E.2.2.1-5</i> 	x	x
Gr. 3-5	Alternative Education Projects (Orange) At-risk Alternative Education students create children's books to be donated to child-care facilities, create a play and video about staying in school for other at-risk elementary and middle school students, and renovate/construct houses for Habitat for Humanity. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.B.1.2.1-3, LA.B.2.2.1-6, LA.C.1.2.1-5, LA.C.3.2.1-6, LA.D.2.2.1-5</i>		x
Gr. 3-5	Students Teaching Students to Read (Leon) At-risk middle school youth assist in diagnosing the reading problems of younger at-risk students. They tutor the students in reading and writing, and evaluate their progress. They also produce a video on the importance of reading for students. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.B.1.2.1-3, LA.B.2.2.1-6, LA.C.1.2.1-5, LA.C.3.2.1-6, LA.D.2.2.1-5</i>		x
Gr. 3-5	*Readiness is the Key to Success (Osceola) Students mentor and tutor at-risk elementary school students in reading at the local public library. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8</i>		x
Gr. 3-5	Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John's River Water Management District to restore and protect the Emeralda Marsh. These students also form a youth council. <ul style="list-style-type: none"> • Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.C.1.2.1-5</i> • Reading and Math Tutoring Program – Students at Clermont Middle School and honors 5th grade students at Cypress Ridge Elementary School provide individualized tutoring to Cypress Ridge Elementary students after the regular school day. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.C.1.2.1-5</i> 	x	x
Gr. 3-5	Project Success (Volusia) At-risk students mentor elementary students, identify services for teenage parents, and record personal messages and tapes for senior citizens. They also participate in a volunteer community-based internship to develop work skills and business ethics. – <i>LA.A.1.2.1-4, LA.A.2.2.1-8, LA.C.1.2.1-5, LA.C.3.2.1-6, LA.D.2.2.1-5</i>		x
Gr. 6-8	Together We're Better (Marion) Senior citizens, middle school students, and college students tutor and mentor elementary school students at-risk in reading, writing, nutrition, and hygiene. – <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.B.1.3.1-3, LA.B.2.3.1-4</i>	x	



Service-Learning In the Sunshine

Level	Service-Learning Project LANGUAGE ARTS	Service	Partner
Gr. 6-8	Wakulla Learn & Serve - Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community. <ul style="list-style-type: none"> • Sopchoppy Educational Center – 60 dropout prevention students in grades 6-12 serve the community by performing projects for the county’s low-income senior citizens and state parks while learning group interaction, communication, problem solving, and conflict resolution. – <i>LA.C.1.3.1-4, LA.C.3.3.1-3, LA.D.1.3.1-7</i> 	x	
Gr. 6-8	Students Teaching Students to Read (Leon County) At-risk middle school youth assist in diagnosing the reading problems of younger at-risk students. They tutor the students in reading and writing, and evaluate their progress. They also produce a video on the importance of reading for students. -- <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.C.2.3.1-2</i>	x	x
Gr. 6-8	Children’s Books (Orange-Other) Piedmont Lakes Middle School 7 th and 8 th grade students create children’s books for elementary students. The middle schools students read the books to the elementary students and also return twice weekly to tutor in reading. – <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.B.1.3.1-3, LA.B.2.3.1-4, LA.D.1.3.1-4, LA.D.2.3.1-7, LA.E.1.3.1-5</i>	x	
Gr. 6-8	Learn & Serve Youth Council (Leon) The focus of this youth council is to address continuing student behavior problems dealing with student safety, performance, and motivation. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • Debate Training, Mentoring, and Tournament – The Lincoln High Debate Team were trained by FSU as Debate Judges. They then went to several Middle Schools, taught debate, and hosted a middle school tournament. – <i>LA.C.1.3.1-4, LA.C.3.3.1-3, LA.D.2.3.1-7</i> 		x
Gr. 6-8	*Connect-A-Kid (Hillsborough) Targeted at-risk students write letters to an assigned elderly intergenerational partner with the help of a high achieving peer tutor/mentor. The targeted students then tutor students from a feeder elementary school. – <i>LA.B.1.3.1-3, LA.B.2.3.1-4</i>	x	
Gr. 6-8	Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs. <ul style="list-style-type: none"> • Peer Tutoring Program – Middle School students serve as peer tutors. – <i>LA.A.1.3.1-4</i> • Pen Pal Project – EME students join with Senior Citizen for a pen pal project. – <i>LA.B.2.3.1-4</i> • Wakulla Middle School Book Project – Create children’s books to be donated to the Wakulla County Public Library and read to elementary students. – <i>LA.A.1.3.1-4, LA.A.2.3.1-7, LA.B.1.3.1-3</i> 	x x x	x
Gr. 6-8	Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas. <ul style="list-style-type: none"> • Computerized Tutoring – 8th grades students tutor grades 3 & 4 in Mathematics & Reading at Pine Grove Elementary. – <i>LA.A.1.3.1-4, LA.A.2.3.1-8</i> • Brave New Girls – Conniston Middle School 8th grade students adopt a daycare center and prepare educational lessons for ages 1–5 yr. (multi-language) -- <i>LA.D.1.3.1-4, LA.D.2.3.1-7</i> • Book Buddies – 8th grade students tutor elementary students at Lake Worth Middle School. – <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.B.1.3.1-3, LA.B.1.3.1-4</i> • BookWorms to Success – 7th & 8th grade students at Western Pines Middle tutor K & 1st grade students in reading & writing. -- <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.B.1.3.1-3, LA.B.1.3.1-4</i> 	x x x x	
Gr. 6-8	Community History (Orange) Elementary, middle, and high school students, parents, and community partners collaborate in an intergenerational project to research, plan, design, write, and publish a book about community history and sponsor a community-wide celebration. <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.B.1.3.1-3, LA.B.1.3.1-4, LA.C.2.3.2, LA.D.1.3.1-7</i>	x	



Level	Service-Learning Project LANGUAGE ARTS	Service	Partner
Gr. 6-8	Peer Tutoring (Holmes County) The first part of this project consists of high school students taking a class on peer tutoring. These students are bused once a day to a feeder elementary school. There they tutor students who scored below the 50 th percentile in reading comprehension on the CTBS. The second part of this project is an after school-tutoring program at Bonifay Middle. The tutors for this portion are students working toward the Florida Academic Scholarship. – <i>LA.A.1.3.1-4, LA.L.2.3.1-9</i>		x
Gr. 6-8	PIC: Partners in Caring (Orange - Other) Conway Middle School Exceptional Education students, both full and part-time, work with senior citizens to improve Language Arts skills. – <i>LA.A.1.3.1-4</i>	x	
Gr. 6-8	Sarasota County: District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none">• Increasing & Enhancing Communication, Brookside Middle School students are trained in employability and study skills. They train elementary students in the same skills. – <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.B.1.3.1-3, LA.B.2.3.1-4, LA.C.1.3.1-4, LA.C.2.3.1-2, LA.C.3.3.1-3</i>	x	x
Gr. 6-8	Alternative Education Projects (Orange) At-risk Alternative Education students create children’s books to be donated to child-care facilities, create a play and video about staying in school for other at-risk elementary and middle school students, and renovate/construct houses for Habitat for Humanity. – <i>LA.A.1.3.1-4, LA.A.2.3.1-8, LA.B.1.3.1-3, LA.B.2.3.1-4, LA.C.1.3.1-4, LA.C.2.3.1-2, LA.C.3.3.1-3</i>		x
Gr. 6-8	Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. These students also form a youth council. <ul style="list-style-type: none">• Reading and Math Tutoring Program – Students at Clermont Middle School and honors 5th grade students at Cypress Ridge Elementary School provide individualized tutoring to Cypress Ridge Elementary students after the regular school day. – <i>LA.A.1.3.1-4, LA.A.2.3.1-8</i>	x	
Gr. 6-8	Desserts on Wheels (St. Lucie) Students learn about nutrition and food preparation and handling by producing and delivering over 200 desserts weekly to elderly senior citizens. They also design placemats and write letters to the homebound. – <i>LA.B.1.3.1-3, LA.B.2.3.1-4</i>	x	
Gr. 9-12	Alligator Lake (Columbia) Students conduct water quality testing, biological surveys, soil testing, and storm water drainage mapping of Alligator Lake. <i>LA.A.2.4.1-3, LA.B.2.4.1-4</i>	x	x
Gr. 9-12	Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>LA.A.1.4.1-4</i>	x	
Gr. 9-12	Smart Buddies (Bay) Two high school leadership classes are paired with one at-risk third grade class and one at-risk fourth grade class. These “Smart Buddies” work together in the classroom, on writing, three hours per month. Together they spend two hours per month with the “adopted” elderly grandparents. – <i>LA.B.1.4.1-3, LA.B.2.4.1-4</i>	x	
Gr. 9-12	Project Success (Volusia) At-risk students mentor elementary students, identify services for teenage parents, and record personal messages and tapes for senior citizens. They also participate in a volunteer community-based internship to develop work skills and business ethics. – <i>LA.C.3.4.1-5</i>	x	
Gr. 9-12	Wakulla Learn & Serve - Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community. <ul style="list-style-type: none">• Sopchoppy Educational Center – 60 dropout prevention students in grades 6-12 serve the community by performing projects for the county’s low-income senior citizens and state parks while learning group interaction, communication, problem solving, and conflict resolution. – <i>LA.C.3.4.1-5</i>	x	
Gr. 9-12	Trojan House (Palm Beach) At-risk students in a pre-apprenticeship program renovate a dilapidated house for use as affordable housing. They develop a plan, order materials, make decisions, and rotate leadership on teams with specific responsibilities. – <i>LA.A.2.4.1-8, LA.B.1.4.1-3, LA.C.3.4.1-5</i>	x	



Level	Service-Learning Project LANGUAGE ARTS	Service	Partner
Gr. 9-12	Alternative Education Projects (Orange County) At-risk Alternative Education students create children’s books to be donated to child-care facilities, create a play and video about staying in school for other at-risk elementary and middle school students, and renovate/construct houses for Habitat for Humanity. – <i>LA.A.1.4.1-4, LA.A.2.4.1-8, LA.B.1.4.1-3, LA.D.2.4.1-6, LA.E.1.4.1-5</i>	x	x
Gr. 9-12	Learn & Serve Youth Council (Leon) The focus of this youth council is to address continuing student behavior problems dealing with student safety, performance, and motivation. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • Debate Training, Mentoring, and Tournament – The Lincoln High Debate Team were trained by FSU as Debate Judges. They then went to several Middle Schools, taught debate, and hosted a middle school tournament. – <i>LA.C.1.4.-4, LA.C.3.4.1-5, LA.D.2.4.1-6</i> 	x	
Gr. 9-12	Good Neighbors! ACE Project and Youth Council (Lake) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • Rally Reading – Students were trained in tutoring techniques to work with an elementary student in reading. Ms. Robinson’s class. – <i>LA.A.1.4.1-4, LA.A.2.4.1-8</i> 	x	
Gr. 9-12	Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • Mentor Writers - Cedar Grove Elementary School. Bay High School reading and English students assist selected elementary students in writing and illustrating original books. – <i>LA.B.1.4.1-3</i> • Reading and Book Making – Bay High School. High school students pair with elementary students serving as mentors. Students read to each other. High school students help younger students to compose, illustrate, and publish a story of their own. – <i>LA.A.1.4.1-4, LA.A.2.4.1-8</i> • Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>LA.A.1.4.1-4, LA.A.2.4.1-8</i> 	x	x
Gr. 9-12	*Readiness is the Key to Success (Osceola) Students mentor and tutor at-risk elementary school students in reading at the local public library. – <i>LA.A.1.4.1-4, LA.A.2.4.1-8</i>	x	
Gr. 9-12	Let’s Keep Them All (Bay) – Students: 1 - coach challenged students in school-to-work experiences at community service agencies; 2 - gather, summarize, and compile information into a booklet on two-year degree careers; 3 - lead study sessions for tests; 4 - lead “Forms Nights” to fill out employment/college paperwork; 5 - participate in Bay Buddy Day to help 8 th graders transition to high school. – <i>LA.B.1.4.1-3</i>	x	x
Gr. 9-12	Exhibits to Go (Lee) Students create interactive exhibits, develop videos on safe schools, and serve as guides at the Imaginarium Museum. In addition, they also write and illustrate children's books for students at a nearby elementary school. – <i>LA.C.3.4.1-5, LA.B.12.4.1-3, LA.B.2.4.1-4, LA.D.2.4.1-6</i>	x	
Gr. 9-12	Old Hometown (Escambia) The project creates a service-learning elective program that meet in a restored building in Historic Pensacola Village. Students conduct historical research, create museum displays, and publish books and documentaries to preserve local history. – <i>LA.A.2.4.1-8, LA.B.2.4.1-4</i>	x	
Gr. 9-12	Community History (Orange) Elementary, middle, and high school students, parents, and community partners collaborate in an intergenerational project to research, plan, design, write, and publish a book about community history and sponsor a community-wide celebration. -- <i>LA.B.1.4.1-3, LA.B.2.4.1-4, LA.D.2.4.1-6</i>	x	
Gr. 9-12	A.C.E. Reading Buddies (Calhoun) Dropout prevention students (A.C.E.) tutor first and second grade students who scored in the lowest quartile on the CTBS or Brigance Screening. They privately tutor these students four days a week. <i>LA.A.1.4.1-4, LA.A.2.4.1-8</i>	x	



SUGGESTED ACTIVITIES FOR LANGUAGE ARTS⁴

Students can...

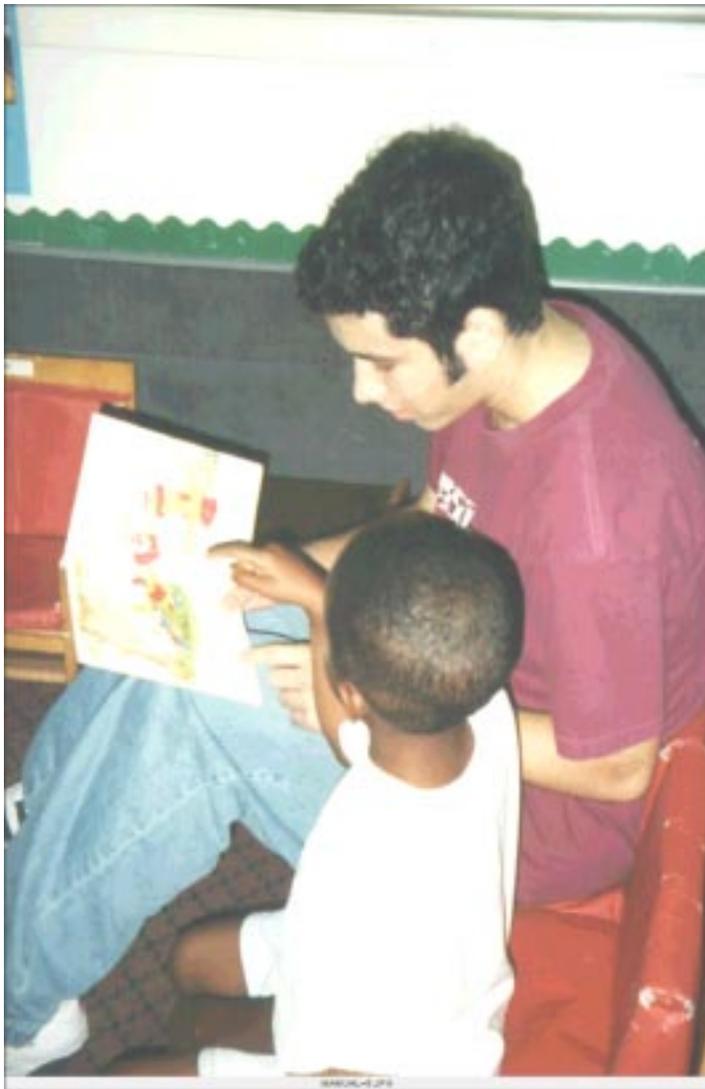
- write a book on a local famous person; researching, training in the associated discipline, editing, and drawing. Students can interview people who knew the individual, collect photographs and memorabilia, and separate the facts from the lore.
- adopt a class at a nearby elementary school and read to the youngsters, perform scenes from short stories, and re-write classics into simpler terms.
- work with latchkey seventh – tenth graders who congregate at a particular location after school. Together, the student can write and publish a newsletter about life in the community, news stories, a gossip column, a comic strip and other information of interest the students.
- work with nearby retirement home residents to write about their childhood memories and then get together to compare their experiences and discuss the changes that have occurred over the years. Document the information / summary for the local library archives.
- write and illustrate books on the computer, then present the books to new mothers.
- record favorite children's stories (or original stories on tape) and donate the tapes to local day-cares centers.
- analyze the ways in which television commercials try to sell products to young people and then write students' guide to advertising.
- research important topics and write stories about them to convey information to peers or to the school community.
- document the states of a service-learning project, compile the information in a book, and donate copies of the book to the public library, the organizations involved, and others planning similar projects.
- write poetry about service-learning experiences.
- read for the blind or others with disabilities.
- write essays or letters to editors, city officials, businesses, the President, etc., describing a need in their community and what should be done about it.
- organize book-collection drives and establish informal libraries in low-income neighborhoods.
- record and interpret their service experiences through journals, reports, news stories, poems, stories, or essays.
- write stories for younger students.
- practice penmanship language arts, and drawing skills by preparing and presenting messages of encouragement for hospital patients.
- volunteer to design and create display board for local non-profit agencies who work with children.
- help break down stereotypes held by others through pen pals (rural-urban, country-city, etc).
- study the novel *December Stillness*, dealing with the themes of homelessness and war, and follow up by working with the homeless shelter in the community.
- research, write, edit, and publish a local hero's book on people who are making a positive difference in the community.
- put together a booklet listing local organizations that agree to involve students in meaningful service project.
- create and act out myths for peers, younger students, adult groups, or for hospitalized children. The collection of student myths and legends can be present to a library or class.
- produce guides to parks, recreational areas, and other local attractions.
- collaborate with government agencies to produce citizen information brochures.
- check books out of the library for members of their community who are not mobile enough to go themselves.
- volunteer at the local library and lead story hours for young children.
- help people with disabilities write letters and business correspondence.
- arrange to receive and respond to letters from young children to Santa.
- write essays about the implications of historical information learned from the elderly
- read to the blind through radio broadcasts.

⁴ Some suggested ideas are from the *Hot Topics: 2,000 Ideas for Service-learning Projects*, 1994 by Joseph Follman, James Watkins, & Dianne Wilkes



Service-Learning In the Sunshine

- work with local officials to make forms and other documents more attractive and readable.
- produce newsletters or newspapers to distribute to the local community.
- read works of literature with service applications, then write essays connecting the service experience to the literary treatment of the subject. Examples of appropriate books include *Flowers for Algernon* (mental retardation) or *Silent Spring* (environmental issues), and *Journey to the East*.
- publish a newsletter for the local food bank.
- write a regular column for the town or city paper.
- test and expand reading skills by tutoring younger children.
- write a book on their service-learning experiences as a resource guide for future classes.
- participate in training to lead writing workshops in nearby elementary schools and community centers. Each workshop produces a book or magazine with writing from all participants.
- visit with an author of children's books, learn how to select and evaluate books for younger students, and then apply their knowledge by reading to elementary school students and writing children's book.
- interview local media personnel and write a manual about producing community video projects as well as a book to help earn jobs in the media.



Service-learning projects empower at-risk youth to learn, serve, and become more responsible while building self-esteem and a commitment towards their education.

Kelly McWilliams, Teachers
"Connect-A-Kid"
Wilson Middle School, Tampa, Fla.

The Service-Learning initiative in our district has opened the window of opportunity for students to serve their communities and fellow students while participating in organized educational experiences.

Betty Marler, Teacher
"District Youth Council"
Bay County Schools, Panama City, Fla.



Service-Learning In the Sunshine

COMPACT students helped 4-year-olds at Kids United Day Care on May 9, 1997. Everyone had so much fun that the children visited the high school students on May 23.

University High School, Orlando, Fla.



Level	Service-Learning Project	Service	Partner
PreK - 2	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> Kids Helping Kids – Jupiter High School students in grades 10 –12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, and social studies. – <i>MA.A.1.1.1-3, MA.A.2.1.1-2, MA.A.3.1.1.1-3, MA.A.4.1.1, MA.A.5.1.1</i> 		x
PreK - 2	<p>Emeralda Marsh Living Classroom Youth Council (Lake County) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. These students also form a youth council.</p> <ul style="list-style-type: none"> Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. Reading and Math Tutoring Program – Students at Clermont Middle School and honors 5th grade students at Cypress Ridge Elementary School provide individualized tutoring to Cypress Ridge Elementary students after the regular school day. <p>– <i>MA.A.1.1.1-3, MA.A.2.1.1-2, MA.A.3.1.1.1-3, MA.A.4.1.1, MA.A.5.1.1, MA.B.1.1.1-2, MA.B.3.1.1</i></p>	x	x
PreK - 2	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>MA.A.1.1.1-3, MA.A.2.1.1-2, MA.A.3.1.1.1-3, MA.A.4.1.1, MA.A.5.1.1, MA.B.1.1.1-2</i> 		x
Gr. 3-5	<p>Palm Beach District Youth Council – see above</p> <ul style="list-style-type: none"> Computerized Tutoring – 8th grade students tutor grades 3 & 4 in Math & reading at Pine Grove Elementary School. – <i>MA.A.1.2.1-4, MA.A.2.2.1-2, MA.A.3.2.1-3, MA.B.1.2.1-2, MA.D.1.2.1-2</i> Kindness, Inc. – 4th & 5th graders serve as mentors in reading & math to K and 1st grade students at West Riviera Elem. – <i>MA.A.1.2.1-4, MA.A.2.2.1-2, MA.A.3.2.1-3, MA.B.1.2.1-2, MA.D.1.2.1-2</i> Brave New Girls – Conniston Middle 8th grade students adopt a daycare center and prepare educational lessons for ages 1–5 yr. – <i>MA.A.1.2.1-4, MA.B.1.2.1-2, MA.D.1.2.1-2</i> Kids Helping Kids – see above – <i>MA.A.1.2.1-4, MA.B.1.2.1-2, MA.D.1.2.1-2, MA.C.2.2.1-2</i> 	x	x
Gr. 3-5	<p>Bay County: District Youth Council – see above</p> <ul style="list-style-type: none"> Giving Gardeners – Lucille Moore Elementary. A garden club was formed so students could learn appropriate ways to grow and care for plants. This club would then share their plants with nursing home patients, teachers and other special events. Student journals and writing were kept on information received. Math, science, and social skills develop as a result of the project. – <i>MA.A.1.2.1</i> Youth Tutoring Youth – see above – <i>MA.A.1.2.1-4, MA.A.2.2.1-2, MA.A.3.2.1-3, MA.B.2.2.1-2</i> Wiggling Wonders – Tyndall Elementary School. This project is designed to introduce students to biological and environmental subjects as life-cycles, conservation, and recycling. Students create a worm farm where they raise earthworms. Math and economics subject areas. Income from sale of worms is used to keep project going. – <i>MA.A.1.2.1-4, MA.A.3.2.1-3, MA.B.1.2.1-2, MA.D.1.2.1-</i> 	x	x
Gr. 3-5	<p>Project TOPS -* Tutoring (Bay County) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools.</p> <p>– <i>MA.A.1.2.1-4, MA.A.2.2.1-2, MA.A.3.2.1-3, MA.B.1.2.1-2, MA.C.2.2.1-2, MA.D.1.2.1-2</i></p>		x



Level	Service-Learning Project	MATHEMATICS	
		Service	Partner
Gr. 3-5	Archaeology Project (Escambia County) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. – <i>MA.B.1.2.1-2, MA.B.4.2.1-2</i>		x
Gr. 3-5	Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. These students also form a youth council. <ul style="list-style-type: none"> • Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. – <i>MA.A.1.2.1-4, MA.A.3.2.1-3</i> • Reading and Math Tutoring Program – Students at Clermont Middle School and honors 5th grade students at Cypress Ridge Elementary School provide individualized tutoring to Cypress Ridge Elementary students after the regular school day. – <i>MA.A.1.2.1-4, MA.A.3.2.1-3</i> 	x	x
Gr. 6-8	St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation. <ul style="list-style-type: none"> • Project Hi-Low - Peer and teacher guided tutoring are offered at Gamble Rogers Middle School. The program builds and rebuilds basic skills necessary for success in a middle school math program and offers enrichment activities in problem solving skills and critical thinking. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3, MA.A.4.3.1, MA.A.5.3.1, MA.B.1.3.1-4, MA.B.2.3.1-2, MA.C.1.3.1</i> 	x	x
Gr. 6-8	Archaeology Project (Escambia) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. – <i>MA.C.1.3.1, MA.C.3.3.1-2</i>		x
Gr. 6-8	Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas. <ul style="list-style-type: none"> • Computerized Tutoring – 8th grades students tutor grades 3 & 4 in Math & Reading at Pine Grove Elementary. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3, MA.B.1.3.1-4, MA.B.2.3.1-2, MA.C.1.3.1</i> • Kindness, Inc. – 4th & 5th graders serve as mentors in reading & math to K and 1st grade students at West Riviera Elementary. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3, MA.B.1.3.1-4, MA.C.1.3.1</i> • Brave New Girls – Conniston Middle 8th grade students adopt a daycare center and prepare educational lessons for ages 1 – 5 yr. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.B.1.3.1-4, MA.C.1.3.1</i> • Math Mentors – 8th grade students tutor 6th grade students at Lake Shore Middle School. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3, MA.A.4.3.1, MA.A.5.3.1, MA.B.1.3.1-4, MA.B.2.3.1-2, MA.C.1.3.1, MA.E.2.3.1-2</i> • Fun Math with Families – 6th grade students at Woodlands Middle tutor parents in math activities. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3, MA.B.1.3.1-4, MA.B.2.3.1-2, MA.C.1.3.1</i> 	x	x
Gr. 6-8	Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs. <ul style="list-style-type: none"> • Peer Tutoring Program – Middle School students serve as peer tutors. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3, MA.A.4.3.1, MA.A.5.3.1, MA.B.1.3.1-4, MA.B.2.3.1-2, MA.C.1.3.1</i> 	x	x



Level	Service-Learning Project	Service	Partner
Gr. 6-8	<p>Emeralda Marsh Living Classroom Youth Council (Lake County) A collaborative effort with the St. John's River Water Management District to restore and protect the Emeralda Marsh. These students also form a youth council.</p> <ul style="list-style-type: none"> • Reading and Math Tutoring Program – Students at Clermont Middle School and honors 5th grade students at Cypress Ridge Elementary School provide individualized tutoring to Cypress Ridge Elementary students after the regular school day. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3, MA.A.4.3.1, MA.A.5.3.1, MA.B.1.3.1-4, MA.B.2.3.1-2, MA.C.1.3.1, MA.D.1.3.1-2</i> • Greenhouse Garden – Tavares Middle School ESE students learn math, science, and horticulture while building a greenhouse for the school. – <i>MA.B.1.3.1-4, MA.B.2.3.1-2, MA.B.4.3.1-2</i> 	x x	x
Gr. 6-8	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. – <i>MA.A.1.3.1-4, MA.A.2.3.1-2, MA.A.3.3.1-3</i></p>	x	x
Gr. 9-12	<p>Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley's Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>MA.A.1.4.1-4, MA.A.2.4.1-3, MA.A.3.4.1-3, MA.A.4.4.1, MA.A.5.4.1, MA.B.1.4.1-3, MA.B.2.4.1-2, MA.C.1.4.1</i></p>	x	
Gr. 9-12	<p>Let's Keep Them All (Bay) Students: 1 - coach challenged students in school-to-work experiences at community service agencies; 2 - gather, summarize, and compile information into a booklet on two-year degree careers; 3- lead study sessions for tests; lead "Forms Nights" to fill out employment/college paperwork; 4- participate in Bay Buddy Day to help 8th graders transition to high school. – <i>MA.A.1.4.1-4, MA.A.2.4.1-3, MA.A.3.4.1-3, MA.A.4.4.1, MA.A.5.4.1, MA.B.1.4.1-3, MA.B.2.4.1-2, MA.C.1.4.1</i></p>	x	x
Gr. 9-12	<p>Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day.</p> <ul style="list-style-type: none"> • Team Up for HSCT Math – 10 Math teachers and their students produced 10 videos highlighting the 10 HSCT Math standards for school district distribution. – <i>MA.A.1.4.1-4, MA.A.2.4.1-3, MA.A.3.4.1-3, MA.A.4.4.1, MA.B.1.4.1-3, MA.B.2.4.1-2, MA.C.1.4.1, MA.D.1.3.1-2, MA.E.1.4.1-3</i> 	x	x
Gr. 9-12	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>MA.A.1.4.1-4, MA.A.2.4.1-3, MA.A.3.4.1-3, MA.B.1.4.1-3, MA.B.2.4.1-2, MA.C.1.4.1</i> 	x	
Gr. 9-12	<p>Archaeology Project (Escambia) Students at the High School Institute, in a joint effort with the University of West Florida's Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. – <i>MA.B.1.4.1-3, MA.B.4.3.1-2</i></p>	x	
Gr. 9-12	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Kids Helping Kids – Jupiter High students in grades 10 –12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, social studies. • Honor Card – Spanish River High grades 11 & 12 participate in a service project to strengthen G.P.A. (Reading, writing, math, science, social studies) – <i>MA.A.1.4.1-4, MA.A.2.4.1-3, MA.A.3.4.1-3, MA.A.4.4.1, MA.B.1.4.1-3, MA.B.2.4.1-2, MA.C.1.4.1</i> 	x x	x



Level	Service-Learning Project	Service	Partner
Gr. 9-12	Trojan House (Palm Beach) At-risk students in a pre-apprenticeship program renovate a dilapidated house for use as affordable housing. They develop a plan, order materials, make decisions, and rotate leadership on teams with specific responsibilities. – <i>MA.B.1.3.1-4, MA.B.2.3.1-2, MA.B.4.3.1-2</i>	x	
Gr. 9-12	Exhibits to Go (Lee) Students create interactive exhibits, develop videos on safe schools, and serve as guides at the Imaginarium Museum. In addition, they also write and illustrate children’s books for students at a nearby elementary school. – <i>MA.C.1.3.1, MA.B.3.3.1</i>	x	

SUGGESTED ACTIVITIES FOR MATHEMATICS⁵

Students can...

- visit homeless shelters and then calculate quantities of food and other supplies that would be needed to prepare meals for the homeless.
- make a quilt as part of a unit on measurement and geometric figures, then donate the quilt to a local charity.
- calculate the amount of aluminum discarded in their community and the income that might be derived from recycling.
- create a mathematics board game for younger children.
- interview local business people about the ways they use mathematics in their daily work and publish the results in a booklet for the school career center. Problems or cases could be included that would show practical application for a range of mathematics concepts.
- raise and keep records of funds/expenditures for a local cause such as replacing park equipment or increasing the of library books.
- manage the budgets of the local school grants.
- tutor younger students in mathematics
- develop budgets and spreadsheets for their service activities.
- inventory species of animals or measure and count trees and other plant life for the departments of agriculture, environmental affairs, or parks.
- discuss with senior citizens how the cost of living has changed over the last two generations and calculate and graph price increases for specific items.
- practice budgeting in simulation exercises that reflect the financial plight of the poor.
- prepare a mathematics lesson for their peers or younger children to help them learn about percentages, statistics, etc. Students present their lessons to the appropriate age groups.
- help city or town officials with bookkeeping or accounting on small or specific projects.
- measure materials for construction projects such as installing wheelchair ramps.
- visit homes in poor neighborhoods and develop plans to make the homes more energy-efficient.
- help senior citizens, poor people, or the disabled with home budgeting, shopping and filling out forms.
- help individuals set up and run personal bookkeeping systems.
- work with local food co-op to develop or enhance its accounting or bookkeeping system.
- help charities and nonprofit groups with bookkeeping, conference planning and registration, and mailings.
- perform statistical analysis for service organizations.
- make graphs to depict activities for a government agency.

⁵ Some suggested ideas are from the *Hot Topics: 2,000 Ideas for Service-learning Projects*, 1994 by Joseph Follman, James Watkins, & Dianne Wilkes



Level	Service-Learning Project	Service	Partner
PreK - 2	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • RAM PRIDE: Rutherford A chemists Making People Remember Interesting Diverse Experiments - Chemistry students at Rutherford High Schools travel to feeder elementary and middle schools to perform chemical demonstrations. – <i>SC.A.1.1.1-3, SC.B.1.1.1-5, SC.H.2.1.1</i> • Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>SC.A.1.1.1-3, SC.C.1.1.1-2, SC.E.1.1.1-2, SC.F.1.1.1-5, SC.G.2.1.1-2, SC.H.2.1.1</i> 		<p>X</p> <p>X</p>
PreK - 2	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Project Wet – Osceola Elementary students in Kindergarten, first, second, and fifth grade participate in Project Wet activities Students in fifth grade model lessons that they have participated in to K-2 students. This project is needed to promote critical thinking and problem-solving skills and help provide young people with the knowledge and experience they need to make prudent decision regarding water use. – <i>SC.A.1.1.1-3, SC.F.1.1.1-5, SC.G.1.1.1-4, SC.G.2.1.1-2, SC.H.1.1.1-5</i> 	<p>X</p>	<p>X</p>
PreK - 2	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Kids Helping Kids – Jupiter High students in grades 10 –12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, social studies. – <i>SC.A.1.1.1-3, SC.C.1.1.1-2, SC.E.1.1.1-2, SC.F.1.1.1-5, SC.G.2.1.1-2, SC.H.1.1.1-5, SC.H.2.1.1</i> 		<p>X</p>
PreK - 2	<p>Emeralda Marsh Living Classroom Youth Council (Lake County) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council.</p> <ul style="list-style-type: none"> • Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. – <i>SC.A.1.1.1-3, SC.C.1.1.1-2, SC.E.1.1.1-2, SC.F.1.1.1-5, SC.G.2.1.1-2, SC.H.2.1.1</i> 		<p>X</p>
PreK-2	<p>Science Experimenters Enhancement (Volusia County) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance.– <i>SC.G.1.1.1-4, SC.G.2.1.1</i></p>		<p>X</p>
Gr. 3-5	<p>Coastal Caretakers (Lee) In this partnership between the South Florida Water Management District and the Edison Park CEA Magnet School, third, fourth, and fifth grade students monitor the water quality, sample plant and animal life, and keep areas free of litter at selected sites within the Caloosahatchee River watershed. – <i>SC.G.1.2.1-7, SC.G.2.2.1-3</i></p>	<p>X</p>	
Gr. 3-5	<p>Panacea Mineral Springs Project (Wakulla) Students, including those at-risk, in elementary, middle, and high schools collaborate on researching and restoring the site of Panacea Mineral Springs to educate themselves and the community on critical historical and environmental issues. – <i>SC.G.1.2.1-7, SC.G.2.2.1</i></p>	<p>X</p>	<p>X</p>
Gr. 3-5	<p>Partnership for Progress (Escambia) Elementary students complete sea oats planting and monitoring, and adopt-a-shore beach clean up and maintenance. – <i>SC.G.1.2.1-7, SC.G.2.2.1-3, SC.F.1.2.1-4</i></p>	<p>X</p>	



Level	Service-Learning Project	SCIENCE	Service	Partner
Gr. 3-5	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Project Wet – Osceola Elementary students in Kindergarten, first, second, and fifth grade participate in Project Wet activities Student sin fifth grade model lessons that they have participated in to K-2 students. This project is needed to promote critical thinking and problem-solving skills and help provide young people with the knowledge and experience they need to make prudent decision regarding water use. – <i>SC.F.1.2.1-4, SC.F.2.2.1, SC.G.1.2.1-7, SC.G.2.2.1-3</i> 		x	x
Gr. 3-5	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Giving Gardeners – Lucille Moore Elementary. A garden club was formed so students could learn appropriate ways to grow and care for plants. This club would then share their plants with nursing home patients, teachers and other special events. Student journals and writing were kept on information received. Math, science, and social skills develop as result of project. – <i>SC.G.1.2.1-7</i> • Frogs and Friends – Rutherford High School. High school students mentor 4th grade students while teaching what they have learned about frogs in biology class. -- <i>SC.A.1.2.1-5, – SC.G.1.2.1-7</i> • RAM PRIDE: Rutherford A chemists Making People Remember Interesting Diverse Experiments - Chemistry students at Rutherford High Schools travel to feeder elementary and middle schools to perform chemical demonstrations. –<i>SC.A.1.2.1-5, SC.A.2.2.1, SC.B.1.2.1-6</i> • Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>SC.A.1.2.1-5, SC.B.1.2.1-6, SC.C.1.2.1-2, SC.D.1.2.1-5, SC.E.1.2.1-5, SC.F.1.2.1-4</i> • Wiggling Wonders – Tyndall Elementary School. This project is designed to introduce students to biological and environmental subjects as life-cycles, conservation, and recycling. Students create a worm farm where they raise earthworms. Math and economics subject areas. Income from sell of worms is used to keep project going. – <i>SC.F.1.2.1-4, SC.G.1.2.1-7, SC.G.2.2.1-3</i> 		x	x
Gr. 3-5	<p>Archaeology Project (Escambia County) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness to preserve historical and archaeological records. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. --<i>SC.D.1.2.1-5, SC.G.1.2.1-7, SC.H.1.2.1-5</i></p>			x
Gr. 3-5	<p>Technology Tigers (Orange) The “Technology Tigers” is a cadre of third-fifth grade students who tutor other students and teachers in the use of computer technology for classroom use. In addition, they troubleshoot hardware problems and, on Parents Nights, tutor parents and community members in using computers. – <i>SC.A.1.2.1-5, SC.B.1.2.1-6, SC.C.1.2.1-2, SC.D.1.2.1-5, SC.E.1.2.1-5, SC.F.1.2.1-4</i></p>		x	x
Gr. 3-5	<p>Project Legacy (Indian River) A collaboration program between the school district and the St. John’s River Management District. The Indian River Lagoon and surrounding wetlands are where students participate in a unique study program in an outdoor classroom setting providing opportunities to blend academic curriculum into a “real-life” research /project-based field experience. – <i>SC.G.1.2.1-7</i></p>		x	
Gr. 3-5	<p>Flora, Fauna & Meteorology (Okaloosa) Students collect, analyze, and document information on the flora, fauna, and meteorological measurements of a new city park. They compile the information into a book and post it on a web site. – <i>SC.G.1.2.1-7, SC.G.2.2.1-3, SC.H.2.2.1, SC.H.3.2.1-4</i></p>		x	
Gr. 3-5	<p>Science Experimenters Enhancement (Volusia) Adult volunteers develop handbooks and videotapes to help train other volunteers participating in the Science Experimenters Enhancement Program, a K-5 science curriculum linked to service-learning. The videos and handbooks are distributed to all Florida school districts. – <i>SC.A.1.2.1-5, SC.B.1.2.1-6, SC.C.1.2.1-2, SC.D.1.2.1-5, SC.E.1.2.1-5, SC.F.1.2.1-4</i></p>			x



