

# Service-Learning Certification Form

\_\_\_ On Campus  
\_\_\_ Off Campus

## SECTION 1

Instructor(s):  
Course: ICS, Biology, AP Environment,  
Chemistry  
Period(s) Participating  
Project Name: Natural Resources and Conflict  
Awareness  
Date Submitted:

School:  
Department:  
Grade Level(s):  
Anticipated # of students:

## SECTION 2 Project Description:

Students will show care and concern for humans and the environment by researching their community's dependency on a natural resource and preparing an educational pamphlet about its usage. After choosing a material and learning about the science, history, and economics of its consumption, students will consult a variety of media sources to determine how possession or need of the resource currently affects the United States' role in domestic and international debates and armed conflicts. After determining ways to decrease dependency on this resource and thus alleviate related disputes, students will then present their findings to the public.

## SECTION 3 Community Need(s):

Americans rely on number of natural resources, from oil and phosphorus to wood and water. Because all resources exist in limited quantities, their availability and use are at the center of a number of political and economic disputes. By educating people as to a chosen natural resource's role in political and economic disputes as well as by proposing scientific or technological ways to decrease reliance on this resource, students will equip themselves and their communities with the knowledge and impetus to alleviate natural resource-related conflicts.

## SECTION 4 Community Partner(s):

- US Department of Agriculture: Natural Resources Conservation Agency <http://www.nrcs.usda.gov/>
- US Geological Survey: Water Use <http://water.usgs.gov/watuse/>
- Mineral Use <http://minerals.er.usgs.gov/>
- Energy Use <http://energy.usgs.gov/>
- City of Los Angeles Environmental Affairs Department <http://www.ci.la.ca.us/EAD/>
- California Energy Commission <http://www.energy.ca.gov/>
- US Department of Energy (Efficiency and Renewable Energy): <http://www.eere.energy.gov/afdc/>

## SECTION 5 Student Voice

- Students will choose what natural resource to focus on.
- Students will select the media sources they feel will fairly report news relating to this material.
- Students will determine what facts to use to alert people to the problems of resource consumption.
- Students will select a format in which they can compile appropriate findings. They will then determine an audience and method for distribution.

## SECTION 6 California Content/Skill Standard(s)

- *Earth Sciences* Grades 9-12: Energy in the Earth System 4.b.c.; Biogeochemical Cycles 7.b.; Structure and Composition of the Atmosphere 8.a.b.c.
- *Biology/Life Sciences* Grades 9-12: Ecology 6.d.
- *Science Investigation and Experimentation* Grades 9-12: 1.a.b.c.d.f.g.i.l.m.

(OVER)

**SECTION 7 Project Components:**

- Students will consider what and how natural resources are used in their community then will choose one material to focus on.
- Students will research current dependency.
- Students will determine the material's sources -- where it is and has been found and how it is and has been gathered or extracted.
- Students will research regional and international conflicts that have arisen through competition for the natural resource.
- Students will consult a variety of sources to determine current United States policy in relation to the resource: if it is found at sites within the country, what are different points of view relating to its harvest; if it is found abroad, what has the United States done to acquire it?
- Students will research usage from environmental, scientific, and technological angles. They will try to ascertain ways in which Americans can limit or eliminate their dependency.
- Students will use their findings to prepare and distribute informational materials

**SECTION 8 Reflection Prompts**

- Students consider modern society's dependency on technological materials and natural resources and consider their own consumption.
- Students evaluate the feasibility of their suggested cut-back methods by trying to implement them in their own lives.

**SECTION 9 Outcomes and Assessments:**

- Students will recognize the complex relationship between the environment and politics, economics, and society.
- Students will determine what modern materials and practices may be excessive or superfluous. .
- Students will learn to think critically about America's motivations and roles in domestic and international affairs
- Students will be able to convert their research findings into a clear and concise publication.

**SECTION 10 Accommodations/Support for Diverse Learners:**

- Appropriate tasks will be assigned to all students.
  - Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
  - Locations will be accessible. When not available alternative sites will be sought.
  - Each group member will have equal opportunities to make significant contributions to the project.
  - Students with IEPs will be identified and individual needs will be addressed.
- I agree to the above accommodations for diverse service learners. Initials\_\_\_\_\_**

**SECTION 11 Administrator Comment(s) / Recommendations:**

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
**Teacher Signature**

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
**Principal or designee Signature**

**Original to:** \_\_\_\_APSCS    **Copies to:** \_\_\_\_SIS Coordinator    \_\_\_\_Teacher(s)