Level	Service-Learning Project	SCIENCE	Service	Partner
Gr. 3-5	<p>Emeralda Marsh Living Classroom Youth Council (Lake County) A collaborative effort with the St. John's River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council.</p> <ul style="list-style-type: none"> • Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. – <i>SC.A.1.2.1-5, SC.B.1.2.1-6, SC.C.1.2.1-2, SC.D.1.2.1-5, SC.E.1.2.1-5, SC.F.1.2.1-4, SC.G.1.2.1-7, SC.H.1.2.1-5</i> 		x	
Gr. 3-5	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Kids Helping Kids – Jupiter High School students in grades 10 –12 work with area elementary schools at-risk students tutoring in math, English, reading, science, and social studies. – <i>SC.A.1.2.1-5, SC.B.1.2.1-6, SC.C.1.2.1-2, SC.D.1.2.1-5, SC.E.1.2.1-5, SC.F.1.2.1-4, SC.G.1.2.1-7, SC.H.1.2.1-5</i> 			x
Gr. 3-5	<p>Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley's Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>SC.A.1.2.1-5, SC.B.1.2.1-6, SC.C.1.2.1-2, SC.D.1.2.1-5, SC.E.1.2.1-5, SC.F.1.2.1-4, SC.G.1.2.1-7, SC.H.1.2.1-5</i></p>		x	
Gr. 6-8	<p>Alligator Lake (Columbia) Students conduct water quality testing, biological surveys, soil testing, and storm water drainage mapping of Alligator Lake. – <i>SC.A.1.3.1-6, SC.G.1.3.1-5, SC.G.2.3.1-4</i></p>			x
Gr. 6-8	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • RAM PRIDE: Rutherford A chemists Making People Remember Interesting Diverse Experiments - Chemistry students at Rutherford High Schools travel to feeder elementary and middle schools to perform chemical demonstrations. – <i>SC.B.1.3.1-6, SC.B.2.3.1-2</i> 			x
Gr. 6-8	<p>Wakulla Learn & Serve - Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community.</p> <ul style="list-style-type: none"> • Sopchoppy Educational Center – 60 dropout prevention students in grades 6-12 serve the community by performing projects for the county's low-income senior citizens and state parks while learning group interaction, communication, problem solving, and conflict resolution. – <i>SC.G.1.3.1-5, SC.G.2.3.1-4, SC.H.1.3.1-7, SC.H.2.3.1, SC.D.1.3.1-5</i> 		x	
Gr. 6-8	<p>Archaeology Project (Escambia) Students at the High School Institute, in a joint effort with the University of West Florida's Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. – <i>SC.F.1.3.1-7, SC.F.2.3.1-4</i></p>			x
Gr. 6-8	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county's critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • One Fish, Two Fish - Gaines Alternative Center has students from the middle school and high schools participate in an interdisciplinary environmental hands-on experience, which includes learning about aquatic life. The students are responsible for the day-to-day maintenance of the aqua farm. The fish are given to the St. Francis House to feed the homeless. –<i>SC.G.1.3.1-5, SC.G.2.3.1-4</i> 		x	x



Service-Learning In the Sunshine

Level	Service-Learning Project SCIENCE	Service	Partner
Gr. 6-8	Project Legacy (Indian River County) A collaboration program between the school district and the St. John's River Management District. The Indian River Lagoon and surrounding wetlands are where students participate in a unique study program in an outdoor classroom setting providing opportunities to blend academic curriculum into a "real-life" research/project-based field experience. – <i>SC.G.1.3.1-5</i>	x	
Gr. 6-8	Sarasota County: District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none">• Beach Restoration, Booker Middle School – Students study, clean, and help restore area beaches in collaboration with the County Parks and Recreation Department. -- <i>SC.G.1.3.1-5, SC.G.2.3.1-4</i>	x	
Gr. 6-8	Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs. <ul style="list-style-type: none">• Peer Tutoring Program – Middle School students serve as peer tutors. – <i>SC.A.1.2.1-5, SC.B.1.2.1-6, SC.C.1.2.1-2, SC.D.1.2.1-5, SC.E.1.2.1-5, SC.F.1.2.1-4, SC.G.1.2.1-7, SC.H.1.2.1-5</i>• Melinda Young's Project – Positive peer role models have participated in a three-year on-going project, developing and improving parts in Wakulla County. -- <i>SC.G.2.3.1-4</i>• SWAT (Students Working Actively Together) - Alternative education students have participated in a three-year, on-going project, developing and improving parks in Wakulla County. -- <i>SC.G.1.3.1-5</i>	x	x
Gr. 6-8	Moses Creek Legacy Project (St. Johns) By using land owned by the St. John's River Management District, students are taught about environmental concerns and the preservation of natural resources. Students gather and research baseline data and further develop the site for passive use. – <i>SC.G.2.3.1-4</i>	x	
Gr. 6-8	Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John's River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council. <ul style="list-style-type: none">• Greenhouse Garden – Tavares Middle School ESE students learn math, science, and horticulture while building a greenhouse for the school. – <i>SC.G.1.3.1-5, SC.G.2.3.1-4, SC.A.1.3.1-6</i>	x	x
Gr. 6-8	Lake Apopka Shoreline (Orange) A collaboration of the Friends of Lake Apopka, St. Johns River Management District, and the middle school provides students the opportunity to restore Lake Apopka's shoreline, littoral zone, and waters, and educate others about their efforts. – <i>SC.G.1.3.1-5, SC.G.2.3.1-4</i>	x	
Gr. 6-8	Panacea Mineral Springs Project (Wakulla) Students, including those at-risk, in elementary, middle, and high schools collaborate on researching and restoring the site of Panacea Mineral Springs to educate themselves and the community on critical historical and environmental issues. – <i>SC.G.2.3.1-4</i>	x	x
Gr. 6-8	* Museum Project (Monroe) At-risk 7-8 th graders participate in a project with the Museums at Crane Point Hammock. Students work with native and exotic plants, design nature trails, landscape the historic Bahamian Conch house, create/maintain marine aquatic exhibits, develop brochures and videos, and serve as guides to students and tourists. – <i>SC.G.1.3.1-5, SC.G.2.3.1-4, SC.A.1.3.1-6, SC.F.1.3.1-7</i>	x	
Gr. 9-12	Alligator Lake (Columbia) Students conduct water quality testing, biological surveys, soil testing, and storm water drainage mapping of Alligator Lake. -- <i>SC.A.1.4.1-5, SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i>	x	x
Gr. 9-12	Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley's Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>SC.A.1.4.1-5</i>	x	
Gr. 9-12	PARKnership (Other - Charlotte) –PARKnership students are provided with real-world experiential service-learning opportunities and the parks receive needed assistance with monitoring, improvements, and ecosystem management tasks. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i>	x	



Service-Learning In the Sunshine

Level	Service-Learning Project	SCIENCE	Service	Partner
Gr. 9-12	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Frogs and Friends – Rutherford High School. High school students mentor 4th grade students while teaching what they have learned about frogs in biology class. -- <i>SC.A.1.4.1-5, SC.F.1.4.1-8</i> • RAM PRIDE: Rutherford A chemists Making People Remember Interesting Diverse Experiments - Chemistry students at Rutherford High Schools travel to feeder elementary and middle schools to perform chemical demonstrations. – <i>SC.B.1.4.1-7, SC.B.2.4.1</i> • Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>SC.A.1.4.1-5, SC.B.1.3.1-6, SC.D.1.4.1-4, SC.F.1.4.1-8, SC.G.1.4.1-3, SC.H.2.4.1-2</i> 	x	x	x
Gr. 9-12	<p>Archaeology Project (Escambia County) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. – <i>SC.D.1.4.1-4, SC.D.2.4.1</i></p>	x		
Gr. 9-12	<p>Sow & Reap (Pinellas) Students work on the restoration, cleanup, monitoring, and community education of the estuarine environments in the Tampa Bay area. They participate in planting and monitoring a wetland nursery to grow sea grasses, and they also plant at local restoration sites. Students also serve as tutors/mentors “Eco-mentoring” at-risk students. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>	x	x	x
Gr. 9-12	<p>Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. – <i>SC.D.1.4.1-4, SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>	x		
Gr. 9-12	<p>Let’s Keep Them All (Bay) Students coach challenged students in school-to-work experiences at community service agencies; gather, summarize, and compile information into a booklet on two-year degree careers; lead study sessions for tests; lead “Forms Nights” to fill out employment/college paperwork; participate in Bay Buddy Day to help 8th graders transition to high school. – <i>SC.H.3.4.1-6</i></p>	x		x
Gr. 9-12	<p>Ecological Restoration of Cape Florida (Dade) Environmental project in which students participate in the restoration of Cape Florida. Students identify non-native plants and learn the techniques of planting native species. The restored area is used as habitats for endangered species and for recreational activities. (grades 9 –12) -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>	x		
Gr. 9-12	<p>Wakulla Learn & Serve - Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community.</p> <ul style="list-style-type: none"> • Sopchoppy Educational Center – 60 dropout prevention students in grades 6-12 serve the community by performing projects for the county’s low-income senior citizens and state parks while learning group interaction, communication, problem solving, and conflict resolution. – <i>SC.D.2.4.1</i> 	x		
Gr. 9-12	<p>Pinellas Partners - Students representing three high schools work in an intergenerational program with patients and elderly volunteers from three health care agencies. Students also participate in one other service-learning projects including coastal clean-up, creating walking trails, adding recreational facilities, exploring a homestead site, and offering support and assistance to debilitated or terminally ill patients. – <i>SC.D.1.4.1-4, SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>	x		
Gr. 9-12	<p>Emeralda Marsh Living Classroom (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>	x		
Gr. 9-12	<p>Gum Root Swamp (Alachua) Collaborative effort between Eastside H.S., St. John’s River Water Management District, and the City of Gainesville to assist in the management and development of the Gum Root Swamp Conservation area. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>	x	x	x



Service-Learning In the Sunshine

Level	Service-Learning Project	SCIENCE	Service	Partner
Gr. 9-12	<p>Project Legacy (Indian River County) A collaboration program between the school district and the St. John’s River Management District. The Indian River Lagoon and surrounding wetlands are where students participate in a unique study program in an outdoor classroom setting providing opportunities to blend academic curriculum into a “real-life” research /project-based field experience. – <i>SC.D.1.4.1-4, SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>		x	
Gr. 9-12	<p>Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day.</p> <ul style="list-style-type: none"> • Cypress Garden – Severely handicapped students, their parents, and community collaborators developed a garden outside their portable classroom. – <i>SC.G.1.4.1-3</i> • Celebrate Life and Leadership – Cypress Lakes High Service-learning Council maintained the Fragrance Garden and planned the Celebration Picnic honoring Lee County Service Learner, 1998. • Grow to Learn – Cypress Lakes High School Dropout Prevention students cooperatively built a Florida greenhouse at the Fragrance Garden with Lee County Master Gardeners. – <i>SC.G.1.4.1-3</i> 		x x x	x
Gr. 9-12	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Kids Helping Kids – Jupiter High students in grades 10 –12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, social studies. • Honor Card – Spanish River High grades 11 & 12 participate in a service project to strengthen G.P.A. (Reading, writing, math, science, and social studies). – <i>SC.A.1.4.1-5, SC.E.1.4.1-3, SC.E.2.4.1-7, SC.F.1.4.1-8, SC.F.2.4.1-3, SC.G.1.4.1-3, SC.H.1.4.1-7</i> 		x x	x
Gr. 9-12	<p>Princess Place Preserve Legacy Project (Flagler) A partnership among Flagler Palm Coast High School, St. John’s River Water Management District, and Flagler County to provide at-risk students the opportunity to assist in developing and managing the 1,400 acre Princess Preserve for passive recreation and education. – <i>SC.D.1.4.1-4, SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>		x	
Gr. 9-12	<p>Rickards Environmental Service Project (Leon) In collaboration with Lakewatch, Florida A&M University, Florida DEP, and others, students in Rickards International Baccalaureate Program determine and mitigate the impact of erosion origination from the school campus on the nearby Lake Munson watershed. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6, SC.H.1.4.1-7</i></p>		x	
Gr. 9-12	<p>Spruce Creek Tract (Volusia) Students complete an environmental assessment of the biotic and abiotic factors affecting a parcel of land owned by the St. Johns Water Management District. The long-term goal of the project is for students to learn and develop a low impact park including the construction and design of the trails. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>		x	
Gr. 9-12	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • One Fish, Two Fish - Gaines Alternative Center has students from the middle school and high schools participate in an interdisciplinary environmental hands-on experience, which includes learning about aquatic life. The students are responsible for the day-to-day maintenance of the aqua farm. The fish are given to the St. Francis House to feed the homeless. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6, SC.F.1.4.1-8, SC.F.2.4.1-3</i> 		x	x
Gr. 9-12	<p>Project Excel (Marion) In partnership with the Marion county Parks Dept., students at-risk perform biotic inventories and archaeological surveys, manage an orange grove, and develop a community education program in a county park. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i></p>		x	



Level	Service-Learning Project	SCIENCE	Service	Partner
Gr. 9-12	Econfina River Initiative (Taylor County) Students research, develop, and record the physical, chemical, bacterial, and biological characteristics of the Econfina River. Students run the program, interpret data, prepare reports, and make presentations to various groups. Data collected by the students are being used by the state and EPA as a baseline for restoring another river nearby that is polluted. -- <i>SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6, SC.F.A.4.1-8</i>		x	
Gr. 9-12	Panacea Mineral Springs Project (Wakulla) Students, including those at-risk, in elementary, middle, and high schools collaborate on researching and restoring the site of Panacea Mineral Springs to educate themselves and the community on critical historical and environmental issues. – <i>SC.D.1.4.1-4, SC.D.2.4.1, SC.G.1.4.1-3, SC.G.2.4.1-6</i>		x	x
Gr. 9-12	Exhibits to Go (Lee) Students create interactive exhibits, develop videos on safe schools, and serve as guides at the Imaginarium Museum. In addition, they also write and illustrate children’s books for students at a nearby elementary school. – <i>SC.A.1.4.1-5, SC.D.1.4.1-4, SC.H.1.4.1-7</i>		x	
Gr. 9-12	* Winter Springs Community Education Project (Seminole) The partnership of Seminole County Schools, the City of Winter Springs, and the St. Johns River Water Management District provides an opportunity for students and the community to collaborate on a Lake Watch water quality monitoring program, lake mapping, and a community education project for Lake Jessup. -- <i>SC.D.2.4.1, SC.G.2.4.1-6</i>		x	x

SUGGESTED ACTIVITIES FOR SCIENCE⁶

Students can...

- develop a curriculum in science at a nearby park or environmental area. Teach the units, which includes a field trip to the site and student conducted tours to younger students.
- prepare a menu of well-balance meals to serve to the homeless.
- reduce pollution in their city by organizing neighborhood clean-up days. Hold an “anti-odor” campaign to reduce industrial odors in their neighborhood and work for reduction in emissions.
- build a model sand dune at the school, study the effects of erosion and soil loss over time, and then design and implement restoration projects using native vegetation planted on real sand dunes at the coast.
- construct aquifer models and teach lessons to other students.
- create a traveling Watershed Program to include supplies to construct stream tables, aquifer models, and other models determined by the student s and community.
- develop resource boxes, specific to local issues (such as clam farming). Resource boxes can be shared among all schools in the district.
- establish an environmental library with a district wide checkout system. Have the library complete with field guides, resources, developed materials, and established materials, as well as appropriate literature on the environment.
- research problems such as the introduction of non-native species of plants and animals, evaluate the extent of the problem, generate possible solutions, and then conduct service projects to address the problems.
- develop a butterfly garden for elementary school children and teach lessons on the development of the butterfly.
- create a xeriscape garden at a community center or park.
- provide the local media with natural science lore through a regular news column.
- serve as aides, helpers, and animal handlers at local nature centers or zoos.
- work with local parks in maintenance, trail establishment, and gathering appropriate information materials.
- adopt a zoo animal or species by sponsoring fund-raising recycling drives; use the money to enhance zoo facilities.
- establish a classroom rain forest, sell student constructed products (such as a clay rain forest frog, the poison dart frog), and buy a piece of the rainforest.

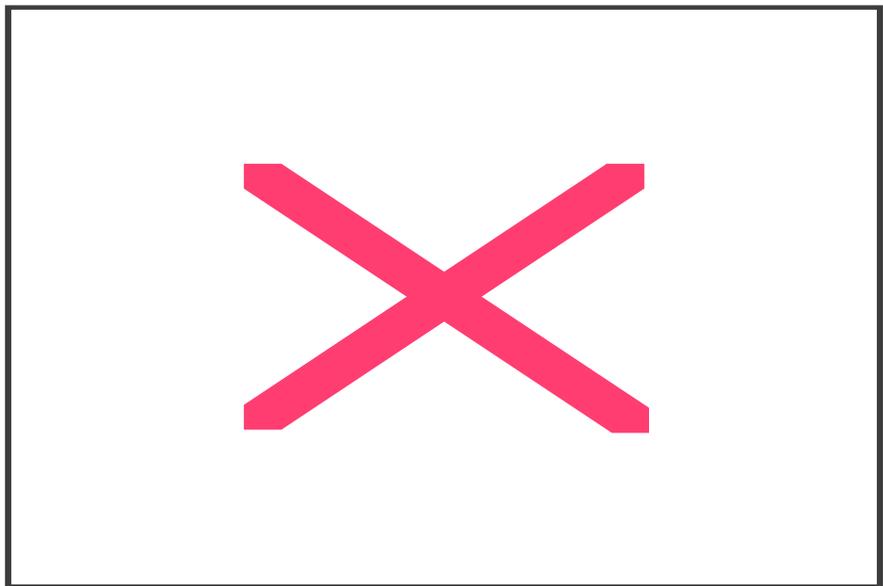
⁶ Some suggested ideas are from the *Hot Topics: 2,000 Ideas for Service-learning Projects*, 1994 by Joseph Follman, James Watkins, & Dianne Wilkes



Service-Learning In the Sunshine

- establish a classroom solar system museum (or any other science subject) and take younger students on a guided tour, complete with reports and appropriate costumes.
- work with local humane societies, zoos, or nature centers to care for injured and healthy animals.
- volunteer time at the local humane society or safe animal shelter to play with, wash, or walk the animals.
- work with the local humane society to transport animals to hospitals, retirement homes, and schools for educational and therapeutic purposes.
- study endangered species, build a birdhouse or animal habitat for an endangered animal, and donate it to a wildlife refuge.
- provide tutoring to younger students in science.
- monitor toxins in aquatic life in a local water source. In addition to learning about marine life and sampling and measuring techniques, the students can help educate the local community about safe eating habits.
- visit elementary science classes to provide enrichment and support.
- create an outdoor classroom on your campus for science study and invite other schools and classes for demonstrations and lessons.
- study weather systems and the damage they can cause and then hold a clothing drive to help hurricane victims.
- help solve local issues or problems, like wetlands and rainwater drainage.
- produce a videotape, book, play, or puppet show for younger students on the care of pets and other animals.
- adopt a nearby lake, river, or stream for research and pollution testing. Students can determine the condition of the water and develop solutions such as trash pickups and public regulations for boat use and waste disposal and inform users of positive actions they can take.
- conduct research on the environmental effects of development and follow up with landscaping / restoration projects to restore native plant pieces in needed areas.
- develop botanical guides to local flora and fauna or a field guide to local parks and make them available to the public.
- use school telescopes to hold “astronomy tours” for people who are unable to visit a planetarium.
- research local resource use and environmental issues and convey the information and recommendations to policymakers.
- “adopt” a nearby day-care center and take the children on field trips to a science museum, a nature center, etc., with the older students escorting the young children and teaching them about the topic.
- partner with a local water management district and collect field data, co-manage land, develop trails, and establish picnic areas. Conduct field trips for younger children on the site.
- keep records of rainfall totals, including information about pollutants in the water and the effects on the environment, and report findings to the local community with recommendations for action.
- monitor the effectiveness of a new fresh water pond in bringing back migratory birds and endangered species lost.
- write stories on the life of selected animals for elementary students.

- help families consider various options for making their homes more energy efficient.
- study a service-oriented geology curriculum, then help families in their neighborhoods prepare for earthquakes.
- design a toy that children immobilized by a spinal disorder (or other handicaps) could use. (For example, a hand-propelled go-kart for children with limited capabilities in their legs.)
- conduct energy audits.
- work in a food co-op.
- design and develop mobile greenhouses.
- develop and maintain a school petting zoo.
- volunteer at a hospital or





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Students from the Institute excavate a historic site in downtown Pensacola, Fla. "Archaeology Project."

Level	Service-Learning Project	Service	Partner
PreK - 2	<p>SOCIAL STUDIES</p> <p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>SS.A.1.1.1-4, SS.B.1.1.1-4, SS.C.1.1.1-6</i> 		x
PreK - 2	<p>Junior Achievement of Greater Tampa, Inc. (Community – Hillsborough County) – Teacher-Assistant Students teach the Junior Achievement Curriculum to Elementary students. – <i>SS.C.1.1.1-6, SS.D.2.1.1-4</i></p> <p>Junior Achievement of the Suncoast (Community - Pinellas/Pasco) – Pasco County Teen Teacher Program teaching the Junior Achievement Curriculum to Elementary students– <i>SS.C.1.1.1-6, SS.D.2.1.1-4</i></p>	x	x
PreK - 2	<p>Emeralda Marsh Living Classroom Youth Council (Lake County) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council.</p> <ul style="list-style-type: none"> Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. -- <i>SS.A.1.1.1-4, SS.B.1.1.1-4, SS.C.1.1.1-6</i> 		x
PreK - 2	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> Kids Helping Kids – Jupiter High School students in grades 10 –12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, and social studies. – <i>SS.A.1.1.1-4, SS.B.1.1.1-4, SS.C.1.1.1-6</i> 		x
Gr. 3-5	<p>Archaeology Project (Escambia) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. – <i>SS.A.1.2.1-3, SS.B.1.2.1-5</i></p>		x
Gr. 3-5	<p>Community History (Orange) Elementary, middle, and high school students, parents, and community partners collaborate in an intergenerational project to research, plan, design, write, and publish a book about community history and sponsor a community-wide celebration. – <i>SS.A.1.2.1-3, SS.C.1.2.1-5</i></p>	x	
Gr. 3-5	<p>Bay County: District Youth Council – see above</p> <ul style="list-style-type: none"> Youth Tutoring Youth – see above – <i>SS.A.1.2.1-3, SS.A.6.2.1-7, SS.B.1.2.1-5, SS.D.1.2.1-5</i> 		x
Gr. 3-5	<p>Good Neighbors! ACE Project and Youth Council (Lake) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> Art For Life – Art class students and the National Art Honor Society utilize art concepts to teach the history of the South Lake area while mentoring with elementary students on a monthly basis. A mural, painted by the high school and elementary students, represents a collective history of the South Lake area communities. After the mural was completed, the horticulture classes and the FFA club landscaped the mural area. – <i>SS.A.1.2.1-3, SS.A.4.2.1-6, SS.A.5.2.1-8, SS.A.6.2.1-7</i> 		x



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Level	Service-Learning Project SOCIAL STUDIES	Service	Partner
Gr. 3-5	Project TOPS - * Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – SS.A.1.2.1-3, SS.A.4.2.1-6, SS.A.5.2.1-8, SS.A.6.2.1-7		x
Gr. 3-5	St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation. <ul style="list-style-type: none"> • Law Day 1997 – 100 students participated in Law Day. The Law Day is a humanitarian need to make students aware of what the Constitution is about and how it effects their lives. Through the project the students utilized public speakers, role-playing, debating, art research, writing photography, problem solving skills, and planning skills. The role-playing was in the form of a mock trial for the student body. – SS.C.1.2.1-5, SS.C.2.2.1-5 		
Gr. 3-5	Panacea Mineral Springs Project (Wakulla County) Students, including those at-risk, in elementary, middle, and high schools collaborate on researching and restoring the site of Panacea Mineral Springs to educate themselves and the community on social, historical, and environmental issues. -- SS.A.1.2.1-3	x	x
Gr. 3-5	Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council. <ul style="list-style-type: none"> • Umatilla Elementary Student Tutoring Program – Elementary 5th graders are trained to mentor and tutor younger students in an after school program. – SS.A.1.2.1-3, SS.B.1.2.1-5, SS.C.1.2.1-5 	x	
Gr. 3-5	Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas. <ul style="list-style-type: none"> • Kids Helping Kids – Jupiter High School students in grades 10 –12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, and social studies. – SS.A.1.2.1-3, SS.B.1.2.1-5, SS.C.1.2.1-5, SS.D.1.2.1-5 		x
Gr. 3-5	Junior Achievement of Central Florida (Community - Orange) – Junior Achievement Youth Leadership High School students teaching elementary level students about free enterprise system and life skills training and have community service project of their choice. – SS.D.1.2.1-5, SS.C.2.2.1-5 Junior Achievement of Greater Tampa, Inc. (Community - Hillsborough) – Teacher-Assistant Students teach the Junior Achievement Curriculum to Elementary students. – SS.D.1.2.1-5, SS.C.2.2.1-5 Junior Achievement of the Suncoast (Community - Pinellas/Pasco) – Pasco County Teen Teacher Program teaching the Junior Achievement Curriculum to Elementary students.–SS.D.1.2.1-5, SS.C.2.2.1-5		x x x
Gr. 6-8	Community History (Orange) Elementary, middle, and high school students, parents, and community partners collaborate in an intergenerational project to research, plan, design, write, and publish a book about community history and sponsor a community-wide celebration. –SS.A.1.3.1-3, SS.A.6.3.1-5	x	
Gr. 6-8	Palm Beach District Youth Council – see above <ul style="list-style-type: none"> • Justice & Harmony – 6th–8th graders conduct a program on cultural diversity and self-esteem at Boca Raton Middle. – SS.B.2.3.1-9 • Cultural Diversity Equals Peace – 8th grade students serve Bear Lakes Middle School in a cultural awareness and conflict mediation program. – SS.B.2.3.1-9, SS.C.2.3.1-7 	x x	x x
Gr. 6-8	Panacea Mineral Springs Project (Wakulla) Students, including those at-risk, in elementary, middle, and high schools collaborate on researching and restoring the site of Panacea Mineral Springs to educate themselves and the community on social, historical, and environmental issues. –SS.A.1.3.1-3, SS.A.6.3.1-5	x	x



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Level	Service-Learning Project	Service	Partner
Gr. 6-8	Archaeology Project (Escambia) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. -- <i>SS.A.1.3.1-3, SS.A.6.3.1-5</i>		x
Gr. 6-8	Wakulla Middle School Mini-Grant Projects (Wakulla County) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs. <ul style="list-style-type: none"> • Peer Tutoring Program – Middle School students serve as peer tutors. <i>SS.A.1.3.1-3, SS.B.2.3.1-9</i> • Multicultural Ethnicity Research and Training Project – Students present to other ESE classes and at Wakulla Manor Nursing Home. – <i>SS.B.2.3.1-9, SS.C.2.3.1-7</i> 	x	x
Gr. 6-8	Junior Achievement of Greater Tampa, Inc. (Community - Hillsborough) – 1. Teacher-Assistant Students teach the Junior Achievement Curriculum to Elementary students. 2. Junior Achievement Curriculum K-12 Sunshine State Standards -emphasis on secondary and middle schools. – <i>SS.C.2.3.1-7</i> Junior Achievement of the Suncoast (Community - Pinellas/Pasco) – Pasco County Teen Teacher Program teaching the Junior Achievement Curriculum to Elementary students. – <i>SS.C.2.3.1-7</i>		x x x
Gr. 9-12	A.C.T.I.O.N.N.! (Community - Alachua) – Active Citizens Taking Initiative On Nature’s Needs – 9 th graders providing and receiving service. – <i>SS.B.2.4.1-7</i>	x	x
Gr. 9-12	Project TOPS -* Tutoring (Bay) Thirty first-year members of Mosley’s Law Institute were peer advisors/tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They work at least one hour per week with thirty at-risk students identified by each of its two feeder elementary schools. – <i>SS.A.1.4.1-4</i>	x	
Gr. 9-12	Archaeology Project (Escambia) Students at the High School Institute, in a joint effort with the University of West Florida’s Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and/or archaeological significance. – <i>SS.B.1.4.1-5, SS.B.2.4.1-7</i>	x	
Gr. 9-12	Intergenerational Advocacy Program (Dade) Students and senior citizens work together to promote government legislation that focuses on violence prevention and health care issues. – <i>SS.C.2.4.1-7</i>	x	
Gr. 9-12	Good Neighbors! ACE Project and Youth Council (Lake) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. <ul style="list-style-type: none"> • Art For Life – Art class students and the National Art Honor Society utilize art concepts to teach the history of the South Lake area while mentoring with elementary students on a monthly basis. A mural, painted by the high school and elementary students, represents a collective history of the South Lake area communities. After the mural was completed, the horticulture classes and the FFA club landscaped the mural area. – <i>SS.A.1.4.1-4, SS.A.5.4.1-8, SS.B.2.4.1-7, SS.D.1.4.1-2</i> 	x	
Gr. 9-12	Junior Achievement of Central Florida (Community - Orange) – Junior Achievement Youth Leadership High School students teaching elementary level students about free enterprise system and life skills training and have community service project of their choice. – <i>SS.C.2.4.1-7</i> Junior Achievement of Greater Tampa, Inc. (Community - Hillsborough) – see above – <i>SS.C.2.4.1-7</i> Junior Achievement of the Suncoast (Community - Pinellas/Pasco) – see above – <i>SS.C.2.4.1-7</i>	x x x	x



Level	Service-Learning Project	Service	Partner
Gr. 9-12	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • American History and Art Co-Study – Rutherford High School. Students recreate parts of history and draw from their cultural backgrounds, sharing with other students. The Co-study project provides a variety of hands-on activities not available in traditional history classes, and creates a richer and more meaningful learning experience for all participating students. – <i>SS.A.1.4.1-4, SS.B.2.4.1-7</i> • Youth Tutoring Youth – Rutherford High School students are assigned to work with a teacher at an elementary school for one class period each day. Students serve as mentors, tutors, and classroom assistants. – <i>SS.A.1.4.1-4, SS.B.1.4.1-5, SS.C.1.4.1-4, SS.D.1.4.1-2</i> 	x	x
Gr. 9-12	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Kids Helping Kids – Jupiter High School students in grades 10 –12 (student government) work with area elementary schools at-risk students tutoring in math, English, reading, science, and social studies. – <i>SS.C.1.4.1-4, SS.C.2.4.1-7</i> • Honor Card – Spanish River High grades 11 & 12 participate in a service project to strengthen G.P.A. (Reading, writing, math, science, and social studies). -- <i>SS.A.1.4.1-4</i> 	x	x
Gr. 9-12	<p>Let's Keep Them All (Bay) Students coach challenged students in school-to-work experiences at community service agencies; gather, summarize, and compile information into a booklet on two-year degree careers; lead study sessions for tests; lead “Forms Nights” to fill out employment/college paper-work; participate in Bay Buddy Day to help 8th graders transition to high school. – <i>SS.B.2.4.1-7</i></p>	x	x
Gr. 9-12	<p>Old Hometown (Escambia) The project creates a service-learning elective program that meet in a restored building in Historic Pensacola Village. Students conduct historical research, create museum displays, and publish books and documentaries to preserve local history. – <i>SS.A.1.4.1-4</i></p>	x	
Gr. 9-12	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • St. Augustine Black History Sites - St. Augustine High School ESE students visit unmarked African American historical sites in and out of the Lincolnville area. They maintain a video journal of their experience. Students study the sites in the classroom and choose one or two sites for which to provide an official historical marker. Students return to the site and replace the marker. – <i>SS.A.1.4.1-4</i> 	x	x
Gr. 9-12	<p>Panacea Mineral Springs Project (Wakulla) Students, including those at-risk, in elementary, middle, and high schools collaborate on researching and restoring the site of Panacea Mineral Springs to educate themselves and the community on social, historical, and environmental issues. –<i>SS.A.1.4.1-4, SS.B.2.4.1-7</i></p>	x	x
Gr. 9-12	<p>Community History (Orange) Elementary, middle, and high school students, parents, and community partners collaborate in an intergenerational project to research, plan, design, write, and publish a book about community history and sponsor a community-wide celebration. - <i>SS.A.1.4.1-4</i></p>	x	

SUGGESTED ACTIVITIES FOR SOCIAL STUDIES⁷

⁷ Some suggested ideas are from the *Hot Topics: 2,000 Ideas for Service-learning Projects*, 1994 by Joseph Follman, James Watkins, & Dianne Wilkes



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Students can...

- complete an eight-week unit on the rights and responsibilities of juveniles, then prepare instructional units to present to select students in grades four-seven. Students can also prepare activity booklets for grades one-three and conduct those activities with the younger children.
- partners with the local law enforcement and juvenile agencies to establish a Teen Court, where peers help judge and sentence peers.
- become pen pals with students from former communist countries, many of whom understand English.
- survey youth about their needs and opinions and convey this information to policymakers.
- after reading about and discussing current events, prepare friendship boxes for children in disaster areas around the world (the students can consult the local Red Cross about appropriate items to include in the boxes.).
- research the needs of people in oppressed areas around the world and collect items to send such as clothing, personal items, and medical supplies.
- teach their peers about the dangers of substance abuse and about other issues.
- develop plans for reducing hunger in their community.
- produce videotape about the neighborhood. To develop the videotape, study various immigrant groups who moved to the area around the school, learn interviewing skills, construct oral histories with the long-time residents, and study urban renewal.
- design and create a mini-town of the historical homes in your community using HO train model houses adapted in color and construction to match the real house. Display the village in a local museum or library with small write-ups about the history of each home.
- organize a concert at the school and raise money for issues, such as Cambodian relief.
- identify a community need that could address related studies.
- develop, write, and lobby for passage of a bill giving high school credit for community service and encouraging the integration of service-learning into schools and communities.
- track and publish the voting record of local officials.
- volunteer to work for political candidates of their choice.
- sponsor debates between candidates for local elections.
- research statistics cited by candidates for office.
- Study issues and educate the public about them from a non-partisan perspective.
- work with local institutions to help solve problems such as graffiti, shoplifting, drug use, etc.
- serve as conflict mediators in their school and community.
- learn about the homeless by volunteering in a soup kitchen.
- write foreign governments to ask for improved treatment of prisoners.
- research current events and present the information to younger students.
- produce maps and guides for local parks, libraries, and organization.
- help local immigrants study for and pass his citizenship exam.
- organize a conference on drunk driving for area high schools. Feature skits and question-and-answer sessions.
- offer a social studies course that requires students to either volunteer in a community agency or write a research paper.
- research area needs, discuss problems they observe, brainstorm solutions in class, and then design service activities to address the problems. Students can organize a Family Day at a local park; volunteer in nursing homes, rehabilitation centers, and voter's registration drives; and work in local campaign offices.
- work with community and school agencies to start a breakfast program at an elementary school that draws from the lowest socioeconomic area of the district.
- help register voters or provide them transportation to polling places.
- organize, with the help of the League of Women Voters, voter registration of all 18-year-olds at their school.
- help staff a day-care center near polling places.
- learn about the local history and sites, give tours to students from other schools.
- identify historic landmarks in the town, research the need for additional landmarks, and follow the required steps to establish the newly identified landmarks.
- design a book about local landmarks. House the book in the local library.
- study the history of Memorial Day and then meet with, interview, and perform for veterans on Memorial Day.
- compare reminiscences told by the elderly with information from lectures, reading assignments, and class discussions.



Service-Learning In the Sunshine

- provide tours of local sites or buildings with historic significance or research the histories of such sites.
- visit a local cemetery, choose a name off an old headstone, and go through the public library and court record to reestablish the history of the individual. Compile all histories into a book for the local library.
- create a community service history laboratory, collect artifacts, write reports, and interview senior citizens on the recollections of local history. Work with historians, curators, and local business people on the project.
- conduct research on local property issues or other community history for community planning projects.
- interview elderly citizens about their lives and experiences, then compile a community history book or video.
- develop self-guided walking tours for historical neighborhoods.
- make presentations on historical events to peers or younger students; the presentations could take the form of reenactments, stories, plays, etc.
- Study and then restore or renovate local historical or archaeological sites such as farms, homes, village sites, etc.

A third grade “Technology Tiger” teaching a fifth grade teacher and a parent how to use HyperStudio.
Tildenville, Fla.

Service-learning gives students the opportunity to apply curriculum concepts and life skills to a unique experience of school or community service. Many times, as the school or community need is met, a much deeper need within the student is also met. For many students, this can be a positive life changing experience.

Evelyn Robinson, Teacher
“Good Neighbors! ACE Project Youth Council”
South Lake High School, Groveland, Fla.

Service-learning means learning through one’s volunteering experiences. It is also to provide service to the community hoping to help others with their needs.



Service-Learning In the Sunshine

Robyn Lawrence, Student
 “Pinellas Partners”
 Pinellas County Schools, Largo, Fla.

Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
Other	Other PreK-2	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> Project Splash – Southport Elementary (Title I) and Mosley High School – Participants are fifth grade target class and selected developmentally delayed kindergarten students. Mosley High School Child Development Class mentors and tutors the elementary students through the use of flash cards, games, and journal writing. The STORM (Student Team of Responsible Mentors) – Bay High School. Bay High School students were paired with elementary students. These students serve as mentors and work closely with teachers and counselors to develop healthy attitudes toward school. 		x
		Communities in Schools (Community – Palm Beach)	x	
		School Readiness (Other – Orange) 4 th and 5 th grade students teach preschool children and help prepare them to enter Kindergarten.		x
		Bay County: District Youth Council – see above		
	Gr. 3-5	<ul style="list-style-type: none"> Project Splash – see above The STORM (Student Team Of Responsible Mentors) – see above Project SMILE (Special Moments Involving Loving Elderly) - Southport Elementary School. High school students mentor elementary students while working on projects for nursing home residents. Students mentor and tutor elementary at-risk students. BLAST (Building Lasting Academic Success Together) – Haney Technical Center. Students in the Career Academy serve as mentors and tutors for elementary students. 	x	x
		School Readiness (Orange) – see above	x	
		Bay County: District Youth Council – see above		
	Gr. 6-8	<ul style="list-style-type: none"> Ollie the Owl Goes to High School – Rutherford High School students dissect an Owl pellet to obtain the skeleton of a rodent, put it together, labeling the bones. The eighth graders are then sent a class set of owl pellets along with an instruction guide written by a high school mentor. Students work together to assemble a skeleton. RAM Service (Rutherford As Mentors Service) – Rutherford Blueprint for Professional Success Class is designed for the members to serve as role models, tutors, mediators, aides, and advisors to younger classmates and those of the feeder schools. 		x
		Peer Tutoring (Other – Columbia) Middle School students serving as peer tutors.	x	
		H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.		
Gr. 9-12	<ul style="list-style-type: none"> Positive Choices for Teens– Seminole County Public Schools educate middle school students about making positive choices. 		x	
	Communities in Schools (Community – Palm Beach)	x		
		H.E.L.P. Youth Council (Seminole) see above		
		<ul style="list-style-type: none"> Positive Choices for Teens– see above 	x	



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
		<p>Bay County: District Youth Council – see above</p> <ul style="list-style-type: none"> • Ninth Grade Orientation – Bay High School. This project is intended to impact 1998 – 99 incoming freshman. Student volunteers and advisors offer special times for freshman to visit the school before first day of school. Goals: Stress importance of academics, explain HSCT, graduation requirements, and issue schedules for parents to review before school starts. 	x	x
Other	Gr. 9-12	<p>Bay County: District Youth Council – Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Project Splash – Southport Elementary (Title I) and Mosley High School – Participants are fifth grade target class and selected developmentally delayed kindergarten students. Mosley High School Child Development Class mentors and tutors the elementary students through the use of flash cards, games, and journal writing. • The STORM (Student Team of Responsible Mentors) – Bay High School. Bay High School students were paired with elementary students. These students serve as mentors and work closely with teachers and counselors to develop healthy attitudes toward school. • Ollie the Owl Goes to High School – Rutherford High School students dissect an Owl pellet to obtain the skeleton of a rodent, put it together, labeling the bones. The eighth graders are then sent a class set of owl pellets along with an instruction guide written by a high school mentor. Students work together to assemble a skeleton. • RAM Service (Rutherford As Mentors Service) – Rutherford Blueprint for Professional Success Class is designed for the members to serve as role models, tutors, mediators, aides, and advisors to younger classmates and those of the feeder schools. • Project SMILE (Special Moments Involving Loving Elderly) – Southport Elementary School. High school students mentor elementary students while working on projects for nursing home residents. Students mentor and tutor elementary at-risk students. • BLAST (Building Lasting Academic Success Together) – Haney Technical Center. Students in the Career Academy serve as mentors and tutors for elementary students. 	x x x x x	x x x x x
Conflict Resolution	PreK – 2	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Peer Mediation Club – 4th and 5th grade students mediate for J.C.Mitchell Elementary School. • Peacemakers Camp – 4th and 5th grade students mediate for Lantana Elementary School. • ABC – Anti-bullying Campaign – 4th and 5th graders work with Manatee Elementary School to eliminate bullying and raise self-esteem. • Peacemaking Environment – 4th and 5th graders working with Meadow Park Elementary School on conflict resolution. • ABC – Anti-bullying Campaign – 4th and 5th graders work with Verde Elementary School to eliminate bullying and raise self-esteem. • Peer Power – Grades 4 & 5 serve as mediators on conflict resolution for Waters Edge Elementary School 	x x x x x x x	x x x x x x x



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
		<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Conflict Manager – Mason Elementary students don’t have to wait for intervention from adults to resolve problems but are given tools that help them resolve problems independently and peacefully. The student have two days of training by a Conflict Resolution Core Team Member. This problem helps build self-esteem. 	x	x
Conflict Resolution	Gr. 3-5	<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Peer Mediation Club – 4th and 5th grade students mediate for J.C. Mitchell Elementary School. • Peacemakers Camp – 4th and 5th grade students mediate for Lantana Elementary School. • ABC – Anti-bullying Campaign – 4th and 5th graders work with Manatee Elementary School to eliminate bullying and raise self-esteem. • Peacemaking Environment – 4th and 5th graders working with Meadow Park Elementary School on conflict resolution. • ABC – Anti-bullying Campaign – 4th and 5th graders work with Verde Elementary School to eliminate bullying and raise self-esteem. • Peer Power – Grades 4 & 5 serve as mediators on conflict resolution for Waters Edge Elem. 	x	x
		<p>Peacefully Reaching Out (Dade) Designed to provide an opportunity for eighty at-risk students to learn conflict mediation/resolution, self-esteem. And career exploration. They use these skills to provide mediation/resolution strategies to 150 fifth graders from four feeder elementary schools. The instruction involves group sessions, classroom instruction, and role-playing.</p>		x
		<p>Peer Mediation (Other- Sarasota) – 4th graders being trained in peer mediation by 8th graders.</p>		x
		<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Conflict Manager – Mason Elementary students don’t have to wait for intervention from adults to resolve problems but are given tools that help them resolve problems independently and peacefully. The students have two days of training by a Conflict Resolution Core Team Member. This problem helps build self-esteem. 	x	x
		<p>Wakulla Learn & Serve - Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community.</p> <ul style="list-style-type: none"> • Sopchoppy Educational Center – 60 dropout prevention students in grades 6-12 serve the community by performing projects for the county’s low-income senior citizens and state parks while learning group interaction, communication, problem solving, and conflict resolution. 	x	
Gr. 6-8	<p>Peacefully Reaching Out (Dade) see above</p>	x		
	<p>Peer Mediation (Other - Sarasota) – see above</p>	x		



Subject	Level	Service-Learning Project	Service	Partner
		<p>OTHER/INTERDISCIPLINARY</p> <p>Palm Beach District Youth Council – see above</p> <ul style="list-style-type: none"> • Cultural Diversity Equals Peace – 8th grade students serve Bear Lakes Middle School in a cultural awareness and conflict mediation program. • Peace, Anger Management & Mediation Awareness – 6th grade students serving as mediators for Jefferson-Davis Middle School. • Peace through Peers – 7th & 8th grade students serving as mentors & mediators for J.F. Kennedy Middle School. • Team Mediators – 8th grade student s serve as school mediators at Loggers Run Middle School. 	x	x
	Gr. 9-12	<p>Wakulla Learn & Serve – see above</p> <ul style="list-style-type: none"> • Sopchoppy Educational Center – see above 	x	
	Gr. 9-12	<p>Peer Counselors – (Hendry) Trained peer counselors focus on mediating disputes as well as helping other students through some of the basic problems of adolescence. These counselors also perform skits and songs to promote non-violent conflict resolution in other Clewiston Schools.</p>	x	x
ConflictResolution	Gr. 9-12	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Teacher Apprenticeship Project - Students at Evelyn Hamblen Alternative School were trained in communication skills and conflict resolution. Students who are interested and involved in school and community activities are much more likely to avoid drugs and violence. 	x	x
Service	PreK- 2	<p>H.E.L.P. Youth Council (Seminole County) - 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Improvements to S.W.O.P. Lounge– Seminole County Public Schools create a more disability friendly environment at a client lounge at Seminole Work Opportunity Program. • Serenity House Big Buddy Program – Educating volunteers about AIDS through a Buddy Program. • Helping the Grieving – Participate in fundraising and develop a wish for a child. • Senior Citizens: It’s Our Turn to Help – Working with youth to develop an understanding of seniors. 	x	x
				x



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
		<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Pet Friends – ESE students have created a caring and nurturing pet program in partnership with the Humane Society. • Brentwood Elementary Welcome Wagon – New Students orientation program and peer pals. • Project K.A.R.E.: Kids And Retirees for Education. - Fruitville Elementary School students and senior citizens become partners for the whole year. They create a friendship quilt together. • Delivering Sunshine to the Elderly, Gulf Gate Elementary School Intergenerational program in which preschoolers work with seniors on a monthly basis. • Sharing from the Heart/Feed the Hungry, N.P. Toledo Blade Elementary School students conduct an Empty Bowls Luncheon in cooperation with All Faith's Food Bank. • Adopt-A Grandparent, 120 Kindergarten students at N.P. Toledo Blade Elementary School visit North Point Retirement Center on a rotating basis throughout the year. • A Day in the Community – Student Council members coordinate service-learning through out their school. 	<p>x x x x x x x x</p>	<p>x</p>
		<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Waller Writer's World – Waller Elementary. This project serves social/community needs, teach children more about the many aspects of the community as they work on improving writing skills and benefit education in many ways. Students participate in projects such as Santa Salvage, the Catholic Social Services Food Drive, and the Salvation Army. Students explore community projects and how to become involved and make a difference and then write about their experiences. • Caring for Our Community – Waller Elementary School students visit community sites, such as Head Start, Military Bases and other agencies. Students survey agencies and compile a database that is published so that students and parents in the community know what is available for them, i.e., Health concerns, Education/GED, and what career opportunities are available in the area. 	<p>x x</p>	
<p>Service Gr. 3-5</p>		<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county's critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Mill Creek Scoop of the Month – The fourth and fifth grade Mill Creed Student Council learned valuable techniques in the television studio. They produced public service announcements that brought awareness to the students on issues that affect them. The Fourth grade students train new member for the next year. 	<p>x</p>	<p>x</p>
		<p>Multi-pronged Project (Osceola County) In a multi-pronged approach, students serve the community by programming and serving as announcers at the local public radio station, developing an anti-smoking campaign for elementary school students, assisting teenage parents, feeding the hungry, and sponsoring a shoe drive for the homeless.</p>		<p>x</p>



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
		<p>H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Improvements to S.W.O.P. Lounge– Seminole County Public Schools create a more disability friendly environment at a client lounge at Seminole Work Opportunity Program. • Serenity House Big Buddy Program – Educating volunteers about AIDS through a Buddy Program. • Helping the Grieving – Participate in fundraising and develop a wish for a child. • Senior Citizens: It’s Our Turn to Help – Working with youth to develop an understanding of seniors. 	x	
		<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • VIOLETS: Vigilance In Our Learning Equals Teen Success – At risk girls in grades 6-8 learn wellness and employability skills and have adult mentors. They, in turn, serve as mentors for younger girls. • Pet Friends – ESE students have created a caring and nurturing pet program in partnership with the Humane Society. • Brentwood Elementary Welcome Wagon – New Students orientation program and peer pals. • Project K.A.R.E.: Kids And Retirees for Education. - Fruitville Elementary School students and senior citizens become partners for the whole year. They create a friendship quilt together. • Delivering Sunshine to the Elderly, Gulf Gate Elementary School Intergenerational program in which preschoolers work with seniors on a monthly basis. • Sharing from the Heart/Feed the Hungry, N.P. Toledo Blade Elementary School students conduct an Empty Bowls Luncheon in cooperation with All Faith’s Food Bank. • A Day in the Community – Student Council members coordinate service-learning through out their school. 	x x x x x x	x
		<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Learning Through Service – Grades 3 – 5 do service projects at Plumosa Elementary School. 	x	x
Service	Gr. 3-5	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • The Gym of 2000 – Lynn Haven Elementary School students apply classroom instruction to prepare and perform peer tutoring and community awareness services. Students participate in planning and designing the school’s gym to be built in the year 2000. Community partners work with students. • Project Birth – Southpoint Elementary School. At-risk third and fourth grade students research, plan, track, and deliver a Welcome Baby Kit packet to newborns with the school community. Students establish a database. This project links school and community. • Waller Writer’s World – Waller Elementary School. This project serves social/community needs, teaches children more about the many aspects of the community as they work on improving writing skills, and benefits education in many ways. Students participate in projects such as Santa Salvage, the Catholic Social Services Food Drive, and the Salvation Army. Students explore community projects and how to become involved and make a difference and then write about their experiences. 	x x x	



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
	Gr. 6-8	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Real Life Café - Special needs students at Sebastian Middle School prepare and serve 25 – 40 meals once a week to faculty and staff. This program teaches students the practical and useful skills of buying groceries within an operating budget. 	x	x
		<p>Desserts on Wheels (St. Lucie County) Students learn about nutrition and food preparation and handling by producing and delivering over 200 desserts weekly to elderly senior citizens. They also design placemats and write letters to the homebound.</p>	x	
		<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • VIOLETS: Vigilance In Our Learning Equals Teen Success – At risk girls in grades 6-8 learn wellness and employability skills and have adult mentors. They, in turn, serve as mentors for younger girls. • Empty Bowls, Feeding the Hungry - Peers coordinate Empty Bowls Luncheon in honor of World Hunger Awareness Week. • Food For Friends – ESE Center School puts on an Empty Bowls Luncheon, prepared entirely by the students • A Place to be: A Program for New Students – Pine View Middle School conducts a new student orientation and mentoring program. • Jinks and Friends – Jinks Middle School at-risk students pair with retirement home residents for an Adopt-a-grandparent program. Seniors are brought to school for special events and semester visits. 	x	x
		<p>Multi-pronged Project (Osceola) In a multi-pronged approach, students serve the community by programming and serving as announcers at the local public radio station, developing an anti-smoking campaign for elementary school students, assisting teenage parents, feeding the hungry, and sponsoring a shoe drive for the homeless.</p>	x	
Service	Gr. 6-8	<p>H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Improvements to S.W.O.P. Lounge– Seminole County Public Schools create a more disability friendly environment at a client lounge at Seminole Work Opportunity Program. • Serenity House Big Buddy Program – Educating volunteers about AIDS through a Buddy Program. • Helping the Grieving – Participate in fundraising and develop a wish for a child. • Senior Citizens: It’s Our Turn to Help –Working with youth to develop an understanding of seniors. 	x	x
	Gr. 9-12	<p>Wakulla Learn & Serve - Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community.</p> <ul style="list-style-type: none"> • Youth Council – The Youth Council designs, disseminated, reviews, and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs, mini-grants are given to groups that address school improvement, conflict resolution, technology education and intergenerational needs. 	x	x



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
		<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Congress Courtesy Patrol – High school 11th & 12th grade ROTC students serve in a program for mentoring, tutoring leadership skills, and self-esteem. • Project RESPECT – 9th & 10th graders at Wellington High School promote school & community pride through lessons, flyers, announcements, and community service. 	<p>x x</p>	<p>x x</p>
		<p>Learn & Serve Youth Council (Leon) The focus of this youth council is to address continuing student behavior problems dealing with student safety, performance, and motivation. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Career Day – The Lincoln High School DCT Club held a career day with approximately 20 careers being evaluated. • National Youth Leadership Forum – Lincoln NJROTC Cadet attended the National Youth Leadership forum and made presentations to several organizations on what he had learned. 	<p>x x</p>	<p>x x</p>
		<p>Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the St. John’s River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council.</p> <ul style="list-style-type: none"> • Sunshine Club – Umatilla High School ESE Recreational and Leisure class make cards, fill baskets, and deliver (During class time) these gifts to children at the Elks Children’s Hospital in Umatilla. 	<p>x</p>	
		<p>Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day.</p> <ul style="list-style-type: none"> • Rules Animation – Art animation students produce a video cartoon which demonstrated the school rules. 	<p>x</p>	<p>x</p>
		<p>Visiting Pet Partners (Other - Dade) – The Visiting Pet Partners is a partnership between Dade County Public Schools’ Intergenerational Program and the Greater Miami Humane Society. The Humane Society trains high school students and their own dogs to give pet therapy to senior residents in nursing facilities or other congregate living situations. The program is open to students from all schools, though in this pilot year, the program was limited to students from Coral Reef Sr., MAST Academy, North Miami Beach Sr., New World School of the Arts, and Hialeah – Miami Lakes High Schools.</p>	<p>x</p>	



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
Service	Gr. 9-12	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Communities in School – The project involves high school students in helping to compile, format, and present information which is used to develop and publish a catalogue of all School-To-Work opportunities available in St. Johns County. • Lending a Hand at the Betty Griffin House – The Key Club members tutor at the Betty Griffin House on a weekly basis. The Betty Griffin House is a shelter for victims of domestic violence. The members serve a stole models. • People Helping People – People Helping People Gospel Choir is composed of 25 or more students from Sebastian Middle School, Murray Middle School, Hartley Elementary School, and St. Augustine High School. It is a non-profit organization that helps individuals throughout St. Johns County. In May, they sponsored a fundraising project to help with Habitat for Humanity, St. Gerard House Scholarships, and day care centers. • Senior Citizen Prom – Allen D. Nease High School Senior Citizen Prom is a chance for high school students and the elderly to communicate. The prom was held at the retirement community of Vicar’s Landing. • Clara White – Allen D. Nease High School National Beta Club provides food and clothing to the Clara White Mission. The club cooked and served the food for the needy. The money was spent to furnish the needed utensils for serving the food. • JACKET - The Jacket Journal did a series on violence awareness in the schools, particularly as it pertained to St. Augustine High School. Copies of the paper were distributed free of charge to all St. Augustine High Schools students, to selected community members, and to local 8th grade student during orientation. • Charleston Service-Learning Project - The Evelyn Hamblen Center is one of the alternative schools within the St. Johns County School System. This program gives the students an opportunity to better understand the benefits of post-secondary education and the opportunities available to them in hospitality and tourism-related industries. This gives them the opportunity to visit the Johnson Wales University in Charleston, South Carolina and to bring in guest speakers. The knowledge gained is shared with the other students that did not have an opportunity to take part in the activities. • Chess Improves Socio/Academic Performance – Chess has been shown to improve the cognitive ability, rational thinking, and reasoning skills of even the least promising student. The students help other students to learn to play the game of chess. This is helpful for the student who has an attention deficit disorder. 	<p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p>x</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>
		<p>H.E.L.P. Youth Council (Seminole) 11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school take part in designing, disseminating, reviewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Improvements to S.W.O.P. Lounge– Seminole County Public Schools create a more disability friendly environment at a client lounge at Seminole Work Opportunity Program. • Serenity House Big Buddy Program – Educating volunteers about AIDS through a Buddy Program. • Helping the Grieving – Participate in fundraising and develop a wish for a child. • Senior Citizens: It’s Our Turn to Help – Working with youth to develop an understanding of seniors. 	<p>x</p> <p>x</p> <p>x</p> <p>x</p>	<p></p> <p></p> <p></p> <p></p>



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
Service	Gr. 9-12	<p>Bay County: District Youth Council -- Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Spring Break Disaster Preparedness – New Horizons (Alternative) School. Students interact with local Red Cross and United Way to prepare crisis kits for the elderly and other victims of natural disasters. • Free Vehicle Safety Inspection for Senior Adults – Haney Technical Center. Students learn about the aging process and problems that seniors face. Students advertise free inspection and arrange for senior adults to visit designated shops for vehicle inspection. Business/community partners sponsor materials and shops. This is a hands-on learning experience for students. Cost is free to seniors. • Let’s Take Them All – Bay High School (Student Group). To prepare selected students to present at the State Service-learning Institute in Orlando, students demonstrate on-going service-learning projects that can benefit students and the community. Goals: to inspire others to expand Service-Learning in Florida and to demonstrate the sense of community that can be an out-growth of service-learning. 	x	
		<p>Good Neighbors! ACE Project and Youth Council (Lake) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school/community needs.</p> <ul style="list-style-type: none"> • Food Drive: FHA and Family Consumer Science classes teach younger children in the South Lake area the importance of good nutrition and homelessness concepts. They organized this year’s food drive. • Bridging the Generations – Adopt a Grandparent & Toys for Tots: SGA students are involved with monthly activities, which involve the local retirement home. They also participate with helping the underprivileged children through ‘Toys for Tots’. This project involves groups of students invited by the SGA to mentor with the elderly. For example, the chorus, gospel choir, band, banner squad, etc. 	x	x
		<p>Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day.</p> <ul style="list-style-type: none"> • Santa Pals – Octagon Club members produced 800 candy cane reindeer for Little Sister/Brothers annual Holiday Party and Acted as Santa’s helpers. • Florida Style Gazebo Project – Technology students constructed a gazebo so it could function as a rain shelter for elderly park visitors at Lakes Regional Park. • Celebrate Life and Leadership – Cypress Lakes High Service-learning Council maintained the Fragrance Garden and planned the Celebration Picnic honoring Lee County Service Learner, 1998. 	x	x
Vocational	Gr. 3 - 5	<p>Bay County: District Youth Council – see above</p> <ul style="list-style-type: none"> • The Gym of 2000 – Lynn Haven Elementary School students apply classroom instruction to prepare and perform peer tutoring and community awareness services. Students participate in planning and designing the school’s gym to be built in the year 2000. Community partners work with students. • Caring for Our Community – Waller Elementary School students visit community sites, such as Head Start, Military Bases and other agencies. Students survey agencies and compile a database that is published so that students and parents in the community know what is available for them, i.e., Health concerns, Education/GED, and what career opportunities are available in the area. 	x	x
	Gr. 6-8	<p>Emeralda Marsh Living Classroom Youth Council (Lake) A collaborative effort with the River Water Management District to restore and protect the Emeralda Marsh. The students also form a youth council.</p> <ul style="list-style-type: none"> • Greenhouse Garden – Tavares Middle School ESE students learn math, science, and horticulture while building a greenhouse for the school. 	x	x



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
Vocational	Gr. 6-8	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Rebuild the Stage - Students at Gamble Rogers Middle School rebuilt the state at the Amphitheater. Many St. Augustine groups use the stage and many students are involved in several of the productions, including the “Cross & Sword.” Skills from the classroom were transferred to a practical and useful situation. 	x	
	Gr. 9-12	<p>* Project D.O.W.L.I.N.G. (Suwannee County) Adult vocational and at-risk high school students work together to renovate a historic house that serves as a full-service community center that includes a restaurant, greenhouse, and specialty shop where students perform future service-learning projects.</p>	x	
		<p>Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day.</p> <ul style="list-style-type: none"> • Florida Style Gazebo Project – Technology students constructed a gazebo so it could function as a rain shelter for elderly park visitors at Lakes Regional Park. 	x	
		<p>Circle Project (Indian River) Special needs students participate in a three-year program that teach /certify these students for careers in health fields while serving the health needs of the homeless at the Good Samaritan Center.</p>	x	
		<p>Alternative Education Projects (Orange) At-risk Alternative Education students create children’s books to be donated to child-care facilities, create a play and video about staying in school for other at-risk elementary and middle school students, and renovate/construct houses for Habitat for Humanity.</p>	x	
		<p>Good Neighbors! ACE Project and Youth Council (Lake) ACE students promote school participation in service-learning activities through the “Good Neighbor” program. They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Lights, Camera, Action – Students involved in video production class create promotional videos as well as documentation for statistical review for many South Lake High School programs. For example, each student was responsible for creating a video for each of the service-learning projects. An orientation video is also being created for SGA to use with new students. Ms. Fielding’s class. 	x	x
		<p>Project Success (Volusia) At-risk students mentor elementary students, identify services for teenage parents, and record personal messages and tapes for senior citizens. They also participate in a volunteer community-based internship to develop work skills and business ethics.</p>	x	x
		<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Free Vehicle Safety Inspection for Senior Adults – Haney Technical Center. Students learn about the aging process and problems that seniors face. Students advertise free inspection and arrange for senior adults to visit designated shops for vehicle inspection. Business / community partners sponsor materials and shops. This is a hands-on learning experience for students. Cost is free to seniors. 	x	
		<p>* Trojan House (Palm Beach) At-risk students in a pre-apprenticeship program renovate a dilapidated house for use as affordable housing. They develop a plan, order materials, make decisions, and rotate leadership on teams with specific responsibilities.</p>	x	



Subject	Level	Service-Learning Project		Service	Partner
		OTHER/INTERDISCIPLINARY			
Vocational	Gr. 9-12	<p>Palm Beach District Youth Council – This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The student s design, disseminate, review, and select applications from teachers and other student s to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> • Tech. Ed. Club Community Service – Lake Worth High School grade 9-12 students volunteer in the community to repair home violations. • Exceptional Student Productions – Royal Palm High School ESE students produce video for job preparation skills (reading, writing, & video production skills) 		x	
			x		
Adult Education	PreK-2	<p>Science Experimenters Enhancement (Volusia) Adult volunteers develop handbooks and videotapes to help train other volunteers participating in the Science Experimenters Enhancement Program, a K-5 science curriculum linked to service-learning. The videos and handbooks are distributed to all Florida school districts.</p>			x
	3-5	<p>Science Experimenters Enhancement (Volusia) see above</p>			x
	6-8	<p>Palm Beach District Youth Council – see above</p> <ul style="list-style-type: none"> • Fun Math with Families – 6th grade students at Woodlands Middle School tutor parents in Math. 			x
	Gr.9-12	<p>SHARE (Palm Beach) Students tutor, mentor, and serve as role models for adult students in GED, ESOL, and literacy programs. They also lead multicultural awareness workshops as well as facilitate the annual Education Information Night for adult students.</p>		x	
		<p>Science Experimenters Enhancement (Volusia) see above</p>		x	
	<p>Internet Navigators (Volusia) Adult volunteers, in partnership with businesses and organizations, develop a video and produce handbooks to train volunteers in participating in the Volunteer Internet Navigators Program.</p>		x		
E.S.E.	Gr. PreK - 2	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Pet Friends – ESE students have created a caring and nurturing pet program in partnership with the Humane Society. 		x	
	Gr. 6-8	<p>Wakulla Middle School Mini-Grant Projects (Wakulla) The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs.</p> <ul style="list-style-type: none"> • Multicultural Ethnicity Research and Training Project – Students present to other ESE classes and at Wakulla Manor Nursing Home. 			
		<p>PIC: Partners in Caring (Orange - Other) Conway Middle School Exceptional Education students, both full and part-time, work with senior citizens to improve Language Arts skills.</p>		x	
	<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> • Real Life Café - Special needs students at Sebastian Middle School prepare and serve 25 – 40 meals once a week to faculty and staff. This program teaches students the practical and useful skills of buying groceries within an operating budget. 				



Subject	Level	Service-Learning Project OTHER/INTERDISCIPLINARY	Service	Partner
E.S.E.	Gr. 6-8	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> Pet Friends – ESE students have created a caring and nurturing pet program in partnership with the Humane Society. Food For Friends – ESE Center School puts on an Empty Bowls Luncheon, prepared entirely by the students. 	x	x
		<p>St. Johns District Youth Council -Twelve to seventeen at-risk students are members of the youth council. Elementary age students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus is on drug prevention and conflict mediation.</p> <ul style="list-style-type: none"> St. Augustine Black History Sites - St. Augustine High School ESE students visit unmarked African American historical sites in and out of the Lincolville area. They maintain a video journal of their experience. Students study the sites in the classroom and choose one or two sites for which to provide an official historical marker. Students return to the site and replace the marker. Chess Improves Socio/Academic Performance – Chess has been shown to improve the cognitive ability, rational thinking, and reasoning skills of even the least promising student. The students help other students to learn to play the game of chess. This is helpful for the student who has an attention deficit disorder. 	x	x
	Gr.9-12	<p>Project FAST Service II (Jackson) Thirteen to fifteen trainable mentally handicapped students serve the elderly residents at Chipola Apartments. They maintain the lobby and laundromats, maintain plants, provide seasonal parties for the residents, and create birthday cards for the residents that the students create on the computer.</p>	x	
		<p>Wakulla Learn & Serve - Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community.</p> <ul style="list-style-type: none"> Volunteer Service Credit Class (Wakulla High School) and Crawfordville Elementary Bookworm Program – 25 9th – 12th grade students in the Learn & Serve Class tutor and mentor students with exceptionalities at the high school level and at-risk student sat the elementary level. They also assist the elder community. 	x	x
		<p>Palm Beach District Youth Council - This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs in the above areas.</p> <ul style="list-style-type: none"> Exceptional Student Productions – Royal Palm High School ESE students produce video for job preparation skills (reading, writing, & video production skills) 	x	
		<p>Lee District Youth Council (Lee) Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. They also volunteer in the day to day.</p> <ul style="list-style-type: none"> Cypress Garden – Severely handicapped students, their parents, and community collaborators developed a garden outside their portable classroom. 	x	x



Subject	Level	Service-Learning Project		Service	Partner
Volunteers	Gr. 9-12	<p>Sarasota District Youth Council – At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Access to Leadership – Riverview High School students coordinate the volunteer service center on campus. 		x	
	Adult	<p>Science Experimenters Enhancement (Volusia) Adult volunteers develop handbooks and videotapes to help train other volunteers participating in the Science Experimenters Enhancement Program, a K-5 science curriculum linked to service-learning. The videos and handbooks are distributed to all Florida school districts.</p>		x	x
		<p>RALLY (Lake) Adult volunteers, local organizations, academics, RSVP, and AmeriCorps members work in partnership to tutor students at four elementary schools to improve reading skills. In addition, the volunteers are trained to teach other volunteers.</p>		x	
		<p>Internet Navigators (Volusia) Adult volunteers, in partnership with businesses and organizations, develop a video and produce handbooks to train volunteers interested in participating in the Volunteer Internet Navigators Program.</p>		x	x
GED / ESOL	Gr. PreK- 2	<p>Sarasota District Youth Council - At least one student from each high school and middle school (a minimum of ten) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Empowering ESOL – Middle School Spanish students are serving as Peer tutors for ESOL students after school. 		x	
	Grades 3- 5	<p>Bay County: District Youth Council - Youth Council mini-grant project to expand service-learning in Bay County. The council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.</p> <ul style="list-style-type: none"> • Caring for Our Community – Waller Elementary School. Students visit community sites such as Head Start, Military Bases and other agencies. Students survey agencies and compile a database that were published so that students and parents in the community know what is available for them, i.e., Health concerns, Education/GED, and what career opportunities are available in the area. 		x	
		<p>Sarasota District Youth Council – see above</p> <ul style="list-style-type: none"> • Empowering ESOL – Middle School Spanish students are serving as Peer tutors for ESOL students after school. 			x
	6-8	<p>Sarasota District Youth Council – see above</p> <ul style="list-style-type: none"> • Empowering ESOL – Middle School Spanish students are serving as Peer tutors for ESOL students after school. 		x	
	Adult	<p>SHARE (Palm Beach) Students tutor, mentor, and serve as role models for adult students in GED, ESOL, and literacy programs. They also lead multicultural awareness workshops as well as facilitate the annual Education Information Night for adult students.</p>			x



Section 2 Directory

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- 8.

I would put it to teaching other people how to work computers as well as me learning; this would be Learn & Serve. With my knowledge, I could teach billions of people about computers!

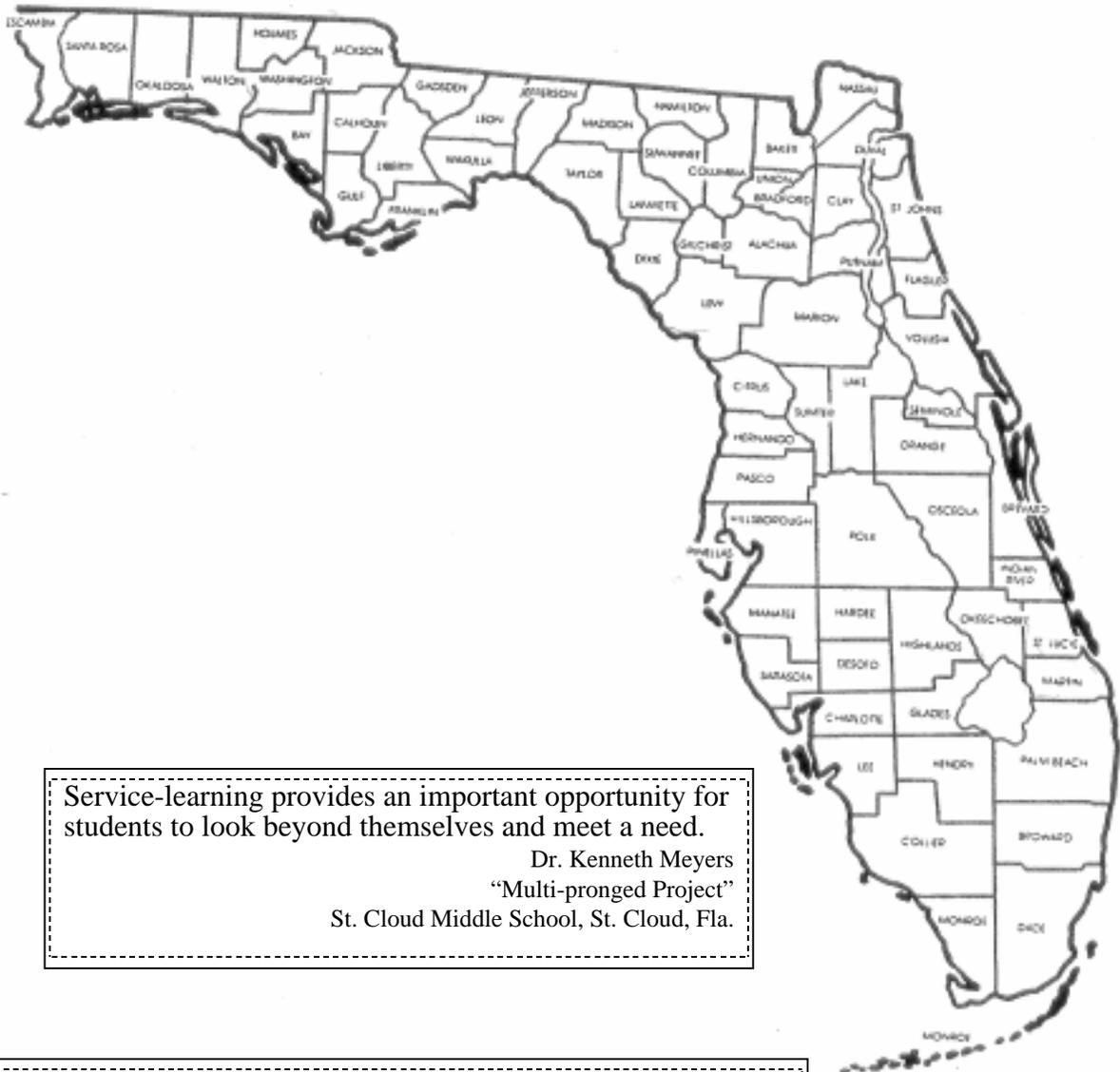
Donna Rubin, Student
“Technology Tigers”
Tildenville Elementary, Orlando, Fla.



I think that service learning is learning while serving others. It is a great experience and you get to learn more about yourself in addition to helping other people.

Rhiannon Reese, Student
"Reading is the Key to Success"
Osceola High School, Kissimmee, Fla.

Florida Counties



Service-learning provides an important opportunity for students to look beyond themselves and meet a need.

Dr. Kenneth Meyers
"Multi-pronged Project"
St. Cloud Middle School, St. Cloud, Fla.

Service-learning takes a subject and brings education to life. It demonstrates how real life utilizes different skills and the need for constant enrichment in all subject areas.

Samantha Scafone, Student
"Museum Projects"
Marathon Middle School Marathon, Fla.



Florida Peer Mentors

Peer Mentors are a cadre of service-learning practitioners trained to become service-learning peer consultants and ambassadors. Their role is to help others learn more about service-learning through training, inservice, technical assistance, networking, and providing information resources. After completing the initial training, peer mentors work with Florida Learn & Serve sub-grantees and serve as peer consultants. The peer mentor also makes site visits, serves as a trainer/technical advisor, and offers inservice training/workshops. There are now a total of 45 Peer Mentors statewide.

Name	School/Agency	Address	Phone/Fax	e-mail
Sue Anderson	Wakulla County Schools	87 Andrew Hargrett Rd. Crawfordville, Florida 32327	850-926-8111 850-926-2446	
Patti Boylan	Countryside High School	3000 State Road 580 Clearwater, Florida 54601	813-724-1587 813-734-5271	
Peggy Cole	Forest City Elementary	1010 Sand Lake Rd. Altamonte Springs, Florida 32714	407-869-1511 407-788-0013	
Mary Joan Connors	Dade County Public Schools, Bureau of Special Programs	Room 315, 1500 Biscayne Blvd. Miami, Florida 33132	305-995-7660 305-995-7665	
Cindy Faucher	St. Stephens Episcopal Day School	315 41st Street West Bradenton, Florida 34209	941-746-2121 x 25 941-746-5699	cfaucher@saintstephens.org
Janice Germann	Orange County Schools, Educational Leadership Center	445 W. Amelia Street Orlando, Florida 32801	407-317-3200 x 4253 407-317-3369	germanj@ocps.k12.fl.us
Deborah Gist - Evans	AmeriCorps - Hillsborough	723 E. Hamilton, Tampa, Florida	813-272-3650 813-272-2805	
Linda Gully	Escambia County - J.E.Hall Center	30 E. Texar Drive Pensacola, Florida 32503	850-469-5329 850-469-5611	
Wayne Hartley	Allen Nease High School	10550 Ray Road St. Augustine, FL 32095	904-824-7275	
Dan Hayes	St. Johns River Water Management District	PO Box 1429 Palatka, Florida 32178	904-329-4500 904-329-4103	
Carol Leonard	Lemon Bay High School	2201 Placida Road, Englewood, FL 34224	941-474-7702 941-475-5260	
A. David Makepeace	Coral Shores High School	89901 Old Highway Tavernier, Florida 33073	305-853-3222	
Betty Marler	Bay County Schools - Office of Volunteers & Business Partners	PO Drawer 820 Panama City, Florida 32402	850-872-4897 850-872-4806	
Rhonda New	R.C. Lipscombe Elementary	10200 Ashton Brosnaham Rd. Pensacola, Florida 32534	850-494-5760 850-494-5722	
David Prophit	Center for Civic Education & Service	930 W. Park Ave., MC 4180, Tallahassee, Florida 32306-4180	850-644-3342 850-644-3362	
Phyllis Renninger	Grant Consultant, Orange Park Town Council, and Corporation for National Service Fellow	2347 Oak Court, Orange Park, Florida 32073	904-264-5121 904-264-9222	prenninger@aol.com
Russ Rothamer	PK Yonge Developmental Research School	University of Florida, Gainesville, FL 32061	904-392-1554 x 226	rrothame@note.s.cba.ufl.edu



Name	School/Agency	Address	Phone/Fax	e-mail
			904-329-9559	
Judy Shasek	H.D. Perry Middle School	3400 Wildcat Way Miramar, Florida 33023	954-985-5400 954-985-5497	
Eric Sheffield	Interlachen High School	Rt. 1 Box 10, Interlachen, Florida 32148	904-684-2116	
Susan Tucker	Sneads High School	7643 Howell Road, PO Box 219 Sneads, Florida 32460	850-482-1344	
Terrance Zimmerman	Taylor County High School	900 John Stripling Road Perry, Florida 32347	904-838-2525	

1998 Peer Mentors

Shabana Ahmad	Campbell Drive Middle	900 NE 23 rd Ave., Homestead, FL 33033	305-248-7911 305-248-3518	Ahmads@cdms.dade.k12.fl.us
Kay S. Bailey	Learn and Serve America	263 Third St, Suite610B, Baton Rouge, LA 70801	504-342-3937 504-342-0106	Kaysbailey@aol.com
Melinda Beckett	Old Hometown / Historic Pensacola Village	212 E. Church Street, Pensacola, FL 32501	850-595-6843 850-595-6899	Mbeckett@oldhometown.org
Gloria Black	Seminole Com.Volunteer & Lakeview Middle	P.O. Box 951636, Lake Mary, FL 32795	407-323-4440 407-323-8001	Rsvpsem@aol.com
Vicki Crisp	RSP II, Northeast Florida Educational Consortium	Rt. 1, Box 8500, Palatka, FL 32177	1-800-505-2060 904-329-3835	Crisp_v@popmail.firm.edu
Rick Corley	AmeriCorps Hi-Five /Eckerd Youth Alt.	3420 8 th St. South, St. Petersburg, FL 33711	813-321-4718 813-893-1351	
Andrea Dangerfield	Learn & Serve America	263 Third St, Suite610B, Baton Rouge, LA 70801	504-342-3937 504-342-1218	
Gina Drago	Florida Learn & Serve	930 W. Park Avenue, 4180, Tallahassee, FL 32306-4180	850-644-3174 850-644-3362	Gdrago@admin.fsu.edu
Lynda Gavioli	United Way Youth Volunteer Corps	1300 Hudson Ln., Suite7 Monroe, LA 71201	318-325-3869 318-325-4329	
Pat Keelean	AmeriCorps Hi-Five/ Eckerd Youth Alt.	3420 8 th St. South, St. Petersburg, FL 33711	813-321-4718 813-893-1351	
Linda L. Keller	School Board of Palm Beach County	3330 Forest Hill Blvd., B-121, West Palm Beach, FL 33406	561-357-0349 561-357-0348	1Keller5@bellsouth.net
Martha Kesler	Orange County Public Schools Gifted Depart.	445 W. Amelia Street, 7 th Fl., Orlando, FL 32801	407-317-3200 407-317-3369	Keslerm@ocps.k12.fl.us
Alice Lombardo	Academy High School/ Lee County Schools	3650 Michigan Ave., Fort Myers, FL 33916-2202	941-334-3416 941-332-7772	Allie540@aol.com
Dr. Tom Marcinkowski	Science Education Dept., F.I.U.	150 W. University Boulevard, Melbourne, FL 32901	407-768-8000 407-984-8461	
Sandy Miller	The National Conference	1300 Riverplace Blvd., St. 320, Jacksonville, FL 32207	904-390-3232 904-390-3251	
Deborah Montilla	Campbell Drive Middle School	900 NE 23 rd Ave., Homestead, FL 33033	305-248-7911 305-248-3514	Montilld@cdms.dade.k12.fl.us
B.J. Nuckolls	Cypress Lake High School	6750 Panther Lane, Ft. Myers, FL 33919	941-481-9495 941-481-6094	
Sandi Schlichting	Regional Service Project IV / Environmental Ed.	140 7 th Ave. South, St. Petersburg, FL 33701	813-553-3165 813-553-3145	
Susan Toth	Pine Jog Environmental Education Center	6301 Summit Blvd, West Palm Beach, FL 33415	561-686-6600 561-687-4968	



Eileen Tramontana	Suwannee River Water Management District (SRWMD)	9225 CR 49, Live Oak, FL 32060	904-362-1001 904-362-1056	Tramontana_e@srwmd.state.fl
Sonya Caldwell	The Onyx Source	P.O. Box 1331, Lynn Haven, FL 32444	850-271-1221	Kalil@juno.com
Richard Mohr	Regional Service Project III / Env. Ed.	2265 Crippen Ct. #37, W. Melbourne, FL 32904	407-952-7652	Rmohr@iu.net
Evelyn Robinson	South Lake High	156000 Silver Eagle Rd., Groveland, FL 34736	352-394-2100	
Linda Lamar	Lamar Consulting	P.O. Box 6496, Panama City, FL 32404	850-874-0822	

To find out more about Peer Mentors, contact:

Joe Follman	Center for Civic Education & Service	930 W. Park Ave., MC 4180 Tallahassee, Florida 32306	850-644-3342 850-644-3362	joe_follman_at_cvcpo@admin.fsu.edu
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Local surveyors demonstrate their craft to “Trojan House” students Luis Rodrigues, Cyrus Oatway, and



Corey Kirk (L to R). Lake Worth. Fla.

When I was teaching “my” teachers, I won’t forget that day! I can’t! It was fun and funny. I had a good time.

Kelly S. Gilson, Student
“Technology Tigers”
Tildenville Elementary, Orlando, Fla.



FLORIDA LEARN & SERVE

The Florida Learn & Serve project awards grants to engage K-12-age youth in service-learning activities. The Corporation for National Service supports it as part of the National Service Program. Nearly 1,000 projects have received awards since 1990. In 1998-99, over \$850,000 was awarded through approximately 85 grants and 200 mini-grants in counties all over the state.

Outcome data collected from past projects indicate that students who participate in service-learning, especially those at risk, improve their grades, attend school more often, and have fewer referrals.

Florida Learn & Serve sponsors and promotes several initiatives:

School-Based Service-Learning Projects. Schools can apply for funds for school or community service-learning activities.

Community-Based Service Learning Projects. Non-profits and other community organizations can apply for funds to conduct service-learning activities with K-12 students during non-school hours.

Adult Volunteer/Partnerships. Grants to operate and expand school-based programs in which adults work with students to improve education and student outcomes.

Youth Service-Learning Councils. Funds support the formation of district youth councils that develop, review, and select applications for mini-grants to students, student organizations, and teachers for service-learning projects.

Training and Technical Assistance. The project sponsors conferences, institutes, training, and travel by awardees. It also conducts workshops on the application process and requirements and review processes.

Peer Mentors. Service-learning peer mentors have been trained to provide assistance and training and to promote service learning in their own schools and statewide.

“One thing I know: the only ones among you who will be really happy
are those who have sought and found how to serve.”

Albert Schweitzer



1997 – 1998 Florida Learn & Serve School-Based Projects

County/Contact	Title/School	Description
Alachua /Dr. Donna Omer 620 E. University Ave. Gainesville, FL 32601 352-955-7605	Gum Root Swamp/ Eastside High School	Collaborative effort between Eastside H.S., St. John’s River Water Management District, and the City of Gainesville to assist in the management and development of the Gum Root Swamp Conservation area.
Alachua / Dr. Donna Omer 620 E. University Ave. Gainesville, FL 32601 352-955-7605 Fax 352-955-6700	Teenworks Youth Council/ Horizon Center	High-risk students from the district’s center for violent and disruptive students volunteer in the city’s most needy areas. Projects include: a reading for pleasure program and an after –school escort program for the elementary students. The youth council students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.
Alachua/ Dr. Donna Omer 620 E. University Ave. Gainesville, FL 32601 352-955-7605	HITT/Loften Center	Twenty to thirty at-risk and vocational students learn improvisational techniques and give performances dealing with decision making and life issues to younger students.
Bay/Betty Marler 1331 Balboa Ave. PO Drawer 820 Panama City, Fl 32402 850-872-4897 Fax 850-872-4806	District Youth Council/Bay County Schools	Youth Council mini-grant project to expand service-learning in Bay County. The youth council serves as a catalyst to extend service-learning to more schools and students. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.
Bay/Cynthia McCauley 1200 Harrison Ave. Panama City, Fl 32402 850-872-4624	Let’s Keep Them All/Bay High School	Students coach challenged students in school-to-work experiences at community service agencies; gather, summarize, and compile information into a booklet on two-year degree careers; lead study sessions for tests; lead “Forms Nights” to fill out employment / college paperwork; participate in Bay Buddy Day to help 8 th graders transition to high school.
Bay /Steve Dubreuil 501 Mosley Dr. Lynn Haven, Fl 32444 850-872-4400	Project TOPS/ Mosley High School	Thirty, first year members of Mosley’s Law Institute will be peer advisors / tutors in the Tutoring Our Preteen Students (T.O.P.S.) program. They will work at least 1 hour per week with 30 at-risk students identified by each of its two feeder elementary schools.
Bay/Deborah Street 1835 Bridge St. Southport, Fl 32409 850-265-2810	Smart Buddies/ Southport Elementary	Two high school leadership classes are paired with one at-risk third grade class and one at-risk fourth grade class. These “Smart Buddies” work together in the classroom, on writing, three hours per month. They spend two hours per month with the “adopted” elderly grandparents.
Broward / Frank Mandley 600 SE 3 rd Ave. Ft. Lauderdale, Fl 32409 954-765-6674	The Literacy Club/ Driftwood Elementary	Forty academically strong and drop-out prevention fifth graders will be trained by reading specialists. They will tutor forty at-risk first grade students.
Calhoun/Dona Dunn 614 North Main Street Blountstown, Fl 32424 904-674-5724	A.C.E. Reading Buddies/ Blountstown High School	Drop-out prevention students (A.C.E.) tutor first and second grade students who scored in the lowest quartile on the CTBS or Brigance Screening. They privately tutor these students four days a week.
Columbia/Terry Huddleston Rt. 10, Box 258, Lake City, Fl 32025 SC 887-8080	Alligator Lake/ Columbia High School	An environmental project in which students conduct water quality testing, biological surveys, soil testing, and storm water drainage mapping of Alligator Lake.
Dade/Dr. John Johnson 1450 NE 2 nd Ave.,	Ecological Restoration of	Environmental project in which students participate in the restoration of Cape Florida. Students identify non-native plants and learn the



Service-Learning In the Sunshine

County/Contact	Title/School	Description
Room 500, Miami, Fl 33132 305-995-1704	Cape Florida/ MAST Academy	techniques of planting native species. The restored area is used as habitats for endangered species and for recreational activities.(gr. 9-12)
Dade/Dr. John Johnson 1450 NE 2 nd Ave., Room 500, Miami, Fl 33132 305-995-1704	Campbell CARES Youth Council/ Campbell Drive Middle	Eighty at-risk students serve on a youth council that designs, disseminates, reviews, and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. (Grades 6-8)
Dade/Dr. John Johnson 1450 NE 2 nd Ave., Room 500, Miami, Fl 33132 305-995-1704	Heart to Heart Mentoring Project/ Palm Springs Middle	Middle schools students are trained in methods that help them deal with stress that interferes with learning. They are enrolled in a community service course where they will mentor 250 elementary students on how to also use these methods. Parents will also be trained. (grades 6-8)
Dade/Dr. John Johnson 1450 NE 2 nd Ave., Room 500 Miami, Fl 33132 305-995-1704	Peacefully Reaching Out/ Redland Middle	Designed to provide an opportunity for eighty at-risk students to learn conflict mediation/resolution, self-esteem, and career exploration. They use these skills to provide mediation/resolution strategies to 150 fifth graders from four feeder elementary schools. The instruction involves group sessions, classroom instruction, and role-playing. (grades 6-8)
Dade/Dr. John Johnson 1450 NE 2 nd Ave., Room 500 Miami, Fl 33132 305-995-1704	Intergenerational Advocacy Program /Dade County Schools	Students and senior citizens work together to promote government legislation that focuses on violence prevention and health care issues. (Government/Social Studies Grades 9-12)
Escambia/Linda Gulley 6000 College Pkwy, Pensacola, Fl 32504 850-469-5329 Fax 850-469-5611	Archaeological Program/ Washington High School	Students at the High School Institute, in a joint effort with the University of West Florida's Archaeology Institute, are enhancing public awareness of the need to preserve the historical and archaeological record. They do this by conducting archaeological surveys of county properties with historical and / or archaeological significance.
Escambia/ Linda Gulley 212 E. Church St., Pensacola, Fl 32501 850-469-5329 Melinda Beckett 595-6843	Old Hometown/ Pensacola High School	The project creates a service-learning elective program that will meet in a restored building in Historic Pensacola Village. Students will conduct historical research, create museum displays, and publish books and documentaries to preserve local history. Melinda: mbeckett@oldhometown.org
Escambia / Karen Owen 2701 North "Q" St., Pensacola, Fl 32501 850-469-5329	Partnership for Progress / C.A. Weis Elementary	At risk high school students receive training to tutor elementary students in language arts. They create their own materials and carry out the lessons in 30-min. blocks, 3 times a week. The elementary students complete sea oats planting and monitoring, and adopt-a-shore beach clean up and maintenance.
Escambia / Linda Gulley 6299 Lanier Dr., Pensacola, Fl 32504 850-469-5329	WVO Youth Council/Workman Middle School	As a youth council, students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.
Flagler / Frances Royals PO Box 488, Bunnell, FL 32110-0488 904-437-7540	Princess Place Preserve Legacy Project/Flagler Palm Coast High	A partnership among Flagler Palm Coast High School, St. John's River Water Management District, and Flagler County to provide at-risk students the opportunity to assist in developing and managing the 1,400 acre Princess Preserve for passive recreation and education.
Hendry / Jodi Bell PO Box 1920, LaBelle, FL 3975 941-674-4130	Ambassadors for Fitness / LaBelle Middle	Students use knowledge gained from the medical community to promote fitness for pre-school and elementary age children. They plan fitness activities suitable for each child's age level and will plan a K-2 field day.
Hendry / Denise Veal 1501 S. Francisco St., Clewiston, FL 33440 941-983-1520	Peer Counselors/ Clewiston High School	Trained peer counselors focus on mediating disputes as well as helping other students through some of the basic problems of adolescence. These counselors also perform skits and songs to promote non-violent conflict resolution in other Clewiston Schools.



Service-Learning In the Sunshine

County/Contact	Title/School	Description
Hillsborough / Kelly Hinton-McWilliams 1005 Swam Ave., Tampa, FL 33606 813-276-5682	Connect-A-Kid / Wilson Middle	Targeted at-risk students write letters to an assigned elderly intergenerational partner with the help of a high achieving peer tutor/mentor. The targeted students then tutor students from a feeder elementary school.
Holmes / Sheri Brooks 825 W. Highway 90, Bonifay, FL 32425 904-547-9000 ext. 227	Peer Tutoring/ Holmes County High School	The first part of this project consists of high school students taking a class on peer tutoring. These students are bussed once a day to a feeder elementary school. There they tutor students that scored below the 50 th percentile in reading comprehension on the CTBS. The second part of this project is an after-school-tutoring program at Bonifay Middle. The tutors for this portion are students working toward the Florida Academic Scholarship.
Indian River / Karen Vendevoorde 1990 25 th St., Vero Beach, FL 32960 561-564-3209	Project Legacy / Indian River County Schools	This project is a collaboration program between the Indian River School District and the St. John's River Management District. The Indian River Lagoon and surrounding wetlands are where students participate in a unique study program. This outdoor classroom setting provides opportunities to blend academic curriculum into "real-life" research and project-based field experience.
Indian River/Marva Woodley-Ross, 1707 16 th St., Vero Beach, FL 32960 561-564-4620	Circle Project / Vero Beach High School	Special needs students will participate in a 3 year program that will teach and certify these students for careers in health fields while serving the health needs of the homeless at the Good Samaritan Center.
Jackson / Susan Tucker 7643 Howell Rd, P.O. Box 219, Sneads, FL 32460 904-482-1344 Fax 850-482-9590	Teen Serve Council, Youth Council / Sneads High School	Three representatives from each grade level (6-12) are selected to serve on the youth council. Two teenage parents will also serve on the council for a total of 23 members. These students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.
Jackson / Sharon Macaluso 2031 Hope School Dr., Marianna, FL 32448 904-482-9616	Project FAST Service II / Hope School	Thirteen-to-15 trainable mentally handicapped students serve the elderly residents at Chipola Apartments. They maintain the lobby and Laundromats, maintain plants, provide seasonal parties, and create birthday cards on the computer for the residents.
Lake / Lauren Stricklen 320 N. Trowell Ave., Umatilla, FL 32784 352-669-3171 Fax 352-669-5481	Emeralda Marsh Living Classroom Youth Council / Umatilla High School	A collaborative effort with the St. John's River Water Management District to restore and protect the Emeralda Marsh. Students collect and analyze data, develop resource materials for dissemination to a variety of groups, and teach others about the importance of natural resources. These students also form a youth council.
Lake / Lee Bailey 201 W. Burleigh Blvd., Tavares, FL 32778 352-343-3531	RALLY / Lake County Schools	Adult volunteers, local organizations, academics, RSVP, and AmeriCorps members will work in partnership to tutor students at four elementary schools to improve reading skills. In addition, the volunteers are trained to teach other volunteers.
Lake / Evelyn Robinson 15600 Silver Eagle Rd., Groveland, FL 34736 352-394-2100	Good Neighbors! Ace Project Youth Council / South Lake High School	- ACE students promote school participation in service-learning activities through the "Good Neighbor" program. - They also have a youth council, in which students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.
Lee / B.J. Nuckolls 6750 Panther Lane Ft. Myers, FL 33919 941-481-9495 Fax 941-481-6094	District Youth Council Youth Council / Cypress Lake High School	Nine high school students and five school staff members make up the council. This youth council designs, disseminates, reviews and selects applications from teachers and other students to conduct service-learning projects to meet school and community needs. - They also volunteer in the day to day operations of the school store.



Service-Learning In the Sunshine

County/Contact	Title/School	Description
Lee / Kathleen Holzborn 3650 Michigan Ave. Ft. Myers, FL 33916 941-334-3416 Alice C. Lomard – Gina Sabiston –	Exhibits to Go / Academy High School	Students create interactive exhibits, develop videos on safe schools, and serve as guides at the Imaginarium Museum. In addition, they also write and illustrate children's books for students at a nearby elementary school. Alice - allie540@aol.com Gina - Mrsabiston@hotmail.com
Lee / Susan Miller 2401 Euclid Ave. Ft. Myers, FL 33901 941-334-6232	Coastal Caretakers / Edison Park Creat. & Exp. Arts Magnet	In this partnership between the South Florida Water Management District and the Edison Park CEA Magnet School, third, fourth, and fifth grade students monitor the water quality, sample plant and animal life, and keep areas free of litter at selected sites within the Caloosahatchee River watershed.
Lee / Al Poitter, 610 S. Del Prado Blvd. Cape Coral, FL 33904 941-574-3232 Fax 941-574-2660 AlPoitter@aol.com	School Council Youth Council / Caloosa Middle	Fifteen to twenty students at-risk serve on the youth council. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. The focus areas are tutoring, mentoring, environment, and intergenerational.
Leon / Dr. Princess Palmer 800 Alabama St. Tallahassee, FL 32304 850-488-8436	Students Teaching Students to Read / Griffin Middle School	1 - At-risk middle school youth assist in diagnosing the reading problems of younger, at-risk students. 2 - They tutor the students in reading and writing, and evaluate their progress. 3 - They also produce a video on the importance of reading for students.
Leon / Dr. Randy Felton 3013 Jim Lee Rd. Tallahassee, FL 32301 850-488-1783	Rickards Environmental Service Project / Rickards H.S	In collaboration with Lakewatch, Florida A&M University, Florida DEP, and many others, students in Rickards International Baccalaureate Program determine and mitigate the impact of erosion origination from the school campus on the nearby Lake Munson watershed.
Leon / Martha Bunch 3838 Trojan Trail Tallahassee, FL 32310 850-487-2110 Fax 850-922-4173	Youth Council / Lincoln H.S.	The focus of this youth council is to address continuing student behavior problems dealing with student safety, performance, and motivation. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.
Marion / James Yancey 10400 SE 36 th Ave. Bellevue, FL 34420 352-347-2425	Project Excell / Bellevue H.S.	In partnership with the Marion County Parks Dept., at-risk students: perform biotic inventories and archaeological surveys, manage an orange grove, and develop a community education program in a county park.
Marion / Daniel Greer PO Box 670 Ocala, FL 34478 352-620-7749	Together We're Better / Marion County Schools	Senior citizens, middle school students, and college students tutor and mentor elementary school students at-risk in reading, writing, nutrition, and hygiene.
Monroe / David Waack 89901 Old Highway Tavernier, FL 33070 305-853-3259 Fax 305-853-3534	TIDE YOUTH COUNCIL / Coral Shores H.S.	Youth Council. As a part of the school-to-work plan, Alternative Campus Education (ACE) students and mainstream service-learning students collaborate on a menu of service-learning projects. This includes an Outreach Program for Everglades National Park, a PARKnership with John Pennekamp Coral Reef State Park, Coastal Cleanup, and a boat restoration.
Monroe / C.M. Wood 350 Sombrero Beach Rd. Marathon, FL 33050 305-289-2480	Museum Project / Marathon Middle School	At-risk 7-8 th graders participate in a project with the Museums at Crane Point Hammock. Students work with native and exotic plants, design nature trails, landscape the historic Bahamian Conch house, maintain marine aquatic exhibits, develop brochures/videos, and serve as guides.
Okaloosa/Don Varner, 300 Highway 85 N, Niceville, FL 32578 904-833-4138	Flora, Fauna, and Meteorology/ Edge Elementary School	Students collect, analyze, and document information on the flora, fauna, and meteorological measurements of a new city park. They compile the information into a book, and post it on a website.



County/Contact	Title/School	Description
Orange / Kim Gilbert 445 W. Amelia St. Orlando, FL 32801 407-317-3303	Lake Apopka Shoreline / Apopka Middle	A collaboration of the Friends of Lake Apopka, St. Johns River Management District, and the middle school provides students the opportunity to restore Lake Apopka's shoreline, littoral zone, and waters, and educate others about their efforts.
Orange / Kim Gilbert 445 W. Amelia St. Orlando, FL 32801 407-317-3303	Community History / Rock Lake Elementary	Elementary, middle, and high school students, parents, and community partners collaborate in an intergenerational project to research, plan, design, write, and publish a book about community history & sponsor a community-wide celebration.
Orange / Kim Gilbert 445 W. Amelia St. Orlando, FL 32801 407-317-3303	Alternative Education Project /Orange City Schools Alternative Education	At-risk Alternative Education students -create children's books to be donated to child care facilities, -create a play and video about staying in school for other at-risk elementary and middle school students, and -renovate/construct houses for Habitat for Humanity.
Orange/ Kim Gilbert 445 W. Amelia St. Orlando, FL 32801 407-317-3303	Technology Tigers /Tildenville Elementary	The "Technology Tigers" is a cadre of third-fifth grade students who tutor other students and teachers in the use of computer technology for classroom use. In addition, they troubleshoot hardware problems and, on Parents Nights, tutor parents and community members in using computers.
Osceola/Carol Murphy 420 S. Thacker, Kissimmee, FL 34741 407-581-5429	Reading is the Key to Success/Osceola High School	Students mentor and tutor at-risk elementary school students in reading at the local public library.
Osceola / Dr. Kenneth Meyers, 1975 Michigan Ave., St. Cloud, FL 34769 407-891-3200	Multi-pronged Project / St. Cloud Middle	In a multi-pronged approach, students serve the community by programming/serving as announcers at the local public radio station, developing an anti-smoking campaign, assisting teenage parents, feeding the hungry, and sponsoring a shoe drive for the homeless.
Osceola / Judith Zieg 2727 Neptune Rd. Kissimmee, FL 34744 407-935-3500 Fax 407-935-3519	SMILES YOUTH COUNCIL / Neptune Middle	The youth council is selected based upon service-learning experience and /or training in public speaking and club organization. Students at risk comprise 50% of the council. Members design, disseminate, review, and select applications from teachers and students to conduct service-learning projects to meet school and community needs.
Palm Beach / Gerald Crocilla, 1701 Lake Worth Rd., Lake Worth, FL 33460 561-533-6300	Trojan House / Lake Worth High School	At-risk students in a pre-apprenticeship program renovate a dilapidated house for use as affordable housing. They develop a plan, order materials, make decisions, and rotate leadership on teams with specific responsibilities.
Palm Beach / Frank Fiedor & Carol Phillips, 6880 Lawrence Rd., Lantana, FL 33462 561-642-6212	SHARE / Santalucas Community High School	Students tutor, mentor, and serve as role models for adult students in GED, ESOL, and literacy programs. They also lead multicultural awareness workshops as well as facilitate the annual Education Information Night for adult students.
Palm Beach / Linda Keller 3330 Forest Hill Blvd. B-121, West Palm Beach, FL 33406 561-357-0349 Fax 561-357-0348	Palm Beach District YOUTH COUNCIL / Safe Schools Center	This youth council offers four types of mini-grants: conflict resolution, peace initiatives, tutoring/mentoring, and curriculum development. The students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs.
Pinellas / Dr. Ed Brown 301 4 th St. Largo, FL 33770 813-588-6299	Pinellas Partners / Pinellas County Schools	Students representing three high schools work intergenerationally with patients and elderly volunteers from three health care agencies. Students also participate in one of four service-learning projects including coastal clean-up, creating walking trails, adding recreational facilities, exploring a homestead site, and offering support and assistance to debilitated or terminally ill patients.



Service-Learning In the Sunshine

County/Contact	Title/School	Description
Pinellas / Dr. Ed Brown 301 4 th St. Largo, FL 33770 813-588-6299	Sow & Reap / Lakewood High School	Students work on the restoration, clean-up, monitoring and community education of the estuarine environments in the Tampa Bay area. They participate in planting and monitoring a wetland nursery to grow sea grasses, and they also plant at local restoration sites. Students also serve as tutors/mentors “Eco-mentoring” at-risk students.
Sarasota / Sherri Reynolds 1960 Landings Blvd. Sarasota, FL 34231 941-927-900 x 4309 Fax 941-927-4018	District YOUTH COUNCIL / Sarasota County Schools	At least one student from each high school and middle school (minimum 10) is selected to be a member of the youth council. Students design, disseminate, review, and select applications from teachers and students to conduct service-learning projects to meet school and community needs.
Seminole / Karen Coleman 400 E. Lake Mary Blvd. Sanford, FL 32773 407-320-0020	Winter Springs Comm. Education Project / Seminole County Schools	Seminole County Schools, the City of Winter Springs, and the SJRWMD, provides an opportunity for students and the community to collaborate on a Lake Watch water quality monitoring program, lake mapping, and a community education project for Lake Jessup.
Seminole/Jane Lane 400 E. Lake Mary Blvd., Sanford, FL 32773 407-320-0178 or Amy Williams, Heart of Florida United Way. FAX 407-897-0810	HELP YOUTH COUNCIL / Seminole County Schools	11th grade students, who have little opportunity for leadership skills, make up the youth council. No more than three students from each school will take part in designing, disseminating, re-viewing, and selecting applications from teachers and other students to conduct service-learning projects to meet school and community needs.
St. Johns / Michelle Wilcox 6250 US 1 South St. Augustine, FL 32086 904-794-9919	Moses Creek Legacy Project / Gamble Rogers Middle School	By using land owned by the St. John’s River Management District, students are taught about environmental concerns and the preservation of natural resources. Students accumulate baseline data and further develop the site for passive use.
St. Johns / Margie Davidson 40 Orange St. St. Augustine, FL 32084 904-826-2113 Fax 904-826-4901	District YOUTH COUNCIL / St. Johns County Schools	Twelve to seventeen at risk students are members of the youth council. Elementary students from the county’s critically low elementary school serve as members also. Students design, disseminate, review, and select applications from teachers and other students to conduct service-learning projects. The focus is on drug prevention and conflict mediation.
St. Johns / Michelle Wilcox 1 Christopher St. St. Augustine, FL 32084 904-826-2113	Theatrical Studies / The Evelyn Hamblen Center	Twenty to thirty at-risk students receive 30 hours of performance training in strategies and issues that are dealt with in performances. The theatrical pieces explore the dangers of high-risk behaviors and are performed by students. The audience is made up of other students who are able to give feedback at the end of the workshop.
St. Lucie /Dr. Elizabeth Lambertson, 532 North 13 th St.. Ft. Pierce, FL 34950 561-468-5885	Desserts on Wheels / Forest Grove Middle	Students learn about nutrition and food preparation and handling by producing and delivering over 200 desserts weekly to elderly senior citizens. They also design placemats and write letters to the homebound.
Suwannee/Walter Boatright 702 2 nd St., NW Live Oak, FL 32060 904-208-1596	Project D.O.W.L.I.N.G. / Suwannee County Schools	Adult vocational and at-risk high school students work together to renovate a historic house that will serve as a full-service community center that includes a restaurant, greenhouse, and specialty shop where students will perform future service-learning projects.
Taylor / Terry Zimmerman 900 N. Jonson Stripling Rd. Perry, FL 32347 904-838-2525	Econfina River Initiative / Taylor County High School	Students research, develop, and record the physical, chemical, bacterial, and biological characteristics of the Econfina River. Students run the program, interpret data, prepare reports, and make presentations to various groups.
Volusia /Deborah T. Custer 88 W. Highbanks Ave., DeBary, FL 32713 407- 668-3530 Fax 407-668-7571	From Quills to Computers Youth Council, DeBary Elementary	As part of the PARKnership project, a youth council has been developed. Students design, disseminate, review, and select applications from teachers and students to conduct service-learning projects to meet school/community needs.



County/Contact	Title/School	Description
Volusia/Louise Chapman 125 S. Clyde Morris Blvd. Daytona Beach, FL 32114 904-226-0300	Spruce Creek Tract / Mainland H.S.	Students complete an environmental assessment of the biotic and abiotic factors affecting a parcel of land owned by the St. Johns W.M. District. The long-term goal of the project is for students to learn and develop a low impact park including the construction and design of the trails.
Volusia / Sharon Ohlson 100 Barracuda Blvd. New Smyrna Beach, FL 32169 904-427-4155	Project Success / New Smyrna Beach H.S.	At-risk students mentor elementary students, identify services for teenage parents, and record personal messages and tapes for senior citizens. They also participate in a volunteer community-based internship to develop work skills and business ethics.
Volusia / Joan Carter PO Box 2410 Daytona Beach, FL 32115 904-734-7190 x 2299	Science Experiemen. Enhancements / Volusia County Schools	Adult volunteers develop handbooks and videotapes to help train other volunteers participating in the Science Experimenters Enhancement Program, a K-5 science curriculum linked to service-learning. The videos and handbooks are distributed to all Florida school districts.
Volusia/Joan Carter PO Box 2410 Daytona Beach, FL 32115 904-734-7190 x 2299	Internet Navigators /Volusia County Schools	Adult volunteers, in partnership with businesses and organizations, develop a video and produce handbooks to train volunteers interested in participating in the Volunteer Internet Navigators Program.
Wakulla/Judy Myhre PO Box 100, Crawfordville, FL 32326 850-926-7131	Wakulla Learn & Serve/ Wakulla H.S.	Students in the Learn & Serve Class tutor and mentor students at the high school level and at-risk students at the elementary level. They also assist the elder community.
Wakulla / Judy Myhre PO Box 100, Crawfordville, FL 32326 850-926-7131	Students Serving t Comm./Wakulla County Schools	Dropout prevention students serve the community by performing projects for the county's low-income senior citizens while learning group interaction, communication, problem solving, and conflict resolution.
Wakulla / Judy Myhre PO Box 100 Crawfordville, FL 32326 850-926-7131 Fax 850-926-7994	Youth Council: Wakulla Middle School Mini-Grant Projects / Wakulla Middle School	The youth council designs disseminates, reviews, and select applications from teachers and other students to conduct service-learning projects to meet school and community needs. Awards of up to \$750 are given to groups that address school improvement goals, conflict resolution, technology education, and intergenerational needs.
Wakulla / Judy Myhre PO Box 100 Crawfordville, FL 32326 850-926-7131 Fax 850-926-7994	Panacea Mineral Springs Project / Wakulla County Schools	Students, including those at risk, in elementary, middle, and high schools collaborate on researching and restoring the site of Panacea Mineral Springs to educate themselves and the community on critical historical and environmental issues.

Community-Based/Other Projects

Children's Books (Orange) – Roberta Lee, Piedmont Lakes Middle School, Orange County, 2601 Lakeville Rd., Apopka, Fla. 32703-000. (407) 844-2265 x426 e-mail: Rlee@sodre.net

PIC: Partners in Caring (Orange) – Bonnie Keller, Conway Middle School, 4600 Anderson Rd., Orlando, Fla. 32812. (407) 249-6420 x275. Fax (407) 249-6429. E-mail: Kellerb@ocps.k12.fl.us

Junior Bigs Mentoring Project (Community- Santa Rosa) – Robin Boyles. Big Brothers / Big Sisters. 305 Berryhill Rd., Milton, FL 32570. 850-983-5579 E-mail: boylesr@mail.santarosa.k12.us.fl

PARKnership (Charlotte) –PARKnership is an environmental education service-learning project. Students are provided with real-world experiential service-learning opportunities and the parks receive needed assistance with monitoring, improvements, and ecosystem management tasks. Tom Dunn. NIW Challenge School, 16529 Joppa Ave., Port Charlotte, FL 33948. 941-625-0080.



Service-Learning In the Sunshine

Junior Achievement of Central Florida (Orange) – Junior Achievement Youth Leadership High School students teaching elementary level students about free enterprise system and life skills training and have community service project of their choice. Shelly A. Strickland, V.P. Programs. 2121 Camden Rd., Orlando, FL 32837. 407-898-2121 x30. Fax 407-898-2323.

Junior Achievement of Greater Tampa, Inc. (Hillsborough) – Teacher Assistance Students teach the Junior Achievement Curriculum to Elementary students. Carla Prescott. 5405 W. Cypress St/. Suite 318, Tampa. Fl 33607. 813-207-0401. Fax 813-207-0170. E-mail: ja-tampa@worldnet.ayy.net

Junior Achievement of the Suncoast (Pinellas/Pasco) – Pasco County Teen Teacher Program teaching the Junior Achievement Curriculum to Elementary students. Dawn Brabson. 15201 Roosevelt Blvd., Suite 102, Clearwater, FL 33760. 813-530-0884. Fax 813-538-4858, e-mail: ja-suncoast@worldnet.att.net

A.C.T.I.O.N.N.!(Alachua) – Active Citizens Taking Initiative On Nature's Needs – 9th graders providing and receiving service. Brian K. Marchman. University of Florida P.K. Yonge Developmental Research School, 2600 S.W. Williston Rd. #524, Gainesville, FL 32608. E-mail: brian.marchman@PKY.ufl.edu

Violence As a Public Health Issue (Community) – Ramona Frischman 305-995-1215.

School Readiness (Orange) 4th and 5th grade students teach preschool children and help prepare them to enter Kindergarten. (This is currently a project idea). Kim Ruby. Dillard Street Elementary, 310 N Dillard St., Winter Garden, FL 34787-2899. 407-877-5000 x423. Malia Kolczynski, ext. 400.

Communities in Schools (Community – Palm Beach) E. Camille Koonce. 114 North J. St., Lake Worth, Fl 33460. 561-582-0820. Fax 561-582-7738

Peer Mediation (Sarasota) – 4th graders being trained in peer mediation by 8th graders. Jeffi Westberry . McIntosh Middle School, 701 McIntosh Road, Sarasota, Fl 34232-2501. 941-361-6520.

Peer Tutoring (Columbia) Middle School students serving as peer tutors. (This is currently a project idea). Kitty McElhaney, Lake City Middle School, Rt. 10, Box 1162, Lake City, Fl 32055-5401. 904-758-4800.

Visiting Pet Partners (Dade) – The Visiting Pet Partners is a partnership between Dade County Public Schools' Intergenerational Program and the Greater Miami Humane Society. The Humane Society trains high





Service-Learning In the Sunshine

school students and their own dogs to give pet therapy to senior residents in nursing facilities or other congregate living situations. The program is open to students from all school, though in this pilot year, the program was limited to students from Coral Reef Sr., MAST Academy, North Miami Beach Sr., New World School of the Arts, and Hialeah – Miami Lakes. Lynee Kaplan. 305-383-7340. E-mail: Beacon135@aol.com

Students working on the restoration of a 1907 Live Oak Landmark • D.O.W.L.I.N.G. House Project, Live Oak, Fla.



CORPORATION FOR NATIONAL SERVICE

The mission of the Corporation for National Service is to provide opportunities for Americans of all ages and backgrounds to engage in community-based service. This service addresses the nation's educational, public safety, environmental, and other human needs. CNS hopes to achieve direct and demonstrable results and to encourage all Americans to engage in such service. In doing so, the Corporation will foster civic responsibility, strengthen the ties that bind us together as a people, and provide educational opportunity for those who make a substantial commitment to service.

The Corporation for National Service oversees three main initiatives that provide service opportunities for Americans of all ages and backgrounds: AmeriCorps, Learn and Serve America, and the National Senior Service Corps

Learn and Serve America promotes service as a learning opportunity – integrating service into classrooms from kindergarten through college. The program provides models and resource for teachers at all levels.

AmeriCorps is the national service program that provides thousands of Americans of all ages and backgrounds with education awards in exchange for full- or part-time community service. **AmeriCorps*State/National** involves peoples in result-driven community service led by hundreds of local and national sponsors. In addition to the state and local programs that make up AmeriCorps, the Corporation itself operates two national programs: **AmeriCorps*NCCC** (the National Civilian Community Corps) and **AmeriCorps*VISTA**.

The **National Senior Service Corps** is a network of more than a half-million seniors who are making a difference as Foster Grandparents, Senior Companions, and Retired and Senior Volunteer Program (RSVP) volunteers. All of these programs tap the experience, skills, talents, interests, and creativity of seniors age 55 and over.

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Telephone for the Deaf (TDD) 202-565-2799

AmeriCorps, 1-800-942-2677
Learn and Serve, (202) 606-5000
National Senior Service Corps, 1-800-424-8867



1997 –1998 National Service Fellows

The National Service Fellow program involves a team of individual researchers who develop and promote models of quality service responsive to the needs of communities. The 1997 - 1998 Inaugural Team was composed of:

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Sunshine State Standards

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Mathematics: Linda Fisher, Mathematics Specialist
Science: Marsha Winegarner, Science Specialist
Social Studies: Michael Odom, Social Studies Specialist

(850) 488-1701
(850) 488-1701
(850) 488-1701



Information can be obtained by writing to:
Florida Department of Education
Bureau of Curriculum, Instruction and Assessment
325 West Gaines Street, Suite 532
Tallahassee, Florida 32399-0400



Location:

Contact your local school board office. Every school and school district in Florida has a set of the *Florida Curriculum Framework: PreK – 12 Sunshine State Standards and Instructional Practices* series.



Department of Education's Home Page:
<http://www.firn.edu/doe/doehome.htm>



Assistance to speakers of other languages is available through the Florida Department of Education's toll-free hotline. For assistance in English, Spanish and Haitian-Creole, contact the Parent Hotline at 1-800-206-8956.



Section 3

Reference

The Sunshine State Standards

1. About the Standards
2. Terminology
3. How to read the Standards
4. The Sunshine State Standards
5. Service-Learning as a Strategy for the Standards-Driven Model
6. More Information on the Sunshine State Standards

Service-Learning is using your own knowledge to help the community and to better yourself. You better yourself as you realize your efforts and hard work benefits the world around you. This sensation is overwhelming!

Dennis Casey, Student
"Winter Springs Community Education Project"
Winter Springs High School, Sanford, Fla.

Service-learning is offering your service in exchange for a learning experience.

Karen Fluet, Student
"Pinellas Partners"
Pinellas County Schools, Largo, Fla.

Students must feel a sense of worth and pride. Service-learning gives each student a chance to be part of a project that is of value to his community.

Tommy Harrell, Teacher
Project D.O.W.L.I.N.G.
Suwannee County Schools,
Live Oak, Fla.



Sarasota District Youth Council at Special Olympics. Sarasota, Fla.

Service-learning is providing service to the community while learning more about our society through helping others.

Jenny Sheidan, Student
"Pinellas Partners"
Pinellas County
School.
Largo, Fla.



About the Standards



The Sunshine State Standards identify what students should know and be able to do by the end of the four levels: grades PreK – 2, 3 – 5, 6 – 8, and 9 – 12. These are the standards that the state will hold schools accountable for student learning. There are new standards for the subject areas of language arts, mathematics, science, social studies, the arts, health/physical education, and foreign languages.

Terminology

Blueprint 2000 – Florida’s Educational system of school improvement and accountability which includes the seven state goals:

- Readiness to Start School;
- Graduation Rate and Readiness for Post-secondary Education and Employment;
- Student Performance;
- Learning Environment;
- School Safety and Environment;
- Teachers and Staff; and
- Adult Literacy.

Criterion-Referenced Test – A test in which an individual’s score is interpreted by being referenced to some specified level of performance. The individual’s score is absolute rather than relative to other test-takers.

Curriculum Alignment – This is the process by which a district correlates its curriculum with the Sunshine State Standards.

Electronic Curriculum Planning Tool (ECPT) – Software designed to facilitate teachers’ planning of learning activities that reflect the goals and standards of the Florida Curriculum Frameworks. The ECPT allows teachers to find subject area activities for any grade level, strand, theme, standard, benchmark, or any combination of the above. It also permits teachers to edit activities to meet their needs, add their own new activities to the EPT, and share activities with others. The ECPT should keep users from re-inventing the wheel by access to a statewide teacher-built database.

Florida Comprehensive Assessment Test (FCAT) – A state-designed, external, performance-oriented and criterion-referenced assessment of the first four standards of Goal 3 of Blueprint 2000. The FCAT will be administered at the elementary, middle, and high school levels, with special emphasis on reading, writing, and mathematics.

Florida Curriculum Frameworks (FCF) – Documents that outline knowledge, skills, and processes that students should know at particular points in their education. The frameworks serve as guideposts for local districts to create their instructional programs and contain the Sunshine State Standards plus Sample Performance Descriptions and Goal 3 correlations.

Goal 3 - Goal 3, Student Performance, states that students will be able to successfully compete at the highest levels nationally and Internationally and are prepared to make well-reasoned, thoughtful, and healthy lifelong decisions.

Goal 3 Standards – Goal 3 is broken down into ten standards:



- Information Managers;
- Effective Communicators;
- Numeric Problem Solvers;
- Critical and Creative Thinkers;
- Ethical & Responsible Workers;
- Resource Mangers;
- Systems Managers;
- Cooperative Workers;
- Effective Leaders; and
- Culturally Sensitive Learners.

Levels – Levels refer to groups of grade levels. There are four levels: PreK – 2, 3 – 5, 6 – 8, and 9 – 12

Orientation Books – These are booklets that provide an orientation to the Florida Comprehensive Assessment Test. They explain how to respond to new types of test items, as well as examples of all item types. Reading these booklets will help teachers and students be better prepared for FCAT reading and math tests.



John Matonti cuts away rotted wood at “Trojan House.” Lake Worth, Fla.



How to Read the Standards

Subject Area – Domain or content area, such as language arts, mathematics, social studies, etc.

Strand – Label (word or short phrase) for a category of knowledge, such as reading, writing, culture, nature of matter, etc.

Benchmark – Learner expectations (what a student should know and be able to do) at the end of the developmental levels: grades PreK – 2 (Level 1), grades 3 – 5 (Level 2), grades 6 – 8 (Level 3), and grades 9 – 12 (Level 4).

Sample Performance Descriptions – Examples of things a student could do to demonstrate achievement of the benchmark.

Correlation to Goal 3 Standards – Shows how the sample performance descriptions incorporate Goal 3 skills.

MA.A.1.1.1



Subject: Mathematics

1. The student understands the different ways numbers are represented and used in the real world.			
Level	Benchmark The Student:	Sample Performance Description Achievement of the benchmarks may be demonstrated when the student:	Goal 3 Standards
Grades PreK – 2	MA.A.1.1.2 Understands the relative size of whole numbers between 0 and 100.	MA.A.1.1.2.a Collects leaves for a science project and estimates how accurate the estimates, sorts the leaves by size, and arranges the sorted piles in order from largest pile to smallest pile. The student orders actual counts numerically from least to greatest.	1, 4
Grades 3-5	MA.A.1.2.4 Understands that numbers can be represented in a ...	MA.A.1.2.4.a Demonstrates, through drawings or concrete items, that 2 quarters can be represented as .50 or $\frac{1}{2}$ of a dollar.	1, 2, 3, 4
Grades 6-8	MA.A.1.3.1 Associates verbal names, written...	MA.A.1.3.1.a Draws a picture and describes how an elevator could be used to explain integers to a friend.	2, 3, 4
Grades 9-12	MA.A.1.4.1 Associates verbal names, written word names and...	MA.A.1.4.1.a Finds the size of the national debt and the latest U.S. population and uses the information to describe what the figures mean to the individual citizen.	1, 2, 3, 4

The Sunshine State Standards

The Arts (Dance, Music, Theatre, Visual Arts)

Dance



Grades PreK-2

Dance Skills and Techniques

Standard 1: The student identifies and demonstrates movement elements in performing dance.

1. knows basic non-loco-motor/axial movements (e.g., bend, twist, and swing). 2. knows simple loco-motor movements (e.g., walk, run, hop, jump, and leap) and compound loco-motor movements (e.g., gallop, slide, and leap). 3. performs movement with kinesthetic awareness (i.e., how the body moves) and concentration at high, middle, and low levels in space. 4. moves to various sounds, including rhythmic accompaniment, and responds to changes in tempo. 5. moves following straight and curved pathways.

Standard 2: The student understands choreographic principles, processes, and structures.

1. creates a series of movements with a beginning, middle, and end. 2. uses improvisation to explore and create movement ideas (e.g., walk across the room, stop two times, and change level once). 3. creates movement patterns alone, with partners, and with groups.

Creation and Communication

Standard 1: The student understands dance is a way to create meaning.

1. understands how gestures and movement communicate meaning. 2. creates a movement phrase that communicates feelings.

Cultural and Historical Connections

Standard 1: The student demonstrates and understands dance in various cultures and historical periods.

1. understands how dance expresses and embodies elements of a culture. 2. explores movement in response to the sounds and music that reflect a specific culture. 3. knows the similarities and differences that exist between dance patterns of various cultures.

Aesthetic and Critical Analysis

Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.

1. finds multiple solutions to given movement problems. 2. understands that dance is sequential with a beginning, middle, and end. 3. understands that critical analysis of dance performances are based on personal opinion. 4. knows a simple descriptive vocabulary of movement.

Applications to Life

Standard 1: The student makes connections between dance and healthful living.

1. knows how daily dance practice improves strength, coordination, and flexibility. 2. understands how healthy living practices (e.g., proper nutrition, adequate sleep, and daily exercise) contribute to enhanced dance movement abilities.

Standard 2: The student makes connections between dance and other disciplines.

1. knows how to express a visual image through movement (e.g., move like a cat, an ocean wave, or a cloud).

Grades 3-5

Skills and Techniques

Standard 1: The student identifies and demonstrates movement elements in performing dance.

1. uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery). 2. knows dance steps, positions, and patterns from various dance forms or traditions (e.g., ethnic, modern, and ballet).



3.uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space.

Standard 2: The student understands choreographic principles, processes, and structures.

1.explores the use of basic choreographic principles (e.g., transition and dynamic change). 2.creates structured improvisations of dance movements in a variety of groupings. 3.creates a dance phrase (i.e., a brief sequence of related movements that has a sense of rhythmic completion), repeats it, and varies it (e.g., makes changes in time, space, and force/energy). 4.works with others using partnering skills such as imitating, leading, following, and mirroring.

Creation and Communication

Standard 1: The student understands dance is a way to create meaning.

1. knows the difference between pantomiming and abstracting a gesture and performs a gesture using each technique. 2. performs movement sequences to various accompaniments (e.g., sound, music, and spoken text), demonstrating their effect. 3. creates a dance that communicates experiences and ideas of personal significance.

Cultural and Historical Connections

Standard 1: The student demonstrates and understands dance in various cultures and historical periods.

1.knows the traditions and techniques (e.g., steps and movement styles) of various dances (e.g., folk, social, and classical) in various cultures and time periods. 2.performs folk, social, and classical dances from various cultures. 3.understands the role of dance in different cultures.

Aesthetic and Critical Analysis

Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.

1.understands how individual solutions to movement problems are based on personal choices. 2.understands similarities and differences among various dance compositions in terms of space, time, and force. 3.knows possible aesthetic criteria for evaluating dance (e.g., skill of performers, originality, visual and emotional impact, variety, and contrast).

Applications to Life

Standard 1: The student makes connections between dance and healthful living.

1.creates personal improvement goals in dance and uses problem-solving techniques to achieve goals. 2. knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination). 3.understands how a healthy lifestyle program (which involves proper nutrition, adequate sleep, and daily exercise) leads to enhanced dance performance.

Standard 2: The student makes connections between dance and other disciplines.

1.creates a movement study that illustrates a concept from another discipline (e.g., creates patterns from math forms such as ABA).

Grades 6-8

Skills and Techniques

Standard 1: The student identifies and demonstrates movement elements in performing dance.

1.uses appropriate skeletal alignment, strength, flexibility, agility, and coordination in various movement phrases. 2. performs complex dance steps and movements from various dance forms or traditions. 3. creates movement patterns that convey ideas, thoughts, or feelings. 4. transfers rhythmic patterns from the aural to the kinesthetic.



Standard 2: The student understands choreographic principles, processes, and structures.

1. creates movement sequences with specific choreographic principles (e.g., theme and variation, canon, and rondo).
2. uses improvisations to generate movement for composition and choreography.
3. creates movement sequences that communicate an understanding of structures or forms (e.g., ABA, canon, and narrative) through brief dance studies.
4. knows how to use choreographic processes and structures (e.g., improvisation, sequencing, and chance) to choreograph dance in groups.

Creation and Communication

Standard 1: The student understands dance is a way to create meaning.

1. uses movement choices to communicate abstract ideas.
2. uses various elements (e.g., lighting and costume design) to influence the interpretation of a dance.
3. creates dance that reflects and communicates experiences and ideas of personal significance.

Cultural and Historical Connections

Standard 1: The student demonstrates and understands dance in various cultures and historical periods.

1. knows the historical role of dance in social and performance situations (e.g., concert and theater).
2. understands the similarities and differences among movements from various American social dances.
3. knows the role of social, classical, and theatrical dance in contemporary society.

Aesthetic and Critical Analysis

Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.

1. understands the concept of revision within the choreographic process.
2. creates and uses a set of aesthetic criteria and applies it in the evaluation of personal and others' work.
3. knows how to formulate and answer aesthetic questions about dance in physical, perceptual, conceptual, and qualitative terms.

Applications to Life

Standard 1: The student makes connections between dance and healthful living.

1. uses and applies the concepts of healthy lifestyle choices and methods of conditioning for maximum performance in dance.
2. understands how the discipline of dance contributes to personal growth.

Standard 2: The student makes connections between dance and other disciplines.

1. understands the ways in which dance and other disciplines can express similar ideas (e.g., how they can "comment" on political and social issues).
2. understands the ways various media (e.g., technology, music, and visual art) can be used to reinforce, enhance, or alter a dance idea

Grades 9-12

Skills and Techniques

Standard 1: The student identifies and demonstrates movement elements in performing dance.

1. uses correct body alignment, strength, flexibility, and coordination in the performance of technical movements
2. performs technical dance skills with artistic expression (e.g., musicality, clarity, and stylistic nuance).
3. uses



improvisation to solve movement problems and adjusts choices based on the movement responses of other dancers.
4. performs extended movement sequences and rhythmic patterns.

Standard 2: The student understands choreographic principles, processes, and structures.

1.uses both traditional and invented movements to manipulate choreographic principles. 2. knows how improvisation is used to create movement for choreography. 3. creates a dance that displays choreographic intent.

Creation and Communication

Standard 1: The student understands dance is a way to create meaning.

1.understands similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions). 2.understands how meaning is communicated with respect to one's own choreographic work. 3.creates a dance that effectively communicates or comments on contemporary, social, or political themes.

Cultural and Historical Connections

Standard 1: The student demonstrates and understands dance in various cultures and historical periods.

1. knows significant historical events that have occurred in the development of dance. 2. understands similarities and differences between various forms of dance. 3. understands the impact society and history have on choreographic styles and trends. 4. understands the changing role of commercial and artistic forms of dance in American culture.

Aesthetic and Critical Analysis

Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.

1.understands that dance is created and revised according to artistic decisions. 2.understands the process of observation and analysis in developing a critique of a finished work. 3.understands issues of ethnicity, gender, socioeconomic class, age and/or physical condition in relation to dance.

Applications to Life

Standard 1: The student makes connections between dance and healthful living.

1.understands and applies healthy lifestyle choices that positively affect dancers. 2.understands the challenges that face professional performers in maintaining healthy lifestyles.

Standard2: The student makes connections between dance and other disciplines.

1.uses technology to enhance a movement study. 2.uses dance as a means of expressing ideas from other subject areas (e.g., patterns or cycles of nature or important historical events). 3.understands how various science disciplines (e.g., anatomy, kinesiology, exercise physiology, and somatic) are applied to dance. 4. understands historical and cultural images of the body in dance in comparison to images of the body in contemporary media.

Music

Grades PreK – 2

Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music.



1.sings songs within a five-to-seven note range alone and maintains the tonal center. 2.sings simple songs (e.g., folk, patriotic, nursery rhymes, rounds, and singing games) with appropriate tone, pitch, and rhythm, with and without accompaniment. 3.sings a culturally diverse repertoire of songs (some from memory), with appropriate expression, dynamics, and phrasing.

Standard 2: The student performs on instruments, alone and with others, a varied repertoire of music.

1.performs independently simple patterns and melodies on rhythmic and melodic classroom instruments (e.g., percussion instruments and barred instruments) and maintains a steady tempo. 2.performs expressively with appropriate dynamics and tempos on classroom and ethnic instruments.

Standard 3: The student reads and notates music.

1.reads simple rhythmic and melodic notation, using traditional and non-traditional symbols. 2.demonstrates pitch direction by using visual representation (e.g., steps and line drawings). 3.writes the notation for simple rhythmic patterns that have been performed by someone else.

Creation and Communication

Standard 1: The student improvises melodies, variations, and accompaniments.

1.improvises appropriate "musical answers" (e.g., simple rhythmic variations) in the same style to given rhythmic phrases. 2. improvises simple rhythmic and melodic patterns and accompaniments.

Standard 2: The student composes and arranges music within specific guidelines.

1.creates simple accompaniments with classroom instruments.

Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history.

1. knows music from several different genres and cultures (e.g., vocal and instrumental, African and Latin American). 2. understands how rhythm and tone color are used in different types of music around the world. 3. knows the general cultural and/or historical settings of various types of music (e.g., songs related to American celebrations and daily life).

Aesthetic and Critical Analysis

Standard 1: The student listens to, analyzes, and describes music.

1. knows how to respond to selected characteristics of music (e.g., the melodic phrase is the same or different, the tempo is fast or slow, and the volume is loud or soft) through appropriate movement. 2. identifies, upon hearing, familiar instruments and voice types (e.g., trumpet, piano, triangle, tambourine, child, or adult). 3. knows simple music vocabulary (e.g., fast, slow, loud, and soft) to describe what is heard in a variety of musical styles. 4. understands how music can communicate ideas suggesting events, feelings, moods, or images.

Standard 2: The student evaluates music and music performance.

1. identifies simple criteria for the evaluation of performances and compositions. 2. knows how to offer simple, constructive suggestions for the improvement of his or her own and others' performances.

Applications to Life

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts.



1. understands how concepts within and between art forms are related (e.g., shape and line in music and art; and sequence and meter in music, theater, and dance). 2. understands how music is related to other subjects (e.g., how vibrations, which are studied in science, produce musical sounds).

Standard 2: The student understands the relationship between music and the world beyond the school setting.
1. knows how music is used in daily life (e.g., for entertainment or relaxation). 2. knows appropriate audience behavior in a given music setting (e.g., religious service, symphony concert, and folk or pop concert). 3. understands that musical preferences reflect one's own experiences. 4. understands the role of musicians (e.g., song leader, conductor, composer, and performer) in various musical settings and/or cultures.

Grades 3-5 Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music.

1. sings songs (e.g., descants, rounds, partner songs, two- and three-part songs) maintaining own part and using proper breathing techniques and a pleasing tone, with and without accompaniments. 2. sings music (some from memory) representing various cultures, genres (e.g., march, work song, and lullaby), and styles (e.g., of various cultures and composers). 3. uses appropriate expressive and stylistic devices (e.g., dynamics, tone quality, phrasing, articulation, and interpretation). 4. blends vocal timbres, matches dynamic levels, and responds to the cues of a conductor when singing as part of a group.

Standard 2: The students perform on instruments, alone and with others, a varied repertoire of music.

1. independently performs melodies and patterns with various rhythmic, melodic, and harmonic classroom instruments (e.g., recorders, keyboards, barred instruments, and autoharps) with appropriate instrumental techniques. 2. performs a variety of music genres and styles expressively on classroom and ethnic instruments (e.g., pop, folk, Caribbean, Polynesian, and classical). 3. performs on classroom instruments (independently and in groups) and responds to tempo, balance, and blend cues of a conductor. 4. performs simple music phrases by ear.

Standard 3: The student reads and notates music.

1. sight-reads simple melodies from standard notation on the treble clef; 2/4, 3/4, and 4/4 meters; and various major keys. 2. accurately interprets music symbols and terms for dynamics, tempos, articulation, and expression when performing. 3. writes notation for simple melodic patterns that have been performed by someone else.

Creation and Communication

Standard 1: The student improvises melodies, variations, and accompaniments.

1. improvises "musical answers" (e.g., rhythmic variations and melodic embellishments) in the same style to given rhythmic and melodic phrases. 2. improvises through singing and playing simple rhythmic and melodic ostinato (e.g., repetitive short music patterns) and variations on familiar melodies.

Standard 2: The student composes and arranges music within specific guidelines.

1. knows how to compose short songs and instrumental pieces within specified guidelines and with a variety of traditional and nontraditional sound sources (e.g., voices, instruments, drum machine, paper tearing, foot tapping, and finger snapping) to express an idea or feeling. 2. understands how composed music communicates text, ideas, meanings, and emotion.

Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history.



1. knows music and composers that represent various historical periods and cultures (e.g., orchestral and band, Baroque and Handel, Villa-Lobos and mariachi). 2. describes how basic elements of music (e.g., rhythm, melody, timbre, texture, and dynamics) are used in different types of music around the world. 3. understands the roles that regions, events, and historical contexts have in generating various types of music (e.g., Appalachian, zydeco, and salsa). 4. knows representative composers and well-known musicians (e.g., Sousa, Foster, Copland, and Louis Armstrong) who influenced various types of American music.

Aesthetic and Critical Analysis

Standard 1: The student listens to, analyzes, and describes music.

1. knows how to analyze simple songs in regard to rhythm, melodic movement, and basic forms (e.g., ABA, verse, and refrain). 2. identifies instruments and their "families" (e.g., violin as a string instrument; flute as a woodwind) and performance groups (e.g., band, chorus, or string quartet). 3. uses perceptual skills and appropriate terminology to describe aural examples of diverse music.

Standard 2: The student evaluates music and music performance.

1. knows how to devise simple criteria to evaluate performances and compositions. 2. uses specific criteria to identify strengths and weaknesses and to make suggestions for changes in his or her own and in others' performances.

Applications to Life

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts.

1. knows similarities and differences in artistic vocabulary. 2. understands the relationship between music and other subjects (e.g., between folk songs and historical events).

Standard 2: The student understands the relationship between music and the world beyond the school setting.

1. knows multiple uses of music in the media (e.g., to create a dramatic atmosphere or for advertising or entertainment). 2. knows and applies appropriate audience behavior in various musical settings (e.g., symphony concerts, school concerts, and parades). 3. understands that music preferences reflect one's own personal experiences and respects differing values and tastes in music. 4. understands the roles of musicians and their importance in various musical settings and cultures (e.g., a singing storyteller and a concertmaster).

Grades 6-8

Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music.

1. sings choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment. 2. sings, with appropriate expression, a repertoire of music literature from various styles and historical periods. 3. performs in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.

Standard 2: The student performs on instruments, alone and with others, a varied repertoire of music.

1. performs on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control). 2. performs, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic). 3. performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director).

Standard 3: The student reads and notates music.



1. sight-reads music in bass and/or treble clefs written in simple and compound meters. 2. uses notation and symbols to organize musical ideas. 3. writes notation for rhythmic and melodic phrases that have been performed by someone else.

Creation and Communication

Standard 1: The student improvises melodies, variations, and accompaniments.

1. improvises simple harmonic accompaniments for a given melody. 2. improvises short melodies over given rhythmic accompaniment.

Standard 2: The student composes and arranges music within specific guidelines.

1. uses basic principles of composition to create short pieces for voice and/or instruments using both traditional and non-traditional sound sources that express an idea or a feeling. 2. arranges simple pieces for voices or instruments other than those for which the pieces were written. 3. composes short pieces with others that express an idea or a feeling.

Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history.

1. knows the main characteristics of the music of various cultures, historical periods, genres, and composers. 2. knows representative examples of various American music genres. 3. knows the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

Aesthetic and Critical Analysis

Standard 1: The student listens to, analyzes, and describes music.

1. identifies major musical themes or patterns that outline the form of a composition. 2. knows basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music. 3. understands how the elements of music are manipulated to contribute to the expressive quality of music.

Standard 2: The student evaluates music and music performance.

1. creates criteria, with exemplary models, to evaluate the quality and effectiveness of music performance. 2. uses specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

Applications to Life

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts.

1. understands the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pieta). 2. understands how the elements of music connect to other subject areas (e.g., how acoustics connect to science).

Standard 2: The student understands the relationship between music and the world beyond the school setting.

1. understands the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life. 2. uses informed consumer choices concerning music (e.g., appreciation for certain selections, performers, composers based on one's own criteria). 3. understands the role of music, musicians, and performance practices in various cultures. 4. understands the uniqueness of music and its importance in society (e.g., public and private rituals).



Skills and Techniques

Standard 1: The student sings, alone and with others, a varied repertoire of music.

1. sings accurately, with and without accompaniment, standard choral repertoire (e.g., music written in four-, five-, or six-part madrigal or double choir) with appropriate vocal technique. 2. uses appropriate vocal styles and techniques of various musical literatures (e.g., jazz, Baroque, gospel, and swing). 3. uses ensemble skills (e.g., balance, intonation, and rhythmic unity) in both formal and informal settings with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, madrigal).

Standard 2: The student performs on instruments, alone and with others, a varied repertoire of music.

1. performs on at least one instrument, alone and in groups, with proper playing techniques (e.g., embouchure, posture, or bow control) and attends to melodic phrasing, rhythmic accuracy, and articulation. 2. performs music of moderate to advanced difficulty of diverse genres and styles on at least one instrument (e.g., keyboard, wind, percussion, or string instruments). 3. performs in large and small instrumental groups with proper ensemble skills (e.g., blend, balance, and intonation). 4. performs melodic phrases accurately, after hearing only once.

Standard 3: The student reads and notates music.

1. sight reads one's part in a four-part vocal or instrumental score. 2. describes how traditional and non-traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs). 3. writes the notation for a simple harmonic progression performed by someone else.

Creation and Communication

Standard 1: The student improvises melodies, variations, and accompaniments.

1. improvises harmonic accompaniments in pentatonic, major, and minor modes. 2. improvises melodies over a given chord progression with appropriate notes and rhythm.

Standard 2: The student composes and arranges music within specific guidelines.

1. uses basic principles to create compositions in distinct styles and in different media to express an idea or feeling. 2. arranges familiar music for voices or instruments for a specific event or function.

Cultural and Historical Connections

Standard 1: The student understands music in relation to culture and history.

1. describes and classifies unfamiliar music according to style, period, composer, culture, or performer. 2. understands the development of American music (e.g., country, blues, folk, stage or film, and gospel). 3. understands the influence of significant composers and performers on musical styles, traditions, and performance practices.

Aesthetic and Critical Analysis

Standard 1: The student listens to, analyzes, and describes music.

1. perceives and remembers significant music events within a composition. 2. analyzes music events within a composition using appropriate music principles and technical vocabulary. 3. understands the musical elements and expressive techniques (e.g., tension and release, tempo, dynamics, and harmonic and melodic movement) that generate aesthetic responses.

Standard 2: The student evaluates music and music performance.

1. establishes a strategy for making informed, critical evaluations of the quality and/or the effectiveness of a performance. 2. understands the criteria used in the critical evaluation of one's own and others' performances, arrangements, and improvisations.



Applications to Life

Standard 1: The student understands the relationship between music, the other arts, and disciplines outside the arts.

1. understands how elements, artistic processes, and organizational principles are used in distinctive ways and provide connections between music and other subjects. 2. understands how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context.

Standard 2: The student understands the relationship between music and the world beyond the school setting.

1. knows characteristics that make music suitable for specific occasions and purposes and responds appropriately within various musical settings. 2. uses informed consumer choices concerning music based on personal criteria (e.g., rationalizes and defends musical preferences). 3. knows the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition), representative individuals who have functioned in these roles, and their achievements.

Theatre

PreK-2

Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, pantomime, and vocal improvisation). 2. creates, individually and in groups, animate and inanimate objects through the movement of the human body (e.g., pantomimes living and non-living objects such as rocks, trees, and celestial objects).

Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. communicates with others ideas about characterization and plot development within dramatic-play activities.

Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.

1. designs the playing space to communicate character and action in specific locales.

Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. creates simple scenes that have a setting, dialogue, and plot.

Cultural and Historical Connections

Standard 1: The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present.

1. expresses remembered ideas, feelings, and concepts of common daily activities through dramatic play. 2. understands how we learn about our relationships, our environment, and ourselves through forms of theatre (e.g., film, television, plays, and electronic media). 3. understands characters, situations, and dramatic media from the stories and dramas of various cultures.



Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media.

1. portrays imaginary sensory experiences (e.g., smelling a flower or touching velvet) through dramatic play. 2. gives reasons for personal preferences for formal or informal performances. 3. understands appropriate audience responses to dramatic presentations. 4. understands how theatre communicates events of everyday life. 5. understands the similarities and differences between play acting, pretending, and real life.

Applications to Life

Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life.

1. uses role playing to resolve everyday conflict situations (e.g., fighting over a toy, bullying others, and stealing someone's property). 2. understands the similarities and differences among how emotions are expressed in theatre, dramatic media, music, dance, and visual art. 3. cooperates with others to create formal and informal theatrical works and to solve the problems inherent in simple scenes (e.g., listens while others speak, sets goals, shows self-discipline, and meets deadlines).

Grades 3-5

Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. creates imagined characters, relationships, and environments, using basic acting skills (e.g., breath control, diction, concentration, and control of isolated body parts).

Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. communicates directing choices to actors in improvised and scripted scenes. 2. collaborates with actors to modify scripts for character motivation.

Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.

1. understands the relationships among scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and in formal play productions. 2. creates an environment (e.g., with scenery, props, sound effects, and costumes) to communicate locale and mood.

Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. knows how improvised dialogue and scenes are used to tell stories and create characters based on historical, literary, and everyday situations.

Cultural and Historical Connections

Standard 1: The student understands context by analyzing the role of theatre, film, television, and electronic media in the past and present.

1. understands how cultural influences are expressed in the portrayal of characters and themes through the dramatic media chosen. 2. understands how theatre is an interpretation of actual events in history and everyday life. 3. understands how theatre reflects culture through universal characters and dramas from various cultures and historical time periods.



Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theatre, film, television, and electronic media.

1.knows how theatre uses visual elements (e.g., set design and costuming), sound (e.g., sound effects and vocal inflection), and movement (e.g., staging and character portrayal) to communicate. 2.understands the similarities and differences between real life and the theatre's representation of life (e.g., the meaning of the concept, "willing suspension of disbelief"). 3.uses theatre terms when evaluating a performance. 4.articulates emotional responses to the whole, as well as parts of, dramatic performances.

Applications to Life

Standard 1: The student understands applications of the role of theatre, film, television, and electronic media in everyday life.

1. understands the emotional and social impact of theatre, film, and television on an individual's life and community and in other cultures. 2. understands the artistic characteristics of various media (e.g., theatre, dramatic media, dance, music, and visual arts) and the advantages and disadvantages of telling stories through those artistic media. 3. understands theatre as a social function and theatre etiquette as the responsibility of the audience. 4.collaborates in the construction of formal and informal productions (e.g., shows respect and uses proper social skills with peers).

Grades 6-8

Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. develops characters, relationships, and environments from written sources (e.g., plays, stories, poems, and history).

Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. uses the elements of dramatic form (e.g., plot, character, dialogue, conflict and resolution, and setting) to stage a play.

Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.

1.safely selects and creates elements of scenery, properties, lighting, costumes, make-up, and sound to signify a character and setting. 2.develops and uses technical sound effects such as microphones, synthesizers, tapes, and CDs to emphasize and enhance the meaning of a play.

Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. collaborates with actors to refine original scripts and justify writing choices.

Cultural and Historical Connections

Standard 1: The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.

1.understands how social and universal concepts in various cultures and historical periods are expressed through universal themes in theater. 2.understands the social impact of historical and cultural events on the theater (e.g., art



imitates life; life imitates art). 3. understands the lives, works, and influences of representative theater artists from various cultures and historical periods.

Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.

1. understands a character in a play through exploration of internal characterization (e.g., emotions and motivations) and external characterization (e.g., background, posture, mannerisms, and dress). 2. understands the relationship of plot, conflict, and theme in a play. 3. develops criteria for the evaluation of dramatic texts and performances. 4. understands that theater experiences involve empathy (e.g., vicarious identification with characters and actions) and aesthetic distance (e.g., recognition that the play is not real life).

Applications to Life

Standard 1: The student understands applications of the role of theater, film, television, and electronic media in everyday life.

1. understands the influence various arts media have on theatrical productions. 2. understands the reasons for personal reactions and audience reactions to various media and multiple art forms (e.g., staging environment, past experiences, and culture). 3. knows pertinent skills, discipline, and knowledge needed to pursue careers and recreational opportunities in theater, film, television, and electronic media. 4. understands the value of collaboration in creating a theatrical production. 5. knows about significant playwrights, performers, directors, and producers and their contributions to theater.

Grades 9-12

Skills and Techniques

Standard 1: The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

1. uses classical, contemporary, and vocal acting techniques and methods to portray the physical, emotional, and social dimensions of characters from various genres and media.

Standard 2: The student directs by interpreting dramatic texts and organizing and conducting rehearsals for formal and informal productions.

1. uses unified production concepts and techniques (e.g., auditioning, directing, producing, and scheduling) for various media (e.g., theater, film, television, and electronic media).

Standard 3: The student designs, conceptualizes, and interprets formal and informal productions.

1. uses scientific and technological advances to develop visual and aural staging elements that complement the interpretation of a text. 2. understands the technical (physical and chemical) aspects of theater production to safely create properties, sound, costumes, and makeup. 3. designs, implements, and integrates all sound effects into the production concept. 4. understands all technical elements used to influence the meaning of the drama.

Creation and Communication

Standard 1: The student improvises, writes, and refines scripts based on heritage, imagination, literature, history, and personal experiences.

1. understands how actors, directors, and designers create and refine dialogue and stage directions that convey the playwright's intent.



Cultural and Historical Connections

Standard 1: The student understands context by analyzing the role of theater, film, television, and electronic media in the past and present.

1. understands cultural and historical influences on dramatic forms (e.g., theater, film, and television). 2. understands how the development of theatrical forms and production practices are used to discover symbolic clues in dramatic texts.

Aesthetic and Critical Analysis

Standard 1: The student analyzes, criticizes, and constructs meaning from formal and informal theater, film, television, and electronic media.

1. compares the artistic content as described by playwrights, actors, designers, and/or directors with the final artistic product. 2. understands allegoric and symbolic references in plays. 3. understands theatrical performances from the perspective of current personal, national, and international issues, through the evaluation of artistic choices in film, television, and electronic media (e.g., different depictions of the story of Aladdin).

Applications to Life

Standard 1: The student understands applications of the role of theater, film, television, and electronic media in everyday life.

1. understands how to use various arts media to enhance communication in theatrical productions. 2. understands the reasons for personal and audience reactions to theater from various cultures and time periods (e.g., French farce, Greek tragedy, and Japanese Noh). 3. understands the pertinent skills necessary to pursue theater careers and vocational opportunities in theater (e.g., production skills for managing, administering, organizing, publishing, accounting, and marketing). 4. understands the necessity of goal setting, self-discipline, punctuality, meeting deadlines, and fulfilling responsibilities when mounting a theatrical production. 5. recognizes the significant works and major contributions of major playwrights, performers, designers, directors, and producers in American theater.

Visual Arts

Grades PreK-2

Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation, or imagination. 2. uses art materials and tools to develop basic processes and motor skills, in a safe and responsible manner. 3. distinguishes the differences within and among art materials, techniques, processes, and organizational structures such as elements and principles of design. 4. uses good craftsmanship when producing works of art.

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. knows how subject matter, symbols, and ideas are used to communicate meaning in works of art. 2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes. 3. knows a variety of purposes for creating works of art. 4. uses the elements of art and the principles of design to effectively communicate ideas.



Cultural and Historical Connections

Standard 1: The student understands the visual arts in relation to history and culture.

1.knows that specific works of art belong to particular cultures, times, and places. 2. understands how artists generate and express ideas according to their individual, cultural, and historical experiences.

Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.

1.uses age-appropriate vocabulary to describe, analyze, interpret, and make judgments about works of art. 2. understands that works of art can be rendered realistically, symbolically, or abstractly. 3.knows the difference between an original work of art and a reproduction.

Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.

1. understands that people create art for various reasons and that artists design everyday objects. 2.knows various careers that are available to artists. 3.understands and uses appropriate behavior in a cultural experience.

Grades 3-5

Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes.

1.uses and organizes two-dimensional and three-dimensional media, techniques, tools, and processes to produce works of art that are derived from personal experience, observation, or imagination. 2.uses control in handling tools and materials in a safe and responsible manner. 3.knows the effects and functions of using various organizational elements and principles of design when creating works of art. 4. uses good craftsmanship in a variety of two-dimensional and three-dimensional media.

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1.understands that subject matter used to create unique works of art can come from personal experience, observation, imagination, and themes. 2.understands what makes different art media, techniques, and processes effective or ineffective in communicating various ideas. 3.knows how to identify the intentions of those creating works of art. 4.uses the elements of art and the principles of design with sufficient manipulative skills, confidence, and sensitivity when communicating ideas.

Cultural and Historical Connections

Standard 1: The student understands the visual arts in relation to history and culture.

1. understands the similarities and differences in works of art from a variety of sources. 2. understands how artists have used visual languages and symbol systems through time and across cultures.

Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.



1. develops and justifies criteria for the evaluation of visual works of art using appropriate vocabulary. 2. use different approaches to respond to and to judge various works of art. 3. understands perceived similarities and differences among different genres of art.

Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.

1. understands the influence of artists on the quality of everyday life. 2. knows the types of tasks performed by various artists and some of the required training. 3. understands the similarities and differences and the various contributions of galleries, studios, and museums.

Grades 6-8

Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to solve specific visual arts problems with refinement and control. 2. uses refinement and control in handling tools and materials in a safe and responsible manner. 3. understands what makes various organizational elements and principles of design effective and ineffective in the communication of ideas. 4. creates two-dimensional and three-dimensional works of art that reflect competency and craftsmanship.

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. knows how different subjects, themes, and symbols (through context, value, and aesthetics) convey intended meanings or ideas in works of art. 2. knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas. 3. understands and distinguishes multiple purposes for creating works of art. 4. knows and uses the interrelated elements of art and the principles of design to improve the communication of ideas.

Cultural and Historical Connections

Standard 1: The student understands the visual arts in relation to history and culture.

1. understands and uses information from historical and cultural themes, trends, styles, periods of art, and artists. 2. understands the role of the artist and the function of art in different periods of time and in different cultures.

Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.

1. understands how a work of art can be judged by more than one standard. 2. uses research and contextual information to identify responses to works of art. 3. understands how an artist's intent plays a crucial role in the aesthetic value of an object.

Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.

1. understands how knowledge, skills, and attitudes gained from the visual arts can enhance and deepen understanding of life. 2. understands the skills artists use in various careers and how they can be developed in art school or college or through internships. 3. understands the various roles of museums, cultural centers, and exhibition spaces.



Grades 9-12

Skills and Techniques

Standard 1: The student understands and applies media, techniques, and processes.

1. uses two-dimensional and three-dimensional media, techniques, tools, and processes to communicate an idea or concept based on research, environment, personal experience, observation, or imagination. 2. uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner. 3. knows how the elements of art and the principles of design can be used to solve specific art problems. 4. uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art.

Creation and Communication

Standard 1: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.

1. applies various subjects, symbols, and ideas in works of art. 2. understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes. 3. understands some of the implications of intentions and purposes in particular works of art. 4. knows how the elements of art and the principles of design can be used and solves specific visual-art problems at a proficient level.

Cultural and Historical Connections

Standard 1: The student understands the visual arts in relation to history and culture.

1. understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art. 2. understands how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context.

Aesthetic and Critical Analysis

Standard 1: The student assesses, evaluates, and responds to the characteristics of works of art.

1. understands and determines the differences between the artist's intent and public interpretation through evaluative criteria and judgment. 2. understands critical and aesthetic statements in terms of historical reference while researching works of art. 3. knows the difference between the intentions of artists in the creation of original works and the intentions of those that appropriate and parody those works.

Applications to Life

Standard 1: The student makes connections between the visual arts, other disciplines, and the real world.

1. knows and participates in community-based art experiences as an artist or observer. 2. understands and identifies the skills that artists use in various careers to promote creativity, fluency, flexibility, and elaboration within the arts and across life. 3. knows how to communicate with the public, the consumer, and the artistic community about aesthetic questions, entertainment, resources, and choices in education.



Foreign Language

Grades PreK-2

Communication

Standard 1: The student engages in conversation, expresses feelings and emotions, and exchanges opinions.

1.expresses likes and dislikes when asked simple questions (e.g., about toys or other objects). 2.greets others and exchanges essential personal information (e.g., home address, telephone number, place of origin, and general health). 3.uses appropriate gestures and expressions (i.e., body language) to complete or enhance verbal messages.

Standard 2: The student understands and interprets written and spoken language on a variety of topics.

1.follows and gives simple instructions (e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks). 2.restates and rephrases simple information from materials presented orally, visually, and graphically in class. 3. understands oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities). 4. listens and reads in the target language and responds through role-playing, drawing, or singing.

Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

1.provides simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities).

Culture

Standard 1: The student understands the relationship between the perspectives and products of cultures studied and use this knowledge to recognize cultural practices.

1.participates in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role-playing). 2.recognizes patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community). 3.recognizes various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods).

Connections

Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language.

1.uses simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. 2.participates in an activity in the target-language class that is based on a concept taught in a content class (e.g., shapes or relationships).

Standard 2:The student acquires information and perspectives that are available only through the foreign language and within the target culture.

1.uses the target language to gain access to information that is only available through the target language or within the target culture (listens to a story told in the target language)

Comparisons

Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture.

1. knows examples of word borrowing from one language to another. 2. uses simple vocabulary and short phrases in the target language.

Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture.

1.knows the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture. 2.recognizes that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings).



Grades 3-5

Communication

Standard 1: The student engages in conversation, expresses feelings and emotions, and exchanges opinions.

1. expresses likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. 2. exchanges information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts). 3. recognizes and appropriately uses oral syntax (grouping of words into sentences and phrases) and inflection in the spoken target language.

Standard 2: The student understands and interprets written and spoken language on a variety of topics.

1. gives and understands written and verbal instructions, using known, verbal patterns in the target language. 2. answers or formulates questions about a variety of media experiences produced in the target language (e.g., video, radio, television, songs, or computer programs). 3. organizes information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts). 4. listens and reads in the target language for leisure and personal enrichment (e.g., listens to, reads, or views age-appropriate stories, plays, poems, films, or visual works of art). 5. comprehends and responds to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary. 6. compares and contrasts age-appropriate target language records, films, and TV programs. 7. recognizes the multiple ways in which an idea may be expressed in the target language and uses them appropriately.

Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

1. describes important people (e.g., family members and friends) and objects present in his or her everyday environment and in school. 2. provides information in spoken or written form on a variety of topics of popular and cultural interest (provides, e.g., descriptions, expressions of opinion, appreciation, and analysis). 3. gives responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works.

Culture

Standard 1: The student understands the relationship between the perspectives and products of culture studied and use this knowledge to recognize cultural practices.

1. recognizes various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role-playing). 2. identifies patterns of behavior and the values, beliefs, or viewpoints typical of children in the target culture. 3. experiences and reacts to expressive and day-to-day aspects of the target culture enjoyed or produced by groups or individuals who belong to the target culture (e.g., children's songs, simple selections from authentic children's literature, artwork, typical foods, and types of dwellings).

Connections

Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language.

1. participates in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures). 2. uses target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations).

Standard 2: The student acquires information and perspectives that are available only through the foreign language and within the target culture.

1. uses information from a story being studied in the target language and connects elements from the story (e.g., color symbolism, geographical setting, and genre* characteristics) to similar life situations. [*genre: a category of artistic composition, marked by a distinctive style, form, or content (American Heritage Dictionary, 2nd ed., Boston: Houghton Mifflin, 1991, p. 53).] 2. accesses information from a skit or play in the target language that is only available in the target culture. 3. expresses knowledge of real objects and media intended for same-age native speakers in the target language and identifies the major elements of the source material (e.g., what it is, why peers



use it, and where it might be found). 4. restates and shares information acquired from written texts in the context of a group discussion.

Comparisons

Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture.

1. identifies examples and understands the significance of true and false cognates (i.e., words derived from a common original form). 2. recognizes the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression.

Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture.

1. distinguishes the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture. 2. recognizes forms of the target language evident in the local culture (e.g. signs, symbols, advertisements, packages, displays, murals, songs, and rhymes). 3. recognizes some cultural aspects, viewpoints, and attitudes of people in both his or her own culture and the target culture relating to family, school, work, and play.

Experiences

Standard 1: The student uses the language within and beyond the school setting.

1. knows that many people in the United States use languages other than English on a daily basis. 2. demonstrates an awareness of employment possibilities (and other applications) for those who are able to master the target language

Grades 6-8

Communication

Standard 1: The student engages in conversation, expresses feelings and emotions, and exchanges opinions.

1. exchanges information with peers and familiar adults orally and in writing about topics of common interest and about the target culture (e.g., personal relationships, events in the past, or academic and cultural interests). 2. interacts with fluent native or neo-native users of the target language, with sufficient skill to gather information necessary for a simple project. 3. uses appropriate vocabulary and cultural expressions to express the failure to understand a message 4. and to request additional information (i.e., understands how to bridge gaps in communication in the target language). 5. uses repetition, rephrasing, and gestures effectively to assist in communicating spoken messages.

Standard 2: The student understands and interprets written and spoken language on a variety of topics.

1. comprehends and interprets the content of authentic, written materials selected according to the familiarity of the topic and the scope of vocabulary and structure (e.g., personal letters and notes, pamphlets, newspapers and magazine articles, and advertisements). 2. comprehends and interprets the main ideas and details from television, movies, videos, radio, or live presentations produced in the target language. 3. formulates and answers questions about the literary elements (e.g., plot, characters, main ideas, and supporting details) of authentic target-language literary selections. 4. recognizes the relationship between verbal and nonverbal signals in communication, while listening to a live speaker of the target language or while viewing and listening to a mass-media product (i.e., film, video, or concert).

Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

1. writes various types of texts (e.g., simple letters and essays) for a defined audience (e.g., teacher, peers, or pen pal) about topics of personal interest or experience (in terms of, e.g., ideas, opinions, attitudes, and feelings).

2. recognizes simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (e.g., school, family, and immediate community).



Culture

Standard 1: The student understands the relationship between the perspectives and products of culture studied and use this knowledge to recognize cultural practices.

1. uses appropriate verbal and nonverbal communication for daily activities with peers and adults. 2. participates in age-appropriate cultural activities (e.g., sports-related activities, music, television, and games). 3. recognizes simple themes, ideas, or viewpoints on social behavior or social interaction in various settings (such as school, family, and immediate community). 4. identifies and discusses various aspects of the target culture (e.g., educational systems or institutions, means of transportation, and various rules). 5. knows various expressive forms of the target culture such as popular music, dance, children's magazines, comic books, children's literature, and common or everyday artwork (e.g., designs typical of the culture and used in clothing, pottery, ceramics, paintings, and architectural structures) and the influence of these forms on the larger community.

Connections

Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language.

1. uses new information from a target-language class (e.g., knowledge gained through a film or discussion in language class) to enhance study of a topic in another class. 2. uses sources in the target language to assemble specific information about topics of personal interest in connection with ideas being studied in another class.

Standard 2: The student acquires information and perspectives that are available only through the foreign language and within the target culture.

1. uses the target language to establish contact with members of the target culture (e.g., to obtain information about a hobby, sport, or topic of general interest). 2. uses the target language to gain access to information and perspectives that are only available through the target language or within the target culture (e.g., target-language tourism publications or target-language sources about the target-language community). 3. uses films or texts produced in the target language to gain knowledge and understanding of various aspects of the arts, music literature, history, or economics of the target culture.

Comparisons

Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture.

1. understands how idiomatic expressions have an impact on communication and reflect culture, by using them correctly in both oral and written form. 2. identifies and uses typical patterns of communication in the target language (e.g., cognates and syntax variations) both orally and in written form.

Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture.

1. understands cultural traditions and celebrations that exist in the target culture and in the native culture (e.g., holidays, birthdays, "coming of age" celebrations, and recreational gatherings). 2. recognizes the similarities and differences between music and songs from the target culture and those in the native culture. 3. recognizes the similarities and differences between attitudes about various topics found among teenagers in American culture and attitudes among teenagers in the target culture (e.g., surveys conducted through face-to-face contact or written exchanges). 4. understands selected economic, political, and social events that have shaped the target culture and its relationship with the United States across time.

Experiences

Standard 1: The student uses the language within and beyond the school setting.

1. knows the major languages other than English that are used in the United States and the geographic regions in which they are most commonly used. 2. knows professional organizations or individuals that use the target language (e.g., foreign consulates, corporations, and educational institutions) that he or she could contact to request information about possible employment opportunities.



Grades 9-12

Communication

Standard 1: The student engages in conversation, expresses feelings and emotions, and exchanges opinions.

1. interacts in the target language in a number of true-life situations chosen from a variety of contexts (e.g., asking for information). 2. rephrases and uses indirect expressions to communicate a message in the target language.

Standard 2: The student understands and interprets written and spoken language on a variety of topics.

1. obtains and processes information in spoken or written form on topics of academic, cultural, and historical interest, near the level of an educated native speaker of the language. 2. understands the main ideas and significant details of extended discussions, presentations, and feature programs on radio and television, in movies, and in other forms of media designed for use by native speakers. 3. reads authentic written materials and analyzes them orally or in writing (e.g., describes characters, plot, personal reactions, and feelings). 4. understands various aspects of and relationships between the arts, music, literature, history, politics, or economics as presented through a film or book produced by the target culture.

Standard 3: The student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

1. effectively communicates orally in the target language regarding a past, present, or future event. 2. communicates in writing using a variety of vocabulary for past, present, and future events and feelings about those events (e.g., by writing a letter to a native speaker of the target language).

Culture

Standard 1: The student understands the relationship between the perspectives and products of culture studied and use this knowledge to recognize cultural practices.

1. interacts in a variety of situations that reflect the activities of teenagers in the target culture, using appropriate verbal and nonverbal communication. 2. identifies and discusses various patterns of behavior or interaction and the values and mindsets typical of youth in the target culture. 3. identifies and discusses various aspects of the target culture (e.g., social and political institutions and laws). 4. identifies and discusses artistic expressions and forms of the target culture (e.g., books, periodicals, videos, commercials, music, dance, design, and art). 5. identifies and discusses target-language writers and their works and assesses their influence not only on the products of his or her own culture, but also on other world cultures.

Connections

Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language.

1. conducts research on a topic of interest from an academic discipline (e.g., an event, a historical figure, or a scientific concept) using a variety of target-language sources (e.g., print, audio, and CD-ROM).

Standard 2: The student acquires information and perspectives that are available only through the foreign language and within the target culture.

1. uses research information as a basis for expressing opinions that reflect knowledge of the target culture. 2. uses a concept or skill learned in the foreign-language class to communicate information to students in other content-area classes. 3. uses target-language skills to obtain information and perspectives from speakers of the target language. 4. uses target-language sources (e.g., members of the target culture) to obtain information (in person or via the Internet) about a hobby, sport, or topic of personal, community, or world interest. 5. uses the target language to access, process, and discuss information that is only available through the target language or within the target culture (e.g., by using technology such as databases and CD-ROM produced in the target language or consulting target-language sources to gain information on a topic of personal, community, or global concern).

Comparisons

Standard 1: The student recognizes that languages have different patterns of communication and applies this knowledge to his or her own culture.



1.knows elements of the target language that signify time, and the similarities and differences between comparable linguistic markers in the target language and in his or her own language. 2.understands and applies the target-language pronunciation, intonation, stress patterns, and writing conventions in a variety of contexts. 3.recognizes how languages differ in the way they can be used to communicate similar ideas (e.g., through oral, written, or artistic expression).

Standard 2: The student recognizes that cultures have different patterns of interaction and applies this knowledge to his or her own culture.

1.uses the target language to discuss how aspects of the target culture are reflected in his or her own culture. 2. recognizes different worldviews as presented in the media (e.g., TV, newspapers, and radio). 3.demonstrates knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/or literature. 4.recognizes the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.

Experiences

Standard 1: The student uses the language within and beyond the school setting.

1.understands that knowing more than one language allows people to function effectively in multilingual communities. 2.knows the benefits that being able to communicate in more than one language can have on one's career.



Health and Physical Education

Health

Grades PreK-2

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention

1.knows names of body parts. 2. understands positive health behaviors that enhance wellness. 3. understands the various responsibilities of family members (e.g., mother, father, aunt, grandparent, guardian, and sister) for health promotion and disease prevention. 4. recognizes environmental health problems and understands possible solutions. 5. identifies common health problems of children and possible ways to prevent these problems. 6 understands why health problems should be recognized and treated early. 7. recognizes that injuries may be prevented. 8. recognizes the relationship between physical and emotional health. 9. classifies food and food combinations according to the Food Guide Pyramid.

Standard 2: The student knows how to access valid health information and health-promoting products and services.

1.knows sources of health information (e.g., people, places, and products) and how to locate them. 2.knows the meaning of warning labels and signs on hazardous substances. 3. identifies advertisements for health products.

Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks.

1.knows and practices good personal health habits. 2. identifies safe and unsafe behaviors. 3.knows positive ways to handle anger. 4.knows and practices ways to prevent injuries. 5. distinguishes between threatening and non-threatening environments. 6.demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health.

1. recognizes the ways in which the media, technology, and other sources provide information about health. 2.recognizes that individuals have different cultural backgrounds that impact health practices. 3.knows and accepts the differences of people with special health needs.

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health.

1.knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions). 2.knows the skills needed to be a responsible friend and family member (e.g., doing chores and helping others). 3.knows how to use positive communication skills when expressing needs, wants, and feelings. 4.knows various ways of communicating care and consideration of others (e.g., sharing and saying "please" and "thank you"). 5.listens attentively (e.g., does not talk while others are talking). 6.knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet). 7. knows various ways in which to resolve conflicts using positive behavior. 8.identifies healthy ways to handle feelings.

Advocate and Promote Healthy Living

Standard 1: The student knows how to use goal-setting and decision-making skills that enhance health.

1. identifies health problems that require the help of a trusted adult (e.g., child abuse). 2.recognizes that decisions about personal behavior may be healthy or unhealthy (e.g., obeying pedestrian rules).

Standard 2: The student knows how to advocate for personal, family, and community health.

1.knows various ways to share health information (e.g., talking to peers about healthy snacks). 2.knows various ways to convey accurate health information and ideas to both individuals and groups. 3.knows the community agencies that support healthy families, individuals, and communities. 4.knows methods for assisting others in making positive choices (e.g., about safety belts). 5. works with one or more people toward a common goal.



Grades 3-5

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention

1. understands the functions of human body systems. 2. knows how personal health behaviors influence individual well being. 3. knows the indicators of physical, mental, emotional, and social health during childhood. 4. understands how the family influences personal health. 5. knows the ways in which the environment impacts health. 6. knows the most common health problems of children. 7. knows why health problems should be detected and treated early. 8. knows how childhood injuries and illnesses can be prevented and treated. 9. knows why illegal drugs should not be used and the consequences of their use. 10. knows the nutritional values of different foods.

Standard 2: The student knows how to access valid health information and health-promoting products and services.

1. knows the characteristics of valid health information, products, and services. 2. knows how to locate resources from home, school, and community that provide valid health information. 3. knows how the media influence the selection of health information, products, and services. 4. knows criteria for selecting health resources, products, and services. 5. knows of the availability of stress-management resources in the home, school, and community and has access to them.

Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks.

1. knows the importance of assuming responsibility for personal health habits. 2. compares behaviors that are safe to those that are risky or harmful. 3. knows and uses stress-management skills. 4. uses strategies for improving or maintaining personal health. 5. knows strategies for avoiding threatening or abusive situations. 6. knows and practices basic techniques for medical emergencies.

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health.

1. knows how the media influence thoughts and feelings about health behavior. 2. understands how information from school and family influence personal health behaviors. 3. knows the ways in which technology can influence personal health. 4. understands the role of culture, age, or gender differences in personal health practices (e.g., fitness activities, and food preferences).

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health.

1. understands the relationship between verbal and nonverbal communication (e.g., body language). 2. knows the skills needed to be a responsible friend and family member (e.g., communication and sharing). 3. knows nonviolent, positive behaviors for resolving conflict (e.g., peer mediation). 4. knows various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating). 5. exhibits attentive listening skills to enhance interpersonal communication. 6. knows refusal and negotiation to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs). 7. knows the difference between negative and positive behaviors used in conflict situations (e.g., talking vs. hitting, passivity vs. action). 8. knows ways to manage grief caused by disappointment, separation, or loss (e.g., loss of a pet).

Advocate and Promote Healthy Living

Standard 1: The student knows how to use goal-setting and decision-making skills that enhance health.

1. knows how to apply a decision-making process to health issues and problems (e.g., decision not to use tobacco products). 2. knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues). 3. knows various methods for predicting outcomes of positive health decisions (e.g., life expectancy). 4. knows how to make progress toward achieving a personal goal (e.g., by creating an action plan for individual wellness).

Standard 2: The student knows how to advocate for personal, family, and community health.

1. knows various methods for communicating health information and ideas (e.g., through oral or written reports). 2. knows ways to effectively express feelings and opinions on health issues. 3. knows the community agencies that advocate healthy individuals, families, and communities (e.g., health department and volunteer agencies). 4. knows



how to positively influence others to make positive choices. 5.knows various ways individuals and groups can work together. 6.knows how to enlist family, school, and community helpers to aid in achieving health goals.

Grades 6-8

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention

1. knows how body systems work together and influence each other. 2.understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. 3.knows how physical, mental, emotional, and social health interrelates during adolescence. 4.understands how peer pressure can influence healthful choices. 5.understands the relationship between environment and personal health. 6.knows ways in which to reduce risks related to health problems of adolescents. 7.knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death. 8.knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems. 9.knows various methods of health promotion and disease prevention. 10.knows eating disorders that adversely affect health.

Standard 2: The student knows how to access valid health information and health-promoting products and services.

1.knows how to analyze the validity of health information, products, and services. 2.knows how to use resources from the home, school, and community that provide valid health information. 3.knows how to locate health products and services. 4.knows how to access a variety of technologies for health information. 5.knows how to compare the costs of health products in order to assess value. 6.identifies situations requiring professional health services.

Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks.

1.knows the importance of assuming responsibility for personal health behaviors. 2.understands the short-term and long-term consequences of safe, risky, and harmful behaviors. 3.knows strategies for managing stress. 4. knows strategies for improving and maintaining personal and family health. 5. knows techniques for avoiding threatening situations. 6. knows injury-prevention and injury-management strategies for personal and family health.

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health.

1.knows how messages from media and other sources influence health behavior. 2.knows how information from peers influences health. 3.identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services. 4.understands emotional and social health risks caused by prejudice in the community.

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health.

1. knows effective verbal and nonverbal communication skills (e.g., body language and eye statements). 2.knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love). 3.knows skills for building and maintaining positive interpersonal relationships (e.g., compromising). 4.understands how the behavior of family members and peers affects interpersonal communication. 5. demonstrates attentive communication skills (e.g., eye contact and hand and body gestures). 6.knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure). 7.understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict. 8.knows communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening).

Advocate and Promote Healthy Living

Standard 1: The student knows how to use goal-setting and decision-making skills that enhance health.

1.knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school). 2.understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g., when making food choices).



3. understands the various consequences of health-related decisions. 4. knows strategies and skills needed to attain a personal health goal. 5. knows how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment). 6. knows the outcomes of good personal health habits. 7. knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.

Standard 2: The student knows how to advocate for personal, family, and community health.

1. knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters). 2. knows ways to effectively express feelings and opinions on health issues. 3. recognizes that there are barriers to the effective communication of feelings and opinions on health issues when advocating for healthy living. 4. knows how to influence others to make positive choices. 5. knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families. 6. knows how to access community agencies that advocate healthy individuals, families, and communities.

Grades 9-12

Health Literacy

Standard 1: The student comprehends concepts related to health promotion and disease prevention.

1. understands the impact of personal health behaviors on body systems. 2. understands the potential impact of common risk behaviors on the quality of life. 3. understands the relationships among physical, mental, emotional, and social health throughout adulthood. 4. understands how the environmental conditions of the community influence the health of individuals. 5. knows how the social environment influences the health of the community. 6. knows how to delay the onset of and reduce the risk for potential health problems during adulthood. 7. understands how public health policies and government regulations influence health conditions. 8. knows how research and medical advances influence the prevention and control of health problems. 9. understands how nutrient and energy needs vary in relation to gender, activity level, and stage of life.

Standard 2: The student knows how to access valid health information and health-promoting products and services.

1. understands potential controversy regarding the validity of health information, products, and services. 2. knows resources from home, school, and community that provide valid health information. 3. knows how to evaluate factors that influence personal selection of health products and services. 4. knows how to access school and community health services for self and others. 5. knows how to analyze the cost and accessibility of health-care services. 6. knows how to analyze situations requiring professional health services.

Responsible Health Behavior

Standard 1: The student knows health-enhancing behaviors and how to reduce health risks.

1. understands the role of individual responsibility regarding personal risk behaviors. 2. knows strategies for health enhancement and risk reduction. 3. knows strategies for managing stress. 4. knows strategies for improving or maintaining personal, family, and community health. 5. knows injury-prevention and injury-management strategies for personal, family, and community health.

Standard 2: The student analyzes the influence of culture, media, technology, and other factors on health.

1. understands the impact of technology on personal, family, and community health. 2. understands the role of governmental agencies in regulating advertising claims related to health. 3. knows how information from peers, family, and the community influences personal health. 4. knows how ethnic and cultural diversity both enrich and challenge healthy living.

Standard 3: The student knows how to use effective interpersonal communication skills that enhance health.

1. understands the relationship between verbal and nonverbal communication (e.g., body language, voice tone, volume, and pitch). 2. knows techniques for communicating care, consideration, and respect of self and others (e.g., encouragement, trust, and sexual abstinence). 3. knows positive strategies for expressing needs, wants, and feelings. 4. knows skills for communicating effectively with family, friends, and others. 5. knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills). 6. understands the possible



causes of conflict among youth in schools and communities (e.g., ethnic prejudice) and knows methods for reducing that conflict (e.g., conflict resolution skills and peer mediation). 7.knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations). 8. understands various ways in which different families handle grief (e.g., in terms of cultural differences).

Advocate and Promote Healthy Living

Standard 1: The student knows how to use goal-setting and decision-making skills that enhance health.

1.knows various strategies when making decisions related to health needs and risks of young adults (e.g., support-and-reward system). 2.knows the health concerns that require collaborative decision making (e.g., community violence and water pollution). 3.knows methods for predicting immediate and long-term impact of health decisions on the individuals who make them. 4.knows how to implement a plan for attaining personal health goals for the school year and knows methods for evaluating progress. 5.knows how to make positive decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs. 6.knows various strategies when applying the decision-making process regarding healthy habits (e.g., ways to avoid junk foods).

Standard 2: The student knows how to advocate for personal, family, and community health.

1.knows oral, written, audio, and visual communication methods to accurately express health messages (e.g., through an audiovisual public service announcement). 2.knows methods for effectively expressing feelings and opinions on health issues. 3.knows strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on health issues. 4.knows positive ways to influence others to make positive choices. 5.knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects and health careers). 6.knows effective techniques for supporting community, state, and federal agencies that advocate healthier communities.

Physical Education

Grades PreK-2

Physical Education Literacy

Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

1.combines shapes, levels, directions, pathways, and ranges into simple sequences. 2.kicks stationary and rolled balls with strong force while maintaining balance. 3.adapts movement to changing environmental conditions. 4.chases, flees, and dodges to avoid or catch others and maneuver around obstacles. 5. consistently strikes a lightweight object with body parts and with lightweight implements. 6.knows ways to manage own body weight in a variety of situations (e.g., hanging and climbing and balancing in symmetrical and asymmetrical shapes on a variety of body parts on mats or apparatus). 7. demonstrates basic loco-motor skills (e.g., hop, walk, run, jump, leap, gallop, skip, and slide). 8. uses an overhand-throwing pattern with accuracy. 9.knows various techniques for catching thrown objects.

Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

1.knows how to absorb force by establishing a base of support to receive the force of the oncoming object. 2.knows ways to establish bases of support using various body parts and fundamental principles of balance. 3.knows various techniques for landing safely. 4.uses concepts of space and movement to design and practice sequences that show the use of all three types of pathways (i.e., straight, zigzag, and curved). 5. uses movement control to run, hop, and skip in different ways in a large group without bumping into others or falling. 6.knows the characteristics of a mature throw.

Standard 3: The student analyzes the benefits of regular participation in physical activity.



1. identifies changes in the body during physical activity. 2. knows that the heart is a muscle that will become stronger as a result of physical activity. 3. understands that physical activity produces feelings of pleasure. 4. knows ways in which physical activity promotes muscular strength.

Responsible Physical Activity Behaviors

Standard 1: The student achieves and maintains a health-enhancing level of physical fitness

1. knows how to move each joint through a functional range of motion. 2. understands the changes that occur in respiration during vigorous physical activity. 3. knows various warm-up and cool-down exercises. 4. participates in health-related fitness assessment.

Standard 2: The student demonstrates responsible personal and social behavior in physical activity.

1. understands the importance of being aware of one's surroundings and acting in a safe manner while participating in physical activity settings. 2. follows directions given by instructor or group leader. 3. understands the difference between compliance and noncompliance with game rules and fair play. 4. identifies appropriate behaviors for participating with others in physical activity settings.

Advocate and Promote Physically Active Lifestyles

Standard 1: The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.

1. knows the importance of demonstrating consideration of others in physical activity settings. 2. knows games to play with students who have disabilities.

Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

1. identifies the feelings resulting from challenges, successes, and failures in physical activity. 2. knows various ways to use the body and movement activities to communicate ideas and feelings (e.g., creative movement). 3. recognizes the benefits that accompany cooperation and sharing.

Grades 3-5

Physical Education Literacy

Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

1. knows various techniques for throwing or catching different objects. 2. knows how to design and modify sequences that show changes in direction and speed. 3. knows how to demonstrate functional patterns of striking, dribbling, volleying, throwing, and catching in dynamic situations. 4. understands that games consist of people, boundaries, equipment, purpose, and rules which all interrelate during game play. 5. knows how to create, explore, and devise game strategies.

Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

1. recognizes the proper techniques of performing an overhand throw. 2. understands and applies basic movement concepts (e.g., space awareness, body awareness, and transfer of weight) to games, dance, and gymnastics. 3. knows the reasons that appropriate practice improves performance.

Standard 3: The student analyzes the benefits of regular participation in physical activity.

1. describes healthful benefits that result from regular participation in vigorous physical activity. 2. understands how a healthy body contributes to positive self-concepts. 3. knows the opportunities in the school and community for regular participation in physical activity. 4. selects and participates regularly in physical activities for the purpose of improving skill and health.



Responsible Physical Activity Behaviors

Standard 1: The student achieves and maintains a health-enhancing level of physical fitness

1.knows how to maintain continuous aerobic activity for a specified period of time in order to improve endurance. 2.knows activities that promote a faster heart rate. 3.knows how proper stretching increases flexibility and understands why flexibility is important. 4.knows how exercise helps control obesity. 5.understands that correct body position and proper use of muscles are necessary to improve strength and flexibility.

Standard 2: The student demonstrates responsible personal and social behavior in physical activity.

1.knows potential risks associated with physical activities. 2. applies and follows rules while playing sports and games. 3.knows the importance of seeking out, participating with, and showing respect for people of like and different physical abilities.

Advocate and Promote Physically Active Lifestyles

Standard 1: The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.

1.recognizes the differences and similarities in the physical activity choices of others. 2.knows how to perform games and/or dances from a variety of cultures.

Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

1. identifies physical activities that contribute to personal feelings of joy. 2.knows the positive benefits of exercising at home. 3.designs and performs games, gymnastics, and dance sequences that allow for group creativity and discussion.

Grades 6-8

Physical Education Literacy

Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

1.combines skills competently to participate in a modified version of team and individual sports, demonstrating mature patterns of manipulative skills (e.g., proper catching techniques). 2.uses basic offensive and defensive positioning while playing a modified version of a sport. 3.designs and performs folk and square dance sequences. 4. knows basic skills and safety procedures to participate in outdoor sports.

Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

1.knows the various ways in which the body can generate force and the mechanical principles involved (e.g., range of motion and speed that the arm or leg travels). 2.knows how to apply mature patterns of loco-motor, non-loco-motor, body-management throwing, catching, and striking skills while participating in modified versions of team and individual sports. 3.describes the principles of training and conditioning for specific physical activities. 4.knows how to design and refine a routine by combining various movements to music. 5.knows how to develop game strategies for offensive and defensive play (e.g., the strategies necessary to attack an attended and unattended goal).

Standard 3: The student analyzes the benefits of regular participation in physical activity.

1.knows the potential fitness benefits of various activities. 2.knows how to use a journal to document the benefits of participation in physical activity as part of an individual wellness plan. 3.knows what community resources related to fitness are available.

Responsible Physical Activity Behaviors

Standard 1: The student achieves and maintains a health-enhancing level of physical fitness

1.knows how to sustain an aerobic activity, maintaining target heart rate, to achieve cardiovascular benefits. 2.describes and applies the principles of training and conditioning for specific physical activities. 3.knows proper warm-up, conditioning, and cool-down techniques and the reasons for using them. 4.knows the difference between



muscular strength and muscular endurance, activities that contribute to the improvement of strength and endurance, and the various types of muscular strength and endurance required to perform different activities. 5.knows how aerobic activity differs from anaerobic activity. 6.understands the relationships between caloric intake and energy expenditure. 7.knows the various ways to promote mobility in each joint. 8.knows how to determine recovery heart rate after exercise. 9.understands and applies formal and informal modes of fitness assessments (e.g., cardiovascular fitness, a mile walk or run is formal assessment; walking a flight of stairs is informal). 10.plans and participates in an individualized fitness program. 11.analyzes the results of fitness assessments to guide changes in a personal fitness program. 12.achieves and maintains appropriate cardiovascular fitness, flexibility, muscular strength, endurance, and body composition. 13.explores new ways to achieve activity goals in an individual wellness plan (e.g., walking in addition to playing a team sport).

Standard 2: The student demonstrates responsible personal and social behavior in physical activity.

1.demonstrates appropriate responses to emergency situations associated with physical activity (e.g., remain calm, keep injured person still, and seek help). 2.knows the effects of substance abuse on personal health and performance in physical activity. 3.understands the difference between compliance and noncompliance with game rules and knows the meaning of fair play in age-appropriate activities. 4. resolves interpersonal conflicts with sensitivity to the rights and feelings of others.

Advocate and Promote Physically Active Lifestyles

Standard 1: The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.

1.knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities). 2.knows the contributions that various cultures have made to physical education.

Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

1. identifies forms of physical activity that provide personal enjoyment. 2. recognizes the aesthetic and creative aspects of performance. 3. understands how a commitment to a wellness plan enhances the quality of life (e.g., leads to positive coping skills, healthy eating habits, and regular physical activity). 4. knows the long-term physiological, psychological, and cultural benefits that may result from regular participation in physical activity. 5. knows the ways in which exercising at home can assist in improving physical ability and performance. 6.knows various ways to use the body and movement activities to communicate ideas and feelings.

Grades 9-12

Physical Education Literacy

Standard 1: The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.

1. demonstrates competency or proficiency in self-selected activities.

Standard 2: The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

1. understands how the laws of motion apply to the acquisition and improvement of skills. 2.knows how to analyze, evaluate, and implement the mechanical principles of balance, force, and leverage that apply directly to self-selected activities. 3.knows how to evaluate one's own skilled performances.

Standard 3: The student analyzes the benefits of regular participation in physical activity.

1.knows that physical activity reduces certain health risk factors. 2. knows how regular physical activity can relieve the stress of everyday life. 3. identifies the effects of age, gender, race, ethnicity, socioeconomic status, and culture upon physical activity preferences and exercise habits. 4.knows the role of physical activity in the prevention of disease and the reduction of health-care costs. 5.evaluates the effectiveness and use of community resources related to fitness. 6.understands the importance of making a commitment to physical activity as an important part of one's lifestyle. 7.understands the utilization of fats, proteins, and carbohydrates as related to physical activity.



Responsible Physical Activity Behaviors

Standard 1: The student achieves and maintains a health-enhancing level of physical fitness

1.knows how to maintain appropriate levels of cardiovascular fitness, muscular strength and endurance, flexibility, and body composition necessary for a healthy lifestyle. 2.knows how to apply the results of fitness assessments to guide changes in a personal program of physical activity and develop a training and conditioning program that enhances individual health-related needs. 3. uses technology to assess, enhance, and maintain fitness and skills. 4.maintains and improves motor skills and knowledge necessary for participation in beneficial physical activity. 5.knows how to make changes in an individual wellness plan as lifestyle changes occur. 6.knows the correlation between obesity, high blood pressure, and increased physical activity.

Standard 2: The student demonstrates responsible personal and social behavior in physical activity.

1. knows risks and safety factors that may affect physical activity throughout life. 2. knows various ways in which conflict can be resolved appropriately in game settings. 3.demonstrates responsible behavior while playing sports (e.g., respecting opponents and officials, controlling emotions, and accepting victory and defeat). 4.assumes an active leader role, a supportive follower role, and a passive follower role as appropriate. 5.understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.

Advocate and Promote Physically Active Lifestyles

Standard 1: The student understands how participating in physical activity promotes inclusion and an understanding of the abilities and cultural diversity of people.

1.understands the influence of age, gender, race, ethnicity, socioeconomic standing, and culture upon physical activity preferences and participation. 2.knows how to modify games and activities to allow for participation of students with special needs (e.g., physical disabilities). 3.knows the value of sport and physical activity in understanding different cultures.

Standard 2: The student understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

1.identifies personal feelings resulting from participation in physical activity. 2.participates in games, sport, dances, outdoor pursuits, and other physical activities that contribute to the attainment of personal goals and maintenance of wellness. 3.knows the ways in which personal characteristics, performance styles, and activity preferences will change over the course of one's life.



Megan Greenwood (left) and Mariel Ratliff (right) count and organize phone books for Winter Springs High School's Environmental Specialist I Class. The phone books were gathered for a recycling project. "Winter Springs Community Education Project", Sanford, Fla.



Language Arts

Grades Pre-K – 2

Reading

Standard 1: The student uses the reading process effectively.

1.predicts what a passage is about based on its title and illustrations. 2.identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues. 3. uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading. 4. increases comprehension by rereading, retelling, and discussion.

Standard 2: The student constructs meaning from a wide range of texts.

1.determines the main idea or essential message from text and identifies supporting information. 2.selects material to read for pleasure. 3. reads for information to use in performing a task and learning a new task. 4.knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source. 5. uses simple materials of the reference system to obtain information.

Writing

Standard 1: The student uses writing processes effectively

1.makes a plan for writing that includes a central idea and related ideas. 2.drafts and revises simple sentences and passages, stories, letters, and simple explanations that •express ideas clearly; •show an awareness of topic and audience; •have a beginning, middle, and ending; •effectively use common words; •have supporting detail; and •are in legible printing. 3.produces final simple documents that have been edited for •correct spelling; •appropriate end punctuation; •correct capitalization of initial words, "I," and names of people; •correct sentence structure; and •correct usage of age-appropriate verb/subject and noun/pronoun agreement.

Standard 2: The student writes to communicate ideas and information effectively.

1. writes questions and observations about familiar topics, stories, or new experiences. 2. uses knowledge and experience to tell about experiences or to write for familiar occasions, audiences, and purposes. 3.uses basic computer skills for writing, such as basic word-processing techniques such as keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing. 4.composes simple sets of instructions for simple tasks using logical sequencing of steps.

Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

1.listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules. 2.recognizes personal preferences in listening to literature and other material. 3. carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering. 4.retells specific details of information heard, including sequence of events.

Standard 2: The student uses viewing strategies effectively.

1.determines the main idea in a non-print communication. 2.recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures.

Standard 3: The student uses speaking strategies effectively.

1.speaks clearly and at a volume audible in large- or small-group settings. 2. asks questions to seek answers and further explanation of other people's ideas. 3. speaks effectively in conversations with others. 4.uses eye contact and simple gestures to enhance delivery.

Language

Standard 1: The student understands the nature of language.

1.recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or



experience, and explaining). 2. recognizes the differences between language that is used at home and language that is used at school.

Standard 2: The student understands the power of language.

1. understands that word choice can shape ideas, feelings, and actions. 2. identifies and uses repetition, rhyme, and rhythm in oral and written text. 3. recognizes that use of more than one medium increases the power to influence how one thinks and feels. 4. knows the various types of mass media (including billboards, newspapers, radio, and television).

Literature

Standard 1: The student understands the common features of a variety of literary forms.

1. knows the basic characteristics of fables, stories, and legends. 2. identifies the story elements of setting, plot, character, problem, and solution/resolution.

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

1. uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life. 2. recognizes rhymes, rhythm, and patterned structures in children's texts.

Grades 3-5

Reading

Standard 1: The student uses the reading process effectively:

1. uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection. 2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts. 3. uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. 4. clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Standard 2: The student constructs meaning from a wide range of texts.

1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. 2. identifies the author's purpose in a simple text. 3. recognizes when a text is primarily intended to persuade. 4. identifies specific personal preferences relative to fiction and nonfiction reading. 5. reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task. 6. recognizes the difference between fact and opinion presented in a text. 7. recognizes the use of comparison and contrast in a text. 8. selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts and photos, to gather information for research projects.

Writing

Standard 1: The student uses writing processes effectively

1. prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. 2. drafts and revises writing in cursive that •focuses on the topic; •has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; •has ample development of supporting ideas; •demonstrates a sense of completeness or wholeness; •demonstrates a command of language including precision in word choice; •generally has correct subject/verb agreement; •generally has correct verb and noun forms; •with few exceptions, has sentences that are complete, except when fragments are used purposefully; •uses a variety of sentence structures; and •generally follows the conventions of punctuation, capitalization, and spelling.

C. produces final documents that have been edited for •correct spelling; •correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; •correct capitalization of proper



nouns; •correct paragraph indentation; •correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and •correct formatting according to instructions.

Standard 2: The student writes to communicate ideas and information effectively

1. writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media. 2. organizes information using alphabetical and numerical systems. 3. writes for a variety of occasions, audiences, and purposes. 4. uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information. 5. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. 6. creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

1. listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches. 2. identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations. 3. carries on an extended conversation with a group of friends. 4. listens attentively to the speaker, including making eye contact and facing the speaker. 5. responds to speakers by asking questions, making contributions, and paraphrasing what is said.

Standard 2: The student uses viewing strategies effectively.

1. determines main concept and supporting details in a non-print media message. 2. recognizes and responds to nonverbal cues used in a variety of non-print media, such as motion pictures, television advertisements, and works of art.

Standard 3: The student uses speaking strategies effectively.

1. speaks clearly at an understandable rate and uses appropriate volume. 2. asks questions and makes comments and observations to clarify understanding of content, processes, and experiences. 3. speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations. 4. uses eye contact and gestures that engage the audience. 5. participates as a contributor and occasionally acts as a leader in a group discussion. 6. organizes a speech using a basic beginning, middle, and ending.

Language

Standard 1: The student understands the nature of language.

1. understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language. 2. understands that language formality varies according to situations and audiences.

Standard 2: The student understands the power of language.

1. understands that word choices can shape reactions, perception, and beliefs. 2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts. 3. recognizes different techniques used in media messages and their purposes. 4. selects and uses appropriate technologies to enhance efficiency and effectiveness of communication. 5. understands that a variety of messages can be conveyed through mass media.

Literature

Standard 1: The student understands the common features of a variety of literary forms.

1. identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction. 2. understands the development of plot and how conflicts are resolved in a story. 3. knows the similarities and differences among the characters, settings, and events presented in various texts. 4. knows that the attitudes and values that exist in a time period affect the works that are written during that time period. 5. identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.



1. recognizes cause-and-effect relationships in literary texts. 2. recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts. 3. responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life. 4. identifies the major theme in a story or nonfiction text. 5. forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

Grades 6-8

Reading

Standard 1: The student uses the reading process effectively.

1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection. 2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns. 3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. 4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.

Standard 2: The student constructs meaning from a wide range of texts.

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. 2. identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. 3. recognizes logical, ethical, and emotional appeals in texts. 4. uses a variety of reading materials to develop personal preferences in reading. 5. locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. 6. uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics. 7. synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. 8. checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.

Writing

Standard 1: The student uses writing processes effectively.

1. organizes information before writing according to the type and purpose of writing. 2. drafts and revises writing that •is focused, purposeful, and reflects insight into the writing situation; •conveys a sense of completeness and wholeness with adherence to the main idea; •has an organizational pattern that provides for a logical progression of ideas; •has support that is substantial, specific, relevant, concrete, and/or illustrative; •demonstrates a commitment to and an involvement with the subject; •has clarity in presentation of ideas; •uses creative writing strategies appropriate to the purpose of the paper; •demonstrates a command of language (word choice) with freshness of expression; •has varied sentence structure and sentences that are complete except when fragments are used purposefully; and •has few, if any, convention errors in mechanics, usage, and punctuation. 3. produces final documents that have been edited for •correct spelling; •correct punctuation, including commas, colons, and semicolons; •correct capitalization; •effective sentence structure; •correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and •correct formatting.

Standard 2: The student writes to communicate ideas and information effectively

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media. 2. organizes information using alphabetical, chronological, and numerical systems. 3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion. 4. uses electronic technology including databases and software to gather information and communicate new knowledge.

Listening, Viewing, and Speaking



Standard 1: The student uses listening strategies effectively.

1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. 2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences. 3. acknowledges the feelings and messages sent in a conversation. 4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.

Standard 2: The student uses viewing strategies effectively.

1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message. 2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.

Standard 3: The student uses speaking strategies effectively.

1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. 2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. 3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.

Language

Standard 1: The student understands the nature of language.

1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language. 2. demonstrates an awareness that language and literature are primary means by which culture is transmitted. 3. demonstrates an awareness of the difference between the use of English in formal and informal settings. 4. understands that languages change over time.

Standard 2: The student understands the power of language.

1. selects language that shapes reactions, perceptions, and beliefs. 2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications. 3. distinguishes between emotional and logical argument. 4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. 5. incorporates audiovisual aids in presentations. 6. understands specific ways that mass media can potentially enhance or manipulate information. 7. understands that laws exist that govern what can and cannot be done with mass media.

Literature

Standard 1: The student understands the common features of a variety of literary forms.

1. identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures. 2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions. 3. understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction. 4. knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm. 5. identifies common themes in literature.

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

1. understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. 2. responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. 3. knows that a literary text may elicit a wide variety of valid responses. 4. knows ways in which literature reflects the diverse voices of people from various backgrounds. 5. recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written. 6. identifies specific questions of personal importance and seeks to answer them through literature. 7. identifies specific interests and the literature that



will satisfy those interests. 8. knows how a literary selection can expand or enrich personal viewpoints or experiences.

Grades 9-12

Reading

Standard 1: The student uses the reading process effectively.

1.selects and uses pre-reading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection. 2.selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations. 3. refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings. 4.applies a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

Standard 2: The student constructs meaning from a wide range of texts.

1.determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material. 2.determines the author's purpose and point of view and their effects on the text. 3.describes and evaluates personal preferences regarding fiction and nonfiction. 4.locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. 5. identifies devices of persuasion and methods of appeal and their effectiveness. 6.selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. 7.analyzes the validity and reliability of primary source information and uses the information appropriately. 8. synthesizes information from multiple sources to draw conclusions.

Writing

Standard 1: The student uses writing processes effectively

1.selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines. 2. drafts and revises writing that •is focused, purposeful, and reflects insight into the writing situation; •has an organizational pattern that provides for a logical progression of ideas; •has effective use of transitional devices that contribute to a sense of completeness; •has support that is substantial, specific, relevant, and concrete; •demonstrates a commitment to and involvement with the subject; •uses creative writing strategies as appropriate to the purposes of the paper; •demonstrates a mature command of language with freshness of expression; •has varied sentence structure; •has few, if any, convention errors in mechanics, usage, punctuation, and spelling. 3. produces final documents that have been edited for •correct spelling; •correct punctuation, including commas, colons, and common use of semicolons; •correct capitalization; •correct sentence formation; •correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and •correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

Standard 2: The student writes to communicate ideas and information effectively

1. writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media. 2.organizes information using appropriate systems. 3.writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization. 4.selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.



1. selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation, and taking action in career-related situations. 2. describes, evaluates, and expands personal preferences in listening to fiction, drama, literary nonfiction, and informational presentations. 3. uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others. 4. identifies bias, prejudice, or propaganda in oral messages.

Standard 2: The student uses effective viewing strategies.

1. determines main concept and supporting details in order to analyze and evaluate non-print media messages. 2. understands factors that influence the effectiveness of nonverbal cues used in non-print media, such as the viewer's past experiences and preferences, and the context in which the cues are presented.

Standard 3: The student uses speaking strategies effectively.

1. uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic. 2. selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations. 3. uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. 4. applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations. 5. develops and sustains a line of argument and provides appropriate support.

Language

Standard 1: The student understands the nature of language.

1. applies an understanding that language and literature are primary means by which culture is transmitted. 2. makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. 3. understands that there are differences among various dialects of English.

Standard 2: The student understands the power of language.

1. understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities. 2. understands the subtleties of literary devices and techniques in the comprehension and creation of communication. 3. recognizes production elements that contribute to the effectiveness of a specific medium. 4. effectively integrates multimedia and technology into presentations. 5. critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information. 6. understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners.

Literature

Standard 1: The student understands the common features of a variety of literary forms.

1. identifies the characteristics that distinguish literary forms. 2. understands why certain literary works are considered classics. 3. identifies universal themes prevalent in the literature of all cultures. 4. understands the characteristics of major types of drama. 5. understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

1. analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. 2. understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme. 3. analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration. 4. understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction. 5. analyzes the relationships among author's style, literary form, and intended impact on the reader. 6. recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in



texts. 7.examines a literary selection from several critical perspectives. 8.knows that people respond differently to texts based on their background knowledge, purpose, and point of view.



Mathematics

Grades Pre-K – 2

Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.

1. associates verbal names, written word names, and standard numerals with the whole numbers less than 1000.
2. understands the relative size of whole numbers between 0 and 1000.
3. uses objects to represent whole numbers or commonly used fractions and relates these numbers to real-world situations.
4. understands that whole numbers can be represented in a variety of equivalent forms.

Standard 2: The student understands number systems.

1. understands and applies the concepts of counting (by 2s, 3s, 5s, 10s, 25s, 50s), grouping, and place value with whole numbers between 0 and 100.
2. uses number patterns and the relationships among counting, grouping, and place value strategies to demonstrate an understanding of the whole number system.

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

1. understands and explains the effects of addition and subtraction on whole numbers, including the inverse (opposite) relationship of the two operations.
2. selects the appropriate operation to solve specific problems involving addition and subtraction of whole numbers.
3. adds and subtracts whole numbers to solve real-world problems using appropriate methods of computing, such as objects, mental mathematics, paper and pencil, calculator.

Standard 4: The student uses estimation in problem solving and computation.

1. provides and justifies estimates for real-world quantities.

Standard 5: The student understands and applies theories related to numbers

1. classifies and models numbers as even or odd.

Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

1. uses and describes basic measurement concepts including length, weight, digital and analog time, temperature, and capacity.
2. uses standard customary and metric (centimeter, inch) and nonstandard units, such as links or blocks, in measuring real quantities.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

1. uses direct (measured) and indirect (not measured) comparisons to order objects according to some measurable characteristics (length, weight).
2. understands the need for a uniform unit of measure to communicate in real-world situations.

Standard 3: The student estimates measurements in real-world problem situations.

1. using a variety of strategies, estimates lengths, widths, time intervals, and money and compares them to actual measurements.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

1. selects and uses an object to serve as a unit of measure, such as a paper clip, eraser, or marble.
2. selects and uses appropriate instruments, such as scales, rulers, clocks, and technology to measure within customary or metric systems.

Geometry and Spatial Sense



Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

1. understands and describes the characteristics of basic two- and three-dimensional shapes.

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

1. understands basic concepts of spatial relationships, symmetry, and reflections. 2. uses objects to perform geometric transformations, including flips, slides, and turns.

Standard 3: The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

1. uses real-life experiences and physical materials to describe, classify, compare, and sort geometric figures, including squares, rectangles, triangles, circles, cubes, rectangular solids, spheres, pyramids, cylinders, and prisms, according to the number of faces, edges, bases, and corners. 2. plots and identifies positive whole numbers on a number line.

Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

1. describes a wide variety of classification schemes and patterns related to physical characteristics and sensory attributes, such as rhythm, sound, shapes, colors, numbers, similar objects, similar events. 2. recognizes, extends, generalizes, and creates a wide variety of patterns and relationships using symbols and objects.

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

1. understands that geometric symbols ($;$, $;$, D) can be used to represent unknown quantities in expressions, equations, and inequalities. 2. uses informal methods to solve real world problems requiring simple equations that contain one variable.

Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

1. displays solutions to problems by generating, collecting, organizing, and analyzing data using simple graphs and charts. 2. displays data in a simple model to use the concepts of range, median, and mode. 3. analyzes real-world data by surveying a sample space and predicting the generalization onto a larger population through the use of appropriate technology, including calculators and computers.

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

1. understands basic concepts of chance and probability. 2. predicts which simple event is more likely, equally likely, or less likely to occur.

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

1. designs a simple experiment to answer a class question, collects appropriate information, and interprets the results using graphical displays of information, such as line graphs, pictographs, and charts. 2. decides what information is appropriate and how data can be collected, displayed, and interpreted to answer relevant questions.

Grades 3-5

Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.

1. names whole numbers combining 3-digit numeration (hundreds, tens, ones) and the use of number periods, such as ones, thousands, and millions and associates verbal names, written word names, and standard numerals with whole numbers, commonly used fractions, decimals, and percents. 2. understands the relative size of whole numbers, commonly used fractions, decimals, and percents. 3. understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents in real-world situations. 4. understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions, and percents



Standard 2: The student understands number systems.

1.uses place-value concepts of grouping based upon powers of ten (thousandths, hundredths, tenths, ones, tens, hundreds, thousands) within the decimal number system. 2.recognizes and compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten.

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

1.understands and explains the effects of addition, subtraction, and multiplication on whole numbers, decimals, and fractions, including mixed numbers, and the effects of division on whole numbers, including the inverse relationship of multiplication and division. 2.selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers. 3.adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Standard 4: The student uses estimation in problem solving and computation.

1.uses and justifies different estimation strategies in a real-world problem situation and determines the reasonableness of results of calculations in a given problem situation.

Standard 5: The student understands and applies theories related to numbers

1.understands and applies basic number theory concepts, including primes, composites, factors, and multiples.

Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

1.uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle. 2. solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, and angles.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

1.uses direct (measured) and indirect (not measured) measures to calculate and compare measurable characteristics. 2.selects and uses appropriate standard and nonstandard units of measurement, according to type and size.

Standard 3: The student estimates measurements in real-world problem situations.

1.solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, and volume.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

1.determines which units of measurement, such as seconds, square inches, dollars per tank, to use with answers to real-world problems. 2.selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations.

Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

1.given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.



1. understands the concepts of spatial relationships, symmetry, reflections, congruency, and similarity 2. predicts, illustrates, and verifies which figures could result from a flip, slide, or turn of a given figure.

Standard 3: The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

1. represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems. 2. identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph).

Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

1. describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols. 2. generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another.

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

1. represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc. 2. uses informal methods, such as physical models and graphs to solve real-world problems involving equations and inequalities.

Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

1. solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts. 2. determines range, mean, median, and mode from sets of data. 3. analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers.

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

1. uses models, such as tree diagrams, to display possible outcomes and to predict events. 2. predicts the likelihood of simple events occurring.

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

1. designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs. 2. uses statistical data about life situations to make predictions and justifies reasoning.

Grades 6-8

Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.

1. associates verbal names, written word names, and standard numerals with integers, fractions, decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios. 2. understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios. 3. understands concrete and symbolic representations of rational numbers and irrational numbers in real-world situations. 4. understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, and absolute value.

Standard 2: The student understands number systems.



1. understands and uses exponential and scientific notation. 2. understands the structure of number systems other than the decimal number system.

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

1. understands and explains the effects of addition, subtraction, multiplication, and division on whole numbers, fractions, including mixed numbers, and decimals, including the inverse relationships of positive and negative numbers. 2. selects the appropriate operation to solve problems involving addition, subtraction, multiplication, and division of rational numbers, ratios, proportions, and percents, including the appropriate application of the algebraic order of operations. 3. adds, subtracts, multiplies, and divides whole numbers, decimals, and fractions, including mixed numbers, to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Standard 4: The student uses estimation in problem solving and computation.

1. uses estimation strategies to predict results and to check the reasonableness of results.

Standard 5: The student understands and applies theories related to numbers

1. uses concepts about numbers, including primes, factors, and multiples, to build number sequences.

Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

1. uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids and cylinders. 2. uses concrete and graphic models to derive formulas for finding rates, distance, time, and angle measures. 3. understands and describes how the change of a figure in such dimensions as length, width, height, or radius affects its other measurements such as perimeter, area, surface area, and volume. 4. constructs, interprets, and uses scale drawings such as those based on number lines and maps to solve real-world problems.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

1. uses direct (measured) and indirect (not measured) measures to compare a given characteristic in either metric or customary units. 2. solves problems involving units of measure and converts answers to a larger or smaller unit within either the metric or customary system.

Standard 3: The student estimates measurements in real-world problem situations.

1. solves real-world and mathematical problems involving estimates of measurements including length, time, weight/mass, temperature, money, perimeter, area, and volume, in either customary or metric units.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

1. selects appropriate units of measurement and determines and applies significant digits in a real-world context. (Significant digits should relate to both instrument precision and to the least precise unit of measurement.) 2. selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

1. understands the basic properties of, and relationships pertaining to, regular and irregular geometric shapes in two and three dimensions.

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.



1. understands the geometric concepts of symmetry, reflections, congruency, similarity, perpendicularity, parallelism, and transformations, including flips, slides, turns, and enlargements. 2. predicts and verifies patterns involving tessellation's (a covering of a plane with congruent copies of the same pattern with no holes and no overlaps, like floor tiles).

Standard 3: The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

1. represents and applies geometric properties and relationships to solve real-world and mathematical problems.
2. identifies and plots ordered pairs in all four quadrants of a rectangular coordinate system (graph) and applies simple properties of lines.

Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

1. describes a wide variety of patterns, relationships, and functions through models, such as manipulatives, tables, graphs, expressions, equations, and inequalities.
2. creates and interprets tables, graphs, equations, and verbal descriptions to explain cause-and-effect relationships.

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

1. represents and solves real-world problems graphically, with algebraic expressions, equations, and inequalities.
2. uses algebraic problem-solving strategies to solve real-world problems involving linear equations and inequalities.

Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

1. collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts, bar graphs, to determine how different ways of presenting data can lead to different interpretations.
2. understands and applies the concepts of range and central tendency (mean, median, and mode).
3. analyzes real-world data by applying appropriate formulas for measures of central tendency and organizing data in a quality display, using appropriate technology, including calculators and computers.

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

1. compares experimental results with mathematical expectations of probabilities.
2. determines odds for and odds against a given situation.

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

1. formulates hypotheses, designs experiments, collects and interprets data, and evaluates hypotheses by making inferences and drawing conclusions based on statistics (range, mean, median, and mode) and tables, graphs, and charts.
2. identifies the common uses and misuses of probability and statistical analysis in the everyday world.

Grades 9-12

Number Sense, Concepts, and Operations

Standard 1: The student understands the different ways numbers are represented and used in the real world.

1. associates verbal names, written word names, and standard numerals with integers, rational numbers, irrational numbers, real numbers, and complex numbers.
2. understands the relative size of integers, rational numbers, irrational numbers, and real numbers.
3. understands concrete and symbolic representations of real and complex numbers in real-world situations.
4. understands that numbers can be represented in a variety of equivalent forms, including integers, fractions, decimals, percents, scientific notation, exponents, radicals, absolute value, and logarithms.

Standard 2: The student understands number systems.



1. understands and uses the basic concepts of limits and infinity.
2. understands and uses the real number system.
3. understands the structure of the complex number system.

Standard 3: The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

1. understands and explains the effects of addition, subtraction, multiplication, and division on real numbers, including square roots, exponents, and appropriate inverse relationships.
2. selects and justifies alternative strategies, such as using properties of numbers, including inverse, identity, distributive, associative, transitive, that allow operational shortcuts for computational procedures in real-world or mathematical problems.
3. adds, subtracts, multiplies, and divides real numbers, including square roots and exponents, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator.

Standard 4: The student uses estimation in problem solving and computation.

1. uses estimation strategies in complex situations to predict results and to check the reasonableness of results.

Standard 5: The student understands and applies theories related to numbers

1. applies special number relationships such as sequences and series to real-world problems.

Measurement

Standard 1: The student measures quantities in the real world and uses the measures to solve problems.

1. uses concrete and graphic models to derive formulas for finding perimeter, area, surface area, circumference, and volume of two- and three-dimensional shapes, including rectangular solids, cylinders, cones, and pyramids.
2. uses concrete and graphic models to derive formulas for finding rate, distance, time, angle measures, and arc lengths.
3. relates the concepts of measurement to similarity and proportionality in real-world situations.

Standard 2: The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).

1. selects and uses direct (measured) or indirect (not measured) methods of measurement as appropriate.
2. solves real-world problems involving rated measures (miles per hour, feet per second).

Standard 3: The student estimates measurements in real-world problem situations.

1. solves real-world and mathematical problems involving estimates of measurements, including length, time, weight/mass, temperature, money, perimeter, area, and volume, and estimates the effects of measurement errors on calculations.

Standard 4: The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

1. determines the level of accuracy and precision, including absolute and relative errors or tolerance, required in real-world measurement situations.
2. selects and uses appropriate instruments, technology, and techniques to measure quantities in order to achieve specified degrees of accuracy in a problem situation.

Geometry and Spatial Sense

Standard 1: The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

1. uses properties and relationships of geometric shapes to construct formal and informal proofs.

Standard 2: The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

1. understands geometric concepts such as perpendicularity, parallelism, tangency, congruency, similarity, reflections, symmetry, and transformations including flips, slides, turns, enlargements, rotations, and fractals.
2. analyzes and applies geometric relationships involving planar cross-sections (the intersection of a plane and a three-dimensional figure).



Standard 3: The student uses coordinate geometry to locate objects in both two and three dimensions and to describe objects algebraically.

1.represents and applies geometric properties and relationships to solve real world and mathematical problems including ratio, proportion, and properties of right triangle trigonometry. 2.using a rectangular coordinate system (graph), applies and algebraically verifies properties of two- and three-dimensional figures, including distance, midpoint, slope, parallelism, and perpendicularity.

Algebraic Thinking

Standard 1: The student describes, analyzes, and generalizes a wide variety of patterns, relations, and functions.

1.describes, analyzes, and generalizes relationships, patterns, and functions using words, symbols, variables, tables, and graphs. 2.determines the impact when changing parameters of given functions.

Standard 2: The student uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations.

1.represents real-world problem situations using finite graphs, matrices, sequences, series, and recursive relations. 2. uses systems of equations and inequalities to solve real-world problems graphically, algebraically, and with matrices.

Data Analysis and Probability

Standard 1: The student understands and uses the tools of data analysis for managing information.

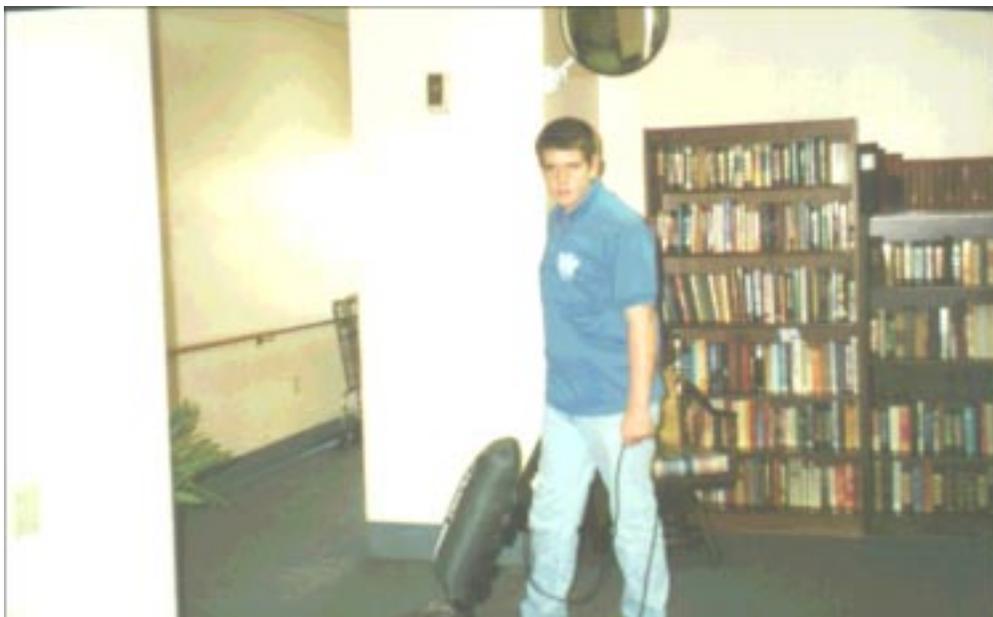
1.interprets data that has been collected, organized, and displayed in charts, tables, and plots. 2.calculates measures of central tendency (mean, median, and mode) and dispersion (range, standard deviation, and variance) for complex sets of data and determines the most meaningful measure to describe the data. 3.analyzes real-world data and makes predictions of larger populations by applying formulas to calculate measures of central tendency and dispersion using the sample population data, and using appropriate technology, including calculators and computers.

Standard 2: The student identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics.

1.determines probabilities using counting procedures, tables, tree diagrams, and formulas for permutations and combinations. 2.determines the probability for simple and compound events as well as independent and dependent events.

Standard 3: The student uses statistical methods to make inferences and valid arguments about real-world situations.

1.designs and performs real-world statistical experiments that involve more than one variable, then analyzes results and reports findings. 2.explains the limitations of using statistical techniques and data in making inferences and valid arguments.





Kiley Paramore vacuums the lobby of the Chipola Apartments in “Project FAST Service II”, Marianna, Fla.



Science

Grades Pre-K – 2

The Nature of Matter

Standard 1: The student understands that all matter has observable, measurable properties.

- 1.knows that objects can be described, classified, and compared by their composition (e.g., wood or metal) and their physical properties (e.g., color, size, and shape).
2. recognizes that the same material can exist in different states.
- 3.verifies that things can be done to materials to change some of their physical properties (e.g., cutting, heating, and freezing), but not all materials respond the same way (e.g., heating causes water to boil and sugar to melt).

Standard 2: The student understands the basic principles of atomic theory.

1. recognizes that many things are made of smaller pieces, different amounts, and various shapes.

Energy

Standard 1: The student recognizes that energy may be changed in form with varying efficiency.

- 1.knows that the Sun supplies heat and light energy to Earth.
- 2.knows that light can pass through some objects and not others.
- 3.describes a model energy system (e.g., an aquarium or terrarium).
- 4.knows that heat can be produced in many ways (e.g., by burning and rubbing).
5. knows that every human action requires energy that comes from food.

Standard 2: The student understands the interaction of matter and energy.

1. recognizes systems of matter and energy.

Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted.

1. understands that different things move at different speeds.
- 2.knows that there is a relationship between force and motion.

Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

- 1.knows that one way to change how something is moving is to give it a push or a pull
- 2.knows that sound is caused by vibrations (pushing and pulling) to cause waves.

Processes that Shape the Earth

Standard 1: The student recognizes processes in the lithosphere, atmosphere, hydrosphere, and biosphere interacts to shape the Earth.

1. recognizes that the solid materials making up the Earth come in all sizes, from boulders to grains of sand.
2. knows that life occurs on or near the surface of the Earth in land, air, and water.
3. recognizes patterns in weather.

Standard 2: The student understands the need for protection of the natural systems on Earth.

1. understands that people influence the quality of life of those around them.

Earth and Space

Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

- 1.knows that the light reflected by the Moon looks a little different every day but looks the same again about every 28 days.
- 2.knows that the appearance of sunrise and sunset is due to the rotation of Earth every 24 hours.

Standard 2: The student recognizes the vastness of the universe and the Earth's place in it.

- 1.knows that there are many objects in the sky that are only visible at night.



Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

1.knows the basic needs of all living things. 2.knows how to apply knowledge about life processes to distinguish between living and non-living things. 3.describes how organisms change as they grow and mature. 4. understands that structures of living things are adapted to their function in specific environments. 5.compares and describes the structural characteristics of plants and animals.

Standard 2: The student understands the process and importance of genetic diversity.

1.knows that living things have offspring that resemble their parents. 2.knows that there are many different kinds of living things that live in a variety of environments.

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

1.knows that environments have living and non-living parts. 2. knows that plants and animals are dependent upon each other for survival. 3.knows that there are many different plants and animals living in many different kinds of environments (e.g., hot, cold, wet, dry, sunny, and dark). 4.knows that animals and plants can be associated with their environment by an examination of their structural characteristics.

Standard 2: The student understands the consequences of using limited natural resources.

1.knows that if living things do not get food, water, shelter, and space, they will die. 2.knows that the activities of humans affect plants and animals in many ways.

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems.

1.knows that in order to learn, it is important to observe the same things often and compare them. 2.knows that when tests are repeated under the same conditions, similar results are usually obtained. 3.knows that in doing science, it is often helpful to work with a team and to share findings with others. 4.knows that people use scientific processes including hypotheses, making inferences, and recording and communicating data when exploring the natural world. 5.uses the senses, tools, and instruments to obtain information from his or her surroundings.

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.

1.knows that most natural events occur in patterns.

Standard 3: The student understands that science, technology, and society are interwoven and interdependent.

1.knows that scientists and technologists use a variety of tools (e.g., thermometers, magnifiers, rulers, and scales) to obtain information in more detail and to make work easier.

Grades 3-5

The Nature of Matter

Standard 1: The student understands that all matter has observable, measurable properties.

1.determines that the properties of materials (e.g., density and volume) can be compared and measured (e.g., using rulers, balances, and thermometers). 2.knows that common materials (e.g., water) can be changed from one state to another by heating and cooling. 3.knows that the weight of an object always equals the sum of its parts. 4. knows that different materials are made by physically combining substances and that combining different materials can make different objects. 5.knows that materials made by chemically combining two or more substances may have properties that differ from the original materials.

Standard 2: The student understands the basic principles of atomic theory.

1.knows that materials may be made of parts too small to be seen without magnification.



Energy

Standard 1: The student recognizes that energy may be changed in form with varying efficiency.

1.knows how to trace the flow of energy in a system (e.g., as in an ecosystem). 2.recognizes various forms of energy (e.g., heat, light, and electricity). 3.knows that most things that emit light also emit heat. 4. knows the many ways in which energy can be transformed from one type to another. 5.knows that various forms of energy (e.g., mechanical, chemical, electrical, magnetic, nuclear, and radiant) can be measured in ways that make it possible to determine the amount of energy that is transformed. 6.knows ways that heat can move from one object to another.

Standard 2: The student understands the interaction of matter and energy.

1.knows that some source of energy is needed for organisms to stay alive and grow. 2.recognizes the costs and risks to society and the environment posed by the use of nonrenewable energy. 3.knows that the limited supply of usable energy sources (e.g., fuels such as coal or oil) places great significance on the development of renewable energy sources.

Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted.

1. understands that the motion of an object can be described and measured. 2.knows that waves travel at different speeds through different materials.

Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

1.recognizes that forces of gravity, magnetism, and electricity operate simple machines. 2.knows that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object. 3.knows that the more massive an object is, the less effect a given force has. 4.knows that the motion of an object is determined by the overall effect of all of the forces acting on the object.

Processes that Shape the Earth

Standard 1: The student recognizes processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.

1.knows that larger rocks can be broken down into smaller rocks, which in turn can be broken down to combine with organic material to form soil. 2.knows that 75 percent of the surface of the Earth is covered by water. 3. knows that temperature, pressure, and the topography of the land influence the water cycle. 4.knows that the surface of the Earth is in a continuous state of change as waves, weather, and shifts of the land constantly change and produce many new features. 5.knows that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.

Standard 2: The student understands the need for protection of the natural systems on Earth.

1.knows that using, recycling, and reducing the use of natural resources improve and protect the quality of life.

Earth and Space

Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

1.knows that the tilt of the Earth on its own axis as it rotates and revolves around the Sun causes changes in season, length of day, and energy available. 2.knows that the combination of the Earth's movement and the Moon's own orbit around the Earth results in the appearance of cyclical phases of the Moon. 3.knows that the Sun is a star and that its energy can be captured or concentrated to generate heat and light for work on Earth. 4.knows that the planets differ in size, characteristics, and composition and that they orbit the Sun in our Solar System. 5.understands the arrangement of planets in our Solar System.

Standard 2: The student recognizes the vastness of the universe and the Earth's place in it.

1.knows that, in addition to the Sun, there are many other stars that are far away.



Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

1.knows that the human body is made of systems with structures and functions that are related. 2.knows how all animals depend on plants. 3.knows that living things are different but share similar structures. 4.knows that similar cells form different kinds of structures.

Standard 2: The student understands the process and importance of genetic diversity.

1. knows that many characteristics of an organism are inherited from the parents of the organism, but that other characteristics are learned from an individual's interactions with the environment.

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

1.knows ways that plants, animals, and protists interact. 2.knows that living things compete in a climatic region with other living things and that structural adaptations make them fit for an environment. 3. knows that green plants use carbon dioxide, water, and sunlight energy to turn minerals and nutrients into food for growth, maintenance, and reproduction. 4.knows that some organisms decompose dead plants and animals into simple minerals and nutrients for use by living things and thereby recycle matter. 5.knows that animals eat plants or other animals to acquire the energy they need for survival. 6.knows that organisms are growing, dying, and decaying and that new organisms are being produced from the materials of dead organisms. 7.knows that variations in light, water, temperature, and soil content are largely responsible for the existence of different kinds of organisms and population densities in an ecosystem.

Standard 2: The student understands the consequences of using limited natural resources.

1.knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring. 2.knows that the size of a population is dependent upon the available resources within its community. 3. understands that changes in the habitat of an organism may be beneficial or harmful.

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems.

1. knows that it is important to keep accurate records and descriptions to provide information and clues on causes of discrepancies in repeated experiments. 2.knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results. 3. knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions. 4. knows that to compare and contrast observations and results is an essential skill in science. 5.knows that a model of something is different from the real thing but can be used to learn something about the real thing.

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.

1.knows that natural events are often predictable and logical.

Standard 3: The student understands that science, technology, and society are interwoven and interdependent.

1. understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science. 2.knows that data are collected and interpreted in order to explain an event or concept. 3.knows that before a group of people build something or try something new, they should determine how it may affect other people. 4.knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.

Grades 6-8

The Nature of Matter

Standard 1: The student understands that all matter has observable, measurable properties.



1. identifies various ways in which substances differ (e.g., mass, volume, shape, density, texture, and reaction to temperature and light). 2. understands the difference between weight and mass. 3. knows that temperature measures the average energy of motion of the particles that make up the substance. 4. knows that atoms in solids are close together and do not move around easily; in liquids, atoms tend to move farther apart; in gas, atoms are quite far apart and move around freely. 5. knows the difference between a physical change in a substance (i.e., altering the shape, form, volume, or density) and a chemical change (i.e., producing new substances with different characteristics). 6. knows that equal volumes of different substances may have different masses.

Standard 2: The student understands the basic principles of atomic theory.

1. describes and compares the properties of particles and waves. 2. knows the general properties of the atom (a massive nucleus of neutral neutrons and positive protons surrounded by a cloud of negative electrons) and accepts that single atoms are not visible. 3. knows that radiation, light, and heat are forms of energy used to cook food, treat diseases, and provide energy.

Energy

Standard 1: The student recognizes that energy may be changed in form with varying efficiency.

1. identifies forms of energy and explains that they can be measured and compared. 2. knows that energy cannot be created or destroyed, but only changed from one form to another. 3. knows the various forms in which energy comes to Earth from the Sun (e.g., visible light, infrared, and microwave). 4. knows that energy conversions are never 100% efficient (i.e., some energy is transformed to heat and is unavailable for further useful work). 5. knows the processes by which thermal energy tends to flow from a system of higher temperature to a system of lower temperature. 6. knows the properties of waves (e.g., frequency, wavelength, and amplitude); that each wave consists of a number of crests and troughs; and the effects of different media on waves.

Standard 2: The student understands the interaction of matter and energy.

1. knows that most events in the universe (e.g., weather changes, moving cars, and the transfer of a nervous impulse in the human body) involve some form of energy transfer and that these changes almost always increase the total disorder of the system and its surroundings, reducing the amount of useful energy. 2. knows that most of the energy used today is derived from burning stored energy collected by organisms millions of years ago (i.e., nonrenewable fossil fuels).

Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted.

1. knows that the motion of an object can be described by its position, direction of motion, and speed. 2. knows that vibrations in materials set up wave disturbances that spread away from the source (e.g., sound and earthquake waves).

Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

1. knows that many forces (e.g., gravitational, electrical, and magnetic) act at a distance (i.e., without contact). 2. knows common contact forces. 3. knows that if more than one force acts on an object, then the forces can reinforce or cancel each other, depending on their direction and magnitude. 4. knows that simple machines can be used to change the direction or size of a force. 5. understands that an object in motion will continue at a constant speed and in a straight line until acted upon by a force and that an object at rest will remain at rest until acted upon by a force. 6. explains and shows the ways in which a net force (i.e., the sum of all acting forces) can act on an object (e.g., speeding up an object traveling in the same direction as the net force, slowing down an object traveling in the direction opposite of the net force). 7. knows that gravity is a universal force that every mass exerts on every other mass.

Processes that Shape the Earth

Standard 1: The student recognizes processes in the lithosphere, atmosphere, hydrosphere, and biosphere interact to shape the Earth.



1.knows that mechanical and chemical activities shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas, sometimes in seasonal layers. 2. knows that over the whole Earth, organisms are growing, dying, and decaying as the old ones produce new organisms. 3.knows how conditions that exist in one system influence the conditions that exist in other systems. 4.knows the ways in which plants and animals reshape the landscape (e.g., bacteria, fungi, worms, rodents, and other organisms add organic matter to the soil, increasing soil fertility, encouraging plant growth, and strengthening resistance to erosion). 5.understands concepts of time and size relating to the interaction of Earth's processes (e.g., lightning striking in a split second as opposed to the shifting of the Earth's plates altering the landscape, distance between atoms measured in Angstrom units as opposed to distance between stars measured in light-years).

Standard 2: The student understands the need for protection of the natural systems on Earth.

1.understands that quality of life is relevant to personal experience. 2.knows the positive and negative consequences of human action on the Earth's systems.

Earth and Space

Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

1.understands the vast size of our Solar System and the relationship of the planets and their satellites. 2.knows that available data from various satellite probes show the similarities and differences among planets and their moons in the Solar System. 3.understands that our Sun is one of many stars in our galaxy. 4. knows that stars appear to be made of similar chemical elements, although they differ in age, size, temperature, and distance.

Standard 2: The student recognizes the vastness of the universe and the Earth's place in it.

1.knows that thousands of other galaxies appear to have the same elements, forces, and forms of energy found in our Solar System.

Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

1.understands that living things are composed of major systems that function in reproduction, growth, maintenance, and regulation. 2.knows that the structural basis of most organisms is the cell and most organisms are single cells, while some, including humans, are multi-cellular. 3. knows that in multi-cellular organisms cells grow and divide to make more cells in order to form and repair various organs and tissues. 4.knows that the levels of structural organization for function in living things include cells, tissues, organs, systems, and organisms. 5. explains how the life functions of organisms are related to what occurs within the cell. 6.knows that the cells with similar functions have similar structures, whereas those with different structures have different functions. 7.knows that behavior is a response to the environment and influences growth, development, maintenance, and reproduction.

Standard 2: The student understands the process and importance of genetic diversity.

1.knows the patterns and advantages of sexual and asexual reproduction in plants and animals. 2.knows that the variation in each species is due to the exchange and interaction of genetic information as it is passed from parent to offspring. 3.knows that generally organisms in a population live long enough to reproduce because they have survival characteristics. 4.knows that the fossil record provides evidence that changes in the kinds of plants and animals in the environment have been occurring over time.

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

1. knows that viruses depend on other living things. 2.knows that biological adaptations include changes in structures, behaviors, or physiology that enhance reproductive success in a particular environment. 3. understands that the classification of living things is based on a given set of criteria and is a tool for understanding bio-diversity and interrelationships. 4.knows that the interactions of organisms with each other and with the non-living parts of their environments result in the flow of energy and the cycling of matter throughout the system. 5. knows that life is



maintained by a continuous input of energy from the sun and by the recycling of the atoms that make up the molecules of living organisms.

Standard 2: The student understands the consequences of using limited natural resources.

1.knows that some resources are renewable and others are nonrenewable. 2.knows that all biotic and abiotic factors are interrelated and that if one factor is changed or removed, it impacts the availability of other resources within the system. 3.knows that a brief change in the limited resources of an ecosystem may alter the size of a population or the average size of individual organisms and that long-term change may result in the elimination of animal and plant populations inhabiting the Earth. 4.understands that humans are a part of an ecosystem and their activities may deliberately or inadvertently alter the equilibrium in ecosystems.

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems.

1.knows that scientific knowledge is subject to modification as new information challenges prevailing theories and as a new theory leads to looking at old observations in a new way. 2.knows that the study of the events that led scientists to discoveries can provide information about the inquiry process and its effects. 3. knows that science disciplines differ from one another in topic, techniques, and outcomes but that they share a common purpose, philosophy, and enterprise. 4.knows that accurate record keeping, openness, and replication are essential to maintaining an investigator's credibility with other scientists and society. 5.knows that a change in one or more variables may alter the outcome of an investigation. 6.recognizes the scientific contributions that are made by individuals of diverse backgrounds, interests, talents, and motivations. 7.knows that when similar investigations give different results, the scientific challenge is to verify whether the differences are significant by further study.

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.

1. recognizes that patterns exist within and across systems.

Standard 3: The student understands that science, technology, and society are interwoven and interdependent.

1.knows that science ethics demand that scientists must not knowingly subject coworkers, students, the neighborhood, or the community to health or property risks. 2.knows that special care must be taken in using animals in scientific research. 3. knows that in research involving human subjects, the ethics of science require that potential subjects be fully informed about the risks and benefits associated with the research and of their right to refuse to participate. 4.knows that technological design should require taking into account constraints such as natural laws, the properties of the materials used, and economic, political, social, ethical, and aesthetic values. 5.understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times and are an intrinsic part of the development of human culture. 6.knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone. 7.knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.

Grades 9-12

The Nature of Matter

Standard 1: The student understands that all matter has observable, measurable properties.

knows that the electron configuration in atoms determines how a substance reacts and how much energy is involved in its reactions. 2.knows that the vast diversity of the properties of materials is primarily due to variations in the forces that hold molecules together. 3.knows that a change from one phase of matter to another involves a gain or loss of energy. 4.experiments and determines that the rates of reaction among atoms and molecules depend on the concentration, pressure, and temperature of the reactants and the presence or absence of catalysts. 5. knows that connections (bonds) form between substances when outer-shell electrons are either transferred or shared between their atoms, changing the properties of substances.

Standard 2: The student understands the basic principles of atomic theory.



1.knows that the number and configuration of electrons will equal the number of protons in an electrically neutral atom and when an atom gains or loses electrons, the charge is unbalanced. 2.knows the difference between an element, a molecule, and a compound. 3.knows that a number of elements have heavier, unstable nuclei that decay, spontaneously giving off smaller particles and waves that result in a small loss of mass and release a large amount of energy. 4.knows that nuclear energy is released when small, light atoms are fused into heavier ones. 5.knows that elements are arranged into groups and families based on similarities in electron structure and that their physical and chemical properties can be predicted. 6.understands that matter may act as a wave, a particle, or something else entirely different with its own characteristic behavior.

Energy

Standard 1: The student recognizes that energy may be changed in form with varying efficiency.

1.understands how knowledge of energy is fundamental to all the scientific disciplines (e.g., the energy required for biological processes in living organisms and the energy required for the building, erosion, and rebuilding of the Earth). 2.understands that there is conservation of mass and energy when matter is transformed. 3.knows that temperature is a measure of the average translational kinetic energy of motion of the molecules in an object. 4.knows that as electrical charges oscillate, they create time-varying electric and magnetic fields that propagate away from the source as an electromagnetic wave. 5.knows that each source of energy presents advantages and disadvantages to its use in society (e.g., political and economic implications may determine a society's selection of renewable or nonrenewable energy sources). 6.knows that the first law of thermodynamics relates the transfer of energy to the work done and the heat transferred. 7.knows that the total amount of usable energy always decreases even though the total amount of energy is conserved in any transfer.

Standard 2: The student understands the interaction of matter and energy.

1.knows that the structure of the universe is the result of interactions involving fundamental particles (matter) and basic forces (energy) and that evidence suggests that the universe contains all of the matter and energy that ever existed.

Force and Motion

Standard 1: The student understands that types of motion may be described, measured, and predicted.

1.knows that all motion is relative to whatever frame of reference is chosen and that there is no absolute frame of reference from which to observe all motion. 2.knows that any change in velocity is an acceleration.

Standard 2: The student understands that the types of force that act on an object and the effect of that force can be described, measured, and predicted.

1.knows that acceleration due to gravitational force is proportional to mass and inversely proportional to the square of the distance between the objects. 2. knows that electrical forces exist between any two charged objects. 3.describes how magnetic force and electrical force are two aspects of a single force. 4. knows that the forces that hold the nucleus of an atom together are much stronger than electromagnetic force and that this is the reason for the great amount of energy released from the nuclear reactions in the sun and other stars. 5.knows that most observable forces can be traced to electric forces acting between atoms or molecules. 6.explains that all forces come in pairs commonly called action and reaction.

Processes that Shape the Earth

Standard 1: The student recognizes that processes (in the lithosphere, atmosphere, hydrosphere, and biosphere) interact to shape the Earth.

1.knows how climatic patterns on Earth result from an interplay of many factors (Earth's topography, its rotation on its axis, solar radiation, the transfer of heat energy where the atmosphere interfaces with lands and oceans, and wind and ocean currents). 2. knows that the solid crust of Earth consists of slow-moving, separate plates that float on a denser, molten layer of Earth and that these plates interact with each other, changing the Earth's surface in many ways (e.g., forming mountain ranges and rift valleys, causing earthquake and volcanic activity, and forming undersea mountains that can become ocean islands). 3. knows that changes in Earth's climate, geological activity,



and life forms may be traced and compared. 4.knows that Earth's systems and organisms are the result of a long, continuous change over time.

Standard 2: The student understands the need for protection of the natural systems on Earth.

1.understands the interconnectedness of the systems on Earth and the quality of life.

Earth and Space

Standard 1: The student understands the interaction and organization in the Solar System and the universe and how this affects life on Earth.

1.understands the relationships between events on Earth and the movements of the Earth, its Moon, the other planets, and the Sun. 2.knows how the characteristics of other planets and satellites are similar to and different from those of the Earth. 3.knows the various reasons that Earth is the only planet in our Solar System that appears to be capable of supporting life as we know it.

Standard 2: The student recognizes the vastness of the universe and the Earth's place in it.

1. knows that the stages in the development of three categories of stars are based on mass: stars that have the approximate mass of our Sun, stars that are two- to three-stellar masses and develop into neutron stars, and stars that are five- to six-stellar masses and develop into black holes. 2.identifies the arrangement of bodies found within and outside our galaxy. 3.knows astronomical distance and time. 4. understands stellar equilibrium. 5.knows various scientific theories on how the universe was formed. 6.knows the various ways in which scientists collect and generate data about our universe (e.g., X-ray telescopes, computer simulations of gravitational systems, nuclear reactions, space probes, and supercollider simulations). 7.knows that mathematical models and computer simulations are used in studying evidence from many sources to form a scientific account of the universe.

Processes of Life

Standard 1: The student describes patterns of structure and function in living things.

1.knows that the body processes involve specific biochemical reactions governed by biochemical principles. 2.knows that body structures are uniquely designed and adapted for their function. 3.knows that membranes are sites for chemical synthesis and essential energy conversions. 4.understands that biological systems obey the same laws of conservation as physical systems. 5.knows that complex interactions among the different kinds of molecules in the cell cause distinct cycles of activity governed by proteins. 6.knows that separate parts of the body communicate with each other using electrical and/or chemical signals. 7. knows that organisms respond to internal and external stimuli. 8. knows that cell behavior can be affected by molecules from other parts of the organism or even from other organisms.

Standard 2: The student understands the process and importance of genetic diversity.

1.understands the mechanisms of asexual and sexual reproduction and knows the different genetic advantages and disadvantages of asexual and sexual reproduction. 2.knows that every cell contains a "blueprint" coded in DNA molecules that specify how proteins are assembled to regulate cells. 3.understands the mechanisms of change (e.g., mutation and natural selection) that lead to adaptations in a species and their ability to survive naturally in changing conditions and to increase species diversity.

How Living Things Interact with Their Environment

Standard 1: The student understands the competitive, interdependent, cyclic nature of living things in the environment.

1. knows of the great diversity and interdependence of living things. 2.understands how the flow of energy through an ecosystem made up of producers, consumers, and decomposers carries out the processes of life and that some energy dissipates as heat and is not recycled. 3. knows that the chemical elements that make up the molecules of living things are combined and recombined in different ways.



Standard 2: The student understands the consequences of using limited natural resources.

1.knows that layers of energy-rich organic materials have been gradually turned into great coal beds and oil pools (fossil fuels) by the pressure of the overlying earth and that humans burn fossil fuels to release the stored energy as heat and carbon dioxide. 2.knows that changes in a component of an ecosystem will have unpredictable effects on the entire system but that the components of the system tend to react in a way that will restore the ecosystem to its original condition. 3.understands how genetic variation of offspring contributes to population control in an environment and that natural selection ensures that those who are best adapted to their surroundings survive to reproduce. 4. knows that the world ecosystems are shaped by physical factors that limit their productivity. 5.understands that the amount of life any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth. 6.knows the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation, and resource depletion).

The Nature of Science

Standard 1: The student uses the scientific processes and habits of mind to solve problems.

1.knows that investigations are conducted to explore new phenomena, to check on previous results, to test how well a theory predicts, and to compare different theories. 2.knows that from time to time, major shifts occur in the scientific view of how the world works, but that more often, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge. 3. understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth. 4.knows that scientists in any one research group tend to see things alike and that therefore scientific teams are expected to seek out the possible sources of bias in the design of their investigations and in their data analysis. 5.understands that new ideas in science are limited by the context in which they are conceived, are often rejected by the scientific establishment, sometimes spring from unexpected findings, and usually grow slowly from many contributors. 6. understands that in the short run, new ideas that do not mesh well with mainstream ideas in science often encounter vigorous criticism and that in the long run, theories are judged by how they fit with other theories, the range of observations they explain, how well they explain observations, and how effective they are in predicting new findings. 7.understands the importance of a sense of responsibility, a commitment to peer review, truthful reporting of the methods and outcomes of investigations, and making the public aware of the findings.

Standard 2: The student understands that most natural events occur in comprehensible, consistent patterns.

1.knows that scientists assume that the universe is a vast system in which basic rules exist that may range from very simple to extremely complex, but that scientists operate on the belief that the rules can be discovered by careful, systemic study. 2.knows that scientists control conditions in order to obtain evidence, but when that is not possible for practical or ethical reasons, they try to observe a wide range of natural occurrences to discern patterns.

Standard 3: The student understands that science, technology, and society are interwoven and interdependent.

1.knows that performance testing is often conducted using small-scale models, computer simulations, or analogous systems to reduce the chance of system failure. 2.knows that technological problems often create a demand for new scientific knowledge and that new technologies make it possible for scientists to extend their research in a way that advances science. 3.knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible causes and effects of events. 4.knows that funds for science research come from federal government agencies, industry, and private foundations and that this funding often influences the areas of discovery. 5. knows that the value of a technology may differ for different people and at different times. 6. knows that scientific knowledge is used by those who engage in design and technology to solve practical problems, taking human values and limitations into account.



Social Studies

Grades Pre-K – 2

Time, Continuity, and Change [History]

Standard 1: The student understands historical chronology and the historical perspective.

1. compares everyday life in different places and times and understands that people, places, and things change over time. 2. understands that history tells the story of people and events of other times and places. 3. knows a family history through two or three generations (e.g., customs, beliefs, and traditions of ancestors and their homelands). 4. understands broad categories of time (e.g., past, present, and future: yesterday, today, and tomorrow) and calendar time (days, weeks, months, and years).

Standard 2: The student understands the world from its beginnings to the time of the Renaissance

1. knows methods of communication from long ago and the technological developments that facilitated communications (e.g., speaking by gestures; transmitting stories orally; the use of pictographs, hieroglyphics and different alphabets; writing by hand and printing with machines). 2. understands the differences in the methods of travel from various times in human history and the advantages and disadvantages of each (e.g., the use of animals such as horses and camels; non-motorized vehicles such as chariots and travois). 3. understands the significance and historical contributions of historical figures during this period (e.g., the journeys of famous explorers).

Standard 3: The student understands Western and Eastern civilization since the Renaissance.

1. knows the accomplishments of major scientists and inventors (e.g., specific scientists and inventors, what they created, and how their creations have influenced society). 2. understands the daily life, history, and beliefs of a country as reflected in dance, music, or other art forms (e.g., such as paintings, sculptures, and masks). 3. understands the cultural traditions and contributions of various societies since the Renaissance (e.g., the role of folktales and literature in transmitting cultural beliefs and the holidays and ceremonies of different cultures).

Standard 4: The student understands U.S. history to 1880.

1. knows significant individuals in United States history to 1880 (e.g., revolutionary leaders, individuals important to American democracy, and individuals who fought for human rights, equality, and the common good). 2. knows people and events honored in commemorative holidays that originated prior to 1880 (e.g., Columbus Day, Thanksgiving Day, Flag Day, Memorial Day, Independence Day, Veteran's Day, and President's Day). 3. knows the history of American symbols (e.g., the eagle, the Liberty Bell, George Washington as the "father of our country," and the American flag). 4. understands the changes that occurred in people's lives when they moved from faraway places to the United States.

Standard 5: The student understands U.S. history from 1880 to the present day.

1. knows significant individuals in United States history since 1880 (e.g., presidents, scientists and inventors, significant women, and people who have worked to achieve equality and improve individual lives). 2. knows why important buildings, statues, and monuments (e.g., the White House, Lincoln Memorial, Statue of Liberty, Ellis Island, Angel Island, Mt. Rushmore, and veteran's memorials) are associated with state and national history. 3. knows people and events after 1880 that are honored in commemorative holidays (e.g., Martin Luther King, Jr. Day). 4. understands changes in community life over time (e.g., changes in goods and services; changes in architecture and landscape; and changes in jobs, schooling, transportation, communication, religion, and recreation).

People, Places, and Environments [Geography]

Standard 1: The student understands the world in spatial terms.

1. determines the absolute and relative location of people, places, and things. 2. uses simple maps, globes, and other three-dimensional models to identify and locate places. 3. identifies physical and human features of places in terms of the four spatial elements (point, line, area, and volume). 4. knows areas that can be classified as regions.



Standard 2: The student understands the interactions of people and the physical environment.

1. identifies some physical and human characteristics of places. 2. knows how different communities have changed physically and demographically. 3. knows basic needs and how families in the U.S. and other countries meet them. 4. knows the role that resources play in our daily lives. 5. knows the modes of transportation used to move people, products, and ideas from place to place, their importance, and their advantages and disadvantages.

Government and the Citizen [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

1. knows how various symbols are used to depict Americans' shared values, principles, and beliefs. 2. knows traditionally patriotic activities and various holidays that reflect the shared values, principles, and beliefs of Americans. 3. understands how and why rules are made and knows that a good rule or law solves a specific problem, is fair, and "does not go 4. recognizes major elected officials. 5. knows examples of authority and power without authority and knows that people in positions of authority have limits on their authority. 6. understands that the Constitution is a written document that states that the fundamental purposes of American government are to protect individual rights and promote the common good.

Standard 2: The student understands the role of the citizen in American democracy.

1. knows the qualities of a good citizen (e.g., honesty, courage, and patriotism). 2. knows that a responsibility is a duty to do something or not to do something. 3. knows the sources of responsibility, examples of situations involving responsibility, and some of the benefits of fulfilling responsibilities.

Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources

1. understands how scarcity affects the choices people make in everyday situations. 2. knows the differences among human resources, natural resources, and capital resources and how these resources are used to produce goods and services. 3. knows the difference between goods and services and between consumers and producers. 4. understands that when consumers (e.g., individuals, households, businesses, governments, or societies) make economic choices, they must consider the costs incurred and the benefits received.

Standard 2: The student understands the characteristics of different economic systems and institutions.

1. understands that most people work in jobs in which they produce a few special goods or services. 2. understands the basic concepts of markets and exchanges. 3. understands the basic functions of a bank. 4. understands that people in different places around the world depend on each other for the exchange of goods and services.

Grades 3-5

Time, Continuity, and Change [History]

Standard 1: The student understands historical chronology and the historical perspective

1. understands how individuals, ideas, decisions, and events can influence history. 2. uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources. 3. understands broad categories of time in years, decades, and centuries.

Standard 2: The student understands the world from its beginnings to the time of the Renaissance

1. knows the significant scientific and technological achievements of various societies (e.g., the invention of paper in China, Mayan calendars, mummification and the use of cotton in Egypt, astronomical discoveries in the Moslem world, and the Arabic number system). 2. understands developments in transportation and communication in various societies (e.g., the development of extensive road systems in various cultures, the difficulties of travel and



communication encountered by people of various cultures, the origins and changes in writing and how these changes made communication between people more effective). 3. understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families). 4. understands the emergence of different laws and systems of government (e.g., monarchy and republic). 5. understands significant achievements in the humanities to the time of the Renaissance (e.g., Roman architecture and Greek art). 6. knows how trade led to exploration in other regions of the world (e.g., the explorations of Marco Polo and the Vikings). 7. understands how developments in the Middle Ages contributed to modern life (e.g., the development of social institutions and organizations, the rise of cities, the formation of guilds, the rise of commerce, the influence of the church, and the rise of universities).

Standard 3: The student understands Western and Eastern civilization since the Renaissance.

1. knows significant people and their contributions in the field of communication and technology (e.g., inventors of various non-electronic and electronic communication devices such as the steam engine and the television) and the impact of these devices on society. 2. knows developments in the humanities since the Renaissance (e.g., Renaissance architecture, Japanese and Chinese influences on art, the impact of literary and theatrical development during the Renaissance, changes in music including opera and ballet, and major movements in the arts in 19th-century Europe). 3. understands the types of laws and government systems that have developed since the Renaissance (e.g., the development of democracy, the rise of totalitarian governments and dictatorships, communism and absolutism). 4. understands the post-Renaissance consequences of exploration that occurred during the Age of Discovery (e.g., European colonization in North America and British imperial efforts in India and other countries).

Standard 4: The student understands U.S. history to 1880.

1. understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas. 2. understands why Colonial America was settled in regions. 3. knows significant social and political events that led to and characterized the American Revolution. 4. knows significant historical documents and the principal ideas expressed in them (e.g., Declaration of Independence, the United States Constitution, and the Bill of Rights). 5. understands geographic, economic, and technological features of the growth and change that occurred in America from 1801 to 1861. 6. knows the causes, key events, and effects of the Civil War and Reconstruction.

Standard 5: The student understands U.S. history from 1880 to the present day.

1. knows that after the Civil War, massive immigration, big business, and mechanized farming transformed American life. 2. knows the social and political consequences of industrialization and urbanization in the United States after 1880. 3. knows the political causes and outcomes of World War I. 4. understands social and cultural transformations of the 1920s and 1930s. 5. understands the social and economic impact of the Great Depression on American society. 6. understands the political circumstances leading to the involvement of the U.S. in World War II and the significant military events and personalities that shaped the course of the war. 7. knows the economic, political, and social transformations that have taken place in the United States since World War II. 8. knows the political and military aspects of United States foreign relations since World War II.

Standard 6: The student understands the history of Florida and its people.

1. understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history. 2. understands the influence of geography on the history of Florida. 3. knows the significant individuals, events, and social, political, and economic characteristics of different periods in Florida's history. 4. understands the perspectives of diverse cultural, ethnic, and economic groups with regard to past and current events in Florida's history. 5. knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida. 6. understands the cultural, social, and political features of Native American tribes in Florida's history. 7. understands the unique historical conditions that influenced the formation of the state and how statehood was granted.

People, Places, and Environments [Geography]

Standard 1: The student understands the world in spatial terms.



1. uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns. 2. knows how regions are constructed according to physical criteria and human criteria. 3. locates and describes the physical and cultural features of major world political regions. 4. knows how changing transportation and communication technology have affected relationships between locations. 5. knows ways in which people view and relate to places and regions differently.

Standard 2: The student understands the interactions of people and the physical environment.

1. understands why certain areas of the world are more densely populated than other areas. 2. understands how the physical environment supports and constrains human activities. 3. understands how human activity affects the physical environment. 4. understands how factors such as population growth, human migration, improved methods of transportation and communication, and economic development affect the use and conservation of natural resources.

Government and the Citizen [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

1. identifies the structure and function of local, state, and federal governments under the framework of the Constitutions of Florida and the United States. 2. understands the structure, functions, and primary responsibilities of executive, legislative, and judicial branches of governments and understands how all three branches of government promote the common good and protect individual rights. 3. knows the names of his or her representatives at the local, state, and national levels (e.g., city council members, state representatives, and members of Congress) and the names of his or her representatives in the executive branches of government at C. the local, state, and national levels (e.g., mayor, governor, and president). 4. knows possible consequences of the absence of government, rules, and laws. 5. knows the basic purposes of government in the United States and knows the basic things governments do in one's school, community, state, and nation.

Standard 2: The student understands the role of the citizen in American democracy.

1. understands the importance of participation through community service, civic improvement, and political activities. 2. understands why personal responsibility (e.g., taking advantage of the opportunity to be educated) and civic responsibility (e.g., obeying the law and respecting the rights of others) are important. 3. knows that a citizen is a legally recognized member of the United States who has certain rights and privileges and certain responsibilities (e.g., privileges such as the right to vote and hold public office and responsibilities such as respecting the law, voting, paying taxes, and serving on juries). 4. knows examples of the extension of the privileges and responsibilities of citizenship. 5. knows what constitutes personal, political, and economic rights and why they are important and knows examples of contemporary issues regarding rights.

Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources

1. understands that all decisions involve opportunity costs and that making effective decisions involves considering the costs and the benefits associated with alternative choices. 2. understands that scarcity of resources requires choices on many levels, from the individual to societal. 3. understands the basic concept of credit. 4. understands that any consumer (e.g., an individual, a household, or a government) has certain rights. 5. understands the concept of earning income and the basic concept of a budget.

Standard 2: The student understands the characteristics of different

1. understands economic specialization and how specialization generally affects costs, amount of goods and services produced, and interdependence. 2. understands the roles that money plays in a market economy. 3. understands the services that banks and other financial institutions in the economy provide to consumers, savers, borrowers, and



businesses. 4.knows that the government provides some of the goods and services that we use and that the government pays for the goods and services it provides through taxing and borrowing.

Grades 6-8

Time, Continuity, and Change [History]

Standard 1: The student understands historical chronology and the historical perspective

1.understands how patterns, chronology, sequencing (including cause and effect), and the identification of historical periods are influenced by frames of reference. 2.knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. 3.knows how to impose temporal structure on historical narratives.

Standard 2: The student understands the world from its beginnings to the time of the Renaissance

1.understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration). 2. knows how major historical developments have had an impact on the development of civilizations. 3.understands important technological developments and how they influenced human society. 4.understands the impact of geographical factors on the historical development of civilizations. 5.knows significant historical leaders who shaped the development of early cultures (e.g., military, political, and religious leaders in various civilizations). 6.knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). 7. knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance). 8.knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations.

Standard 3: The student understands Western and Eastern civilization since the Renaissance.

1. understands ways in which cultural characteristics have been transmitted from one society to another (e.g., through art, architecture, language, other artifacts, traditions, beliefs, values, and behaviors). 2.understands the historical events that have shaped the development of cultures throughout the world. 3. knows how physical and human geographic factors have influenced major historical events and movements. 4. knows significant historical leaders who have influenced the course of events in Eastern and Western civilizations since the Renaissance. 5.understands the differences between institutions of Eastern and Western civilizations (e.g., differences in governments, social traditions and customs, economic systems and religious institutions).

Standard 4: The student understands U.S. history to 1880.

1.knows the factors involved in the development of cities and industries (e.g., religious needs, the need for military protection, the need for a marketplace, changing spatial patterns, and geographical factors for location such as transportation and food supply). 2.knows the role of physical and cultural geography in shaping events in the United States (e.g., environmental and climatic influences on settlement of the colonies, the American Revolution, and the Civil War). 3.understands the impact of significant people and ideas on the development of values and traditions in the United States prior to 1880. 4.understands how state and federal policy influenced various Native American tribes (e.g., the Cherokee and Choctaw removals, the loss of Native American homelands, the Black Hawk War, and removal policies in the Old Northwest).

Standard 5: The student understands U.S. history from 1880 to the present day.

1.understands the role of physical and cultural geography in shaping events in the United States since 1880 (e.g., western settlement, immigration patterns, and urbanization). 2.understands ways that significant individuals and events influenced economic, social, and political systems in the United States after 1880. 3. knows the causes and consequences of urbanization that occurred in the United States after 1880 (e.g., causes such as industrialization; consequences such as poor living conditions in cities and employment conditions).



Standard 6: The student understands the history of Florida and its people

1. understands how immigration and settlement patterns have shaped the history of Florida. 2.knows the unique geographic and demographic characteristics that define Florida as a region. 3. knows how the values, traditions, and actions of various groups who have inhabited the state have modified the environment of Florida. 4.understands how the interactions of societies and cultures have influenced Florida's history. 5. understands how Florida has allocated and used resources and the consequences of those economic decisions.

People, Places, and Environments [Geography]

Standard 1: The student understands the world in spatial terms.

1.uses various map forms (including thematic maps) and other geographic representations, tools, and technologies to acquire, process, and report geographic information including patterns of land use, connections between places, and patterns and processes of migration and diffusion. 2.uses mental maps to organize information about people, places, and environments. 3.knows the social, political, and economic divisions on Earth's surface. 4.understands how factors such as culture and technology influence the perception of places and regions. 5.knows ways in which the spatial organization of a society changes over time. 6. understands ways in which regional systems are interconnected. 7.understands the spatial aspects of communication and transportation systems.

Standard 2: The student understands the interactions of people and the physical environment.

1.understands the patterns and processes of migration and diffusion throughout the world. 2.knows the human and physical characteristics of different places in the world and how these characteristics change over time. 3. understands how cultures differ in their use of similar environments and resources. 4.understands how the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form. 5.understands the geographical factors that affect the cohesiveness and integration of countries. 6.understands the environmental consequences of people changing the physical environment in various world locations. 7.knows how various human systems throughout the world have developed in response to conditions in the physical environment. 8.knows world patterns of resource distribution and utilization. 9.understands how the interaction between physical and human systems affects current conditions on Earth.

Government and the Citizen [Civics and Government]

Standard 1: The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

1.knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, the Federalist Papers, and other writings. 2. understands major ideas about why government is necessary and the purposes government should serve. 3.understands how the legislative, executive, and judicial branches share power and responsibilities (e.g., each branch has varying degrees of legislative, executive, and judicial powers and responsibilities). 4.knows the major parts of the federal system including the national government, state governments, and other governmental units (e.g., District of Columbia, American tribal governments, and the Virgin Islands). 5.knows the major responsibilities of his or her state and local governments and understands the organization of his or her state and local governments. 6.understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good

Standard 2: The student understands the role of the citizen in American democracy.

1.understands the history of the rights, liberties, and obligations of citizenship in the United States. 2.understands that citizenship is legally recognized full membership in a self-governing community that confers equal rights under the law; is not dependent on inherited, involuntary groupings; and confers certain rights and privileges (e.g., the right to vote, to hold public office, and to serve on juries). 3.understands the argument that all rights have limits and knows the criteria commonly used in determining when and why limits should be placed on rights (e.g., whether a clear and present danger exists and whether national security is at risk). 4.understands what constitutes personal, political, and economic rights and the major documentary sources of these rights. 5.understands how he or she can contact his or her representatives and why it is important to do so and knows which level of government he or she



should contact to express his or her opinions or to get help on a specific problem. 6. understands the importance of participation in community service, civic improvement, and political activities. 7. understands current issues involving rights that affect local, national, or international political, social, and economic systems.

Economics

Standard 1: The student understands how scarcity requires individuals and institutions to make choices about how to use resources

1. knows the options and resources that are available for consumer protection. 2. understands the advantages and disadvantages of various kinds of credit (e.g., credit cards, bank loans, or financing with no payment for 6 months). 3. understands the variety of factors necessary to consider when making wise consumer decisions.

Standard 2: The student understands the characteristics of different

1. understands how production and distribution decisions are determined in the United States economy and how these decisions compare to those made in market, tradition-based, command, and mixed economic systems. 2. understands that relative prices and how they affect people's decisions are the means by which a market system provides answers to the three basic economic questions: What goods and services will be produced? How will they be produced? Who will buy them? 3. knows the various kinds of specialized institutions that exist in market economies (e.g., corporations, labor unions, banks, and the stock market).

Grades 9-12

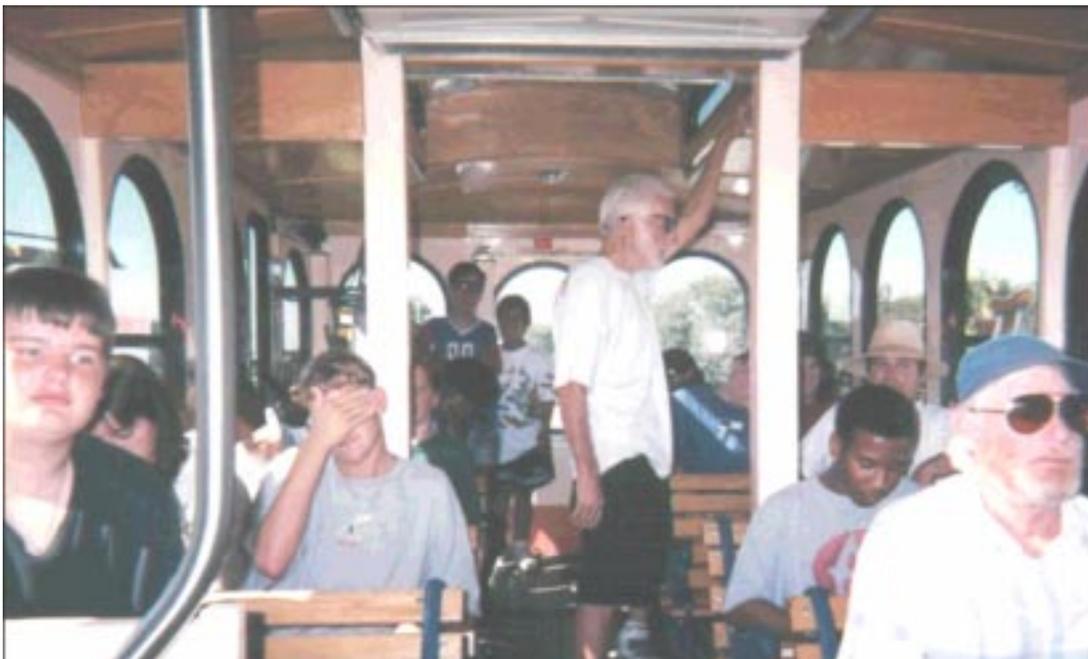
Time, Continuity, and Change [History]

Standard 1: The student understands historical chronology and the historical perspective

1. understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history. 2. identifies and understands themes in history that cross scientific, economic, and cultural boundaries. 3. evaluates conflicting sources and materials in the interpretation of a historical event or episode. 4. uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.

\Standard 2: The student understands the world from its beginnings to the time of the Renaissance

1. understands the early physical and cultural development of humans. 2. understands the rise of early civilizations and the spread of agriculture in Mesopotamia, Egypt, and the Indus Valley. 3. understands the emergence of civilization in China, southwest Asia, and the Mediterranean basin. 4. understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization. 5. understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization. 6. understands features of the theological and cultural conflict between the Muslim world and Christendom and the resulting religious, political, and economic competition in the Mediterranean region. 7





.understands the development of the political, social, economic, and religious systems of European civilization during the Middle Ages. 8. understands cultural, religious, political, and technological developments of civilizations in Asia and Africa. 9.understands significant social, cultural, and religious features of India, and India's conflict with the Moslem Turks. 10. understands significant cultural, religious, and economic features of civilizations in Mesoamerica and Andean South America. 11. understands political and cultural features of the Mongol Empire and the Empire's impact on Eurasian peoples.

Learning to ride the Bay Town Trolley.

Part of "Let's Keep Them All", gifted students job coaching handicapped individuals. Panama City, Fla.



Section 4 Information

1. CNS Fellowship Program
2. “How To” Establish a Guide
3. Application to other States
4. Survey Forms
5. About the Author
6. Dissemination

In my Environmental Specialist class, three other students and myself were chosen to participate in the S.E.A.L.S. program in Gainesville, Fla. At one point, our group was split up and assigned separate assignments. I was responsible to locate, measure, and count gopher-tortoise burrows, which are only found in certain areas. While engaging in this activity I learned how to work with different people and had loads of fun!

Dennis Casey, Student
“Winter Springs Community Education Project”
Winter Springs High School, Sanford, Fla.



Service-Learning in the Sunshine



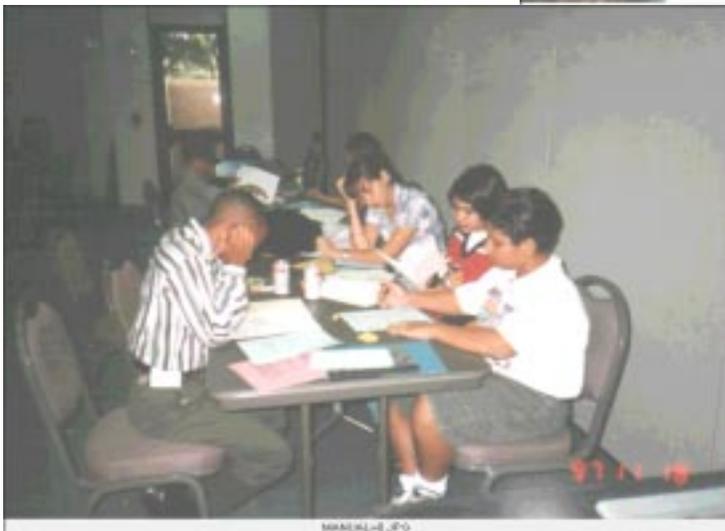
MANUAL-6.JPG

Youth Council Training –
Safe Schools Center,
September 18, 1997.
Palm Beach, Fla.



MANUAL-7.JPG

Palm Beach Youth
Council selecting &
evaluating mini-grant
proposals November 18,
1997.
Palm Beach, Fla.



MANUAL-8.JPG



CNS Fellowship Program

The National Service Fellows program was announced on April 24, 1997 and following a competitive selection process, 12 Fellowships were awarded in September of 1997. The Fellows have contracted with the Corporation for National Service to produce a product or outcome of value to the Corporation as well as broadly to the field of service.

Although they are not employees, Fellows are attached to an office of the Corporation or an affiliated state organization. In addition to producing the outcomes specified in their proposal, the Fellows comprise a self-managed team that will assess individual and group progress, consider synergies among projects, and further individual development.

Mission

To improve the quality of service through the talents of a diverse, self-managed team that will learn with the Corporation for National Service and will contribute to the future of national service.

Vision

By 2003, the National Service Fellowship program will be seen as a high quality program that has strengthened national service through continuous learning, new models, stronger networks, and professional growth.

1997-1998 Class Vision

The inaugural class of National Service Fellows will be a diverse, but unified, team of individual researchers stimulating proactive leadership to promote quality models of service responsive to the needs of communities.

1998- 1999 Fellowship

The 1998-1999 Fellowship Program applications are due to CNS by June 1, 1998. It is expected that 14 fellows will be selected. The fellowship program will run from September 1998 – June 1999. If interested in future fellowship opportunities, check the CNS web page at www.nationalservice.org.



“How To” Establish a Guide

This guide was developed over a 9-month time line:

Sept 1997 – Dec 1997 Gather Sunshine State Standards information.

Two main sources were used for the gathering of this information: local school information and Sunshine State Standards web site. The local school district provided public information on the standards. They also have software available for teachers that can be reviewed. Much of the material in Section 3: Reference was obtained from this source. The second source was the Sunshine State Standards website (www.firn.edu/doe/doehome.htm). Information on contact names and numbers along with complete information and answers on the Sunshine Standards are all available at the web site.

Sep 1997 – Mar 1998 Gather Information on Service Learning in Florida.

The main source for information was the Florida Learn & Serve office and the state coordinator, Joe Follman. Joe and his assistant, Gina Drago, provided the lists of current sub-grantees and Learn & Serve information. Sub-grantees are the district and community grants around the state. Florida Learn & Serve is the grantee and receives a state grant from the Corporation for National Service. After this information was obtained, three survey forms were designed:

- To compile teacher information on subject(s) and grade(s) being addressed in their service-learning project;
- To get student’s quotes on their definition of service-learning and memorable moments in their projects; and
- To gather pictures of service-learning field or classroom activities.

(The three survey forms are found on pages 155 – 157)

Feb 1998 Present *Service-Learning in the Sunshine* at the Florida Learn & Serve conference.

At the state conference in Orlando, I conducted a workshop on my manual, seeking input from teachers and community members on projects in which they were involved, concerns with the Sunshine State Standards, and successful ideas that were being implemented. The frustration with having state goals and not enough guidance or time supported my proposal to have an easy to access resource guide and directory. Information gathered at the conference was incorporated in the manual. A tabbed notebook-style layout was a direct result of that meeting.

Mar 1998 – May 1998 Fill in gaps, make follow-up phone calls.

During this period of time, information needed to be gathered and phone calls made to fill in missing gaps. The Youth Council program information on the mini-grants needed to be further defined by title, subject, and brief summary in order to complete the manual. Also included in the manual are recommended ideas under each standard to help stimulate project ideas. I used the *Hot Topics publication Learning by Serving: 2000 Ideas for Service-Learning Projects* for some ideas and also listed ideas of projects that I had implemented when serving as a school district grant coordinator.

June 1998 Printing

The decisions on printing were a concern. My options were to print the guide through the Corporation for National Service in Washington, D.C. or through the Florida Learn and Serve office in Tallahassee, or locally in the Jacksonville/Orange Park area. I eventually chose to print locally for two reasons:

- Printing locally would allow more time and easier access to the printer than trying to set it up long distance, and
- Once printed, shipping cost would be eliminated and it would be easier to receive and disseminate the manual.



June 1998

Dissemination

After printing, the manuals must be disseminated. Five finished manuals must be turned into Washington (as required in the fellowship), one manual to each of the fellows, one to each sub-grantee, and one to each person who contributed information and ideas. Future manuals will be provided on a request basis for the cost of the postage. The manual will also be available on the CNS website (www.nationalservice.org).

Three presentations were also made about the manual. The February Fellowship meeting was an opportunity to present the manual and get critiques for improvement. At that meeting, it was suggested that “Making the Connections” should be the first section since that was the “meat” of the manual. The rest of the information was moved to “Directory” and “Reference” sections. This is the current and final form that was used.

The second presentation was the Orlando State Conference, which I discussed earlier. The last presentation was once again in Washington in June. This presentation was the unveiling and dissemination of the final product.

Future Plans

It was suggested at the state conference that the manual be divided into the four levels, each to the specific grade levels. Other states can also take the ideas from this manual and adapt it to be usable to their state.

Application to other States

Although this manual is specific to Florida and lists Florida Learn & Serve projects, it will not be difficult to adapt to other states. The Florida State Standards are based on the State goals (specifically Goal 3, School Improvement and Accountability). Grounded in national and state reform initiatives, the frameworks do not prescribe the specifics of classroom instruction. They present broad, overarching concepts and ideas for the development of curriculum and instruction. Because they are not state-mandated curriculum or specific lesson plans, they would be appropriate in any state.

The Florida Learn & Serve projects, although possibly not easily accessed sites for field trips, can still serve as sources for networking, sharing of ideas and materials, and as a springboard for other ideas. A specific example of this type of adapted program came to mind when I visited an education project on the Florida Gulf. Teachers and students were doing the exact same water quality tests and environmental inventories as students on the eastern side of the state, working on the St. Johns River. Students working with water issues from the oceans to Great Lakes could share information, approaches to learning, and testing results.



Service-Learning in the Sunshine



Service-Learning in the Sunshine



Service-Learning in the Sunshine



About the Author

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Phyllis Renninger is a 1997 National Service Fellow for the Corporation for National Service. Formally a school district administrator, Phyl is presently completing her fellowship while a freelance grant coordinator for the Baker-Clay-Nassau Collaborative Partnership Grant. Her previous experience includes grant development coordinator for Clay County Schools; Florida Learn & Serve state peer consultant, trainer, reviewer; Learn & Serve project manager; assistant principal; and classroom teacher. She has conducted many training sessions and workshops throughout Florida. Phyl serves as a member of the National Service Leader Schools Program Design Group. This program is a presidential initiative designed to encourage and foster high quality service-learning opportunities for America's students. The program will recognize 100 Leader High Schools in 1998 – 1999. Most recently, Phyl was elected to the Orange Park Town Council and presently serves on the General Service/Recreation and Government Administration Committees.

Dissemination

For copies of this manual, send \$5.00 to cover postage and handling to:

Phyllis Renninger
2347 Oak Court
Orange Park, FL 32073

The Learn and Serve Project was offered last year and was a huge success. After many long hours of hard work, students completed a walking trail at Crane Point Hammock Museum. Their dedication and enthusiasm was contagious. This class helped students understand the importance of teamwork.

Samantha Scafone, Student
"Museums Project"
Marathon Middle School, Marathon, Fla.

Service-learning is being educated about the world or society through community service or some other form of public service. It is active participation, which can enlighten us to a new way of thinking. I'm glad if I can influence anyone in a positive way.

Marley Leonardo Montano, Students
"HITT"
Loften Center, Gainesville, Fla.