





Discovering Our Heritage



*A Community
Collaborative
Approach*

First Grade

*Model Social Studies Program Incorporating
Environmental Education to Integrate the Teaching of
History, Geography, Science, Mathematics, and Language Arts*



*Developed by the Alabama Museum of Natural History
in cooperation with the Alabama Cooperative Extension System
and the Alabama State Department of Education*



A Program of the Alabama Wildlife Federation

Douglas J. Phillips

First Grade

*K-6 Model Social Studies Program Incorporating
Environmental Education to Integrate the Teaching of
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Design: Nancy Lambert-Brown

To obtain copies of the
DISCOVERING OUR HERITAGE Guidebook for Teachers and Administrators
and the individual grade-level
DISCOVERING OUR HERITAGE Kindergarten through Fifth Grade,
please contact:

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A Message from the State Superintendent of Education



Alabama can proudly boast of numerous innovative educational programs currently underway in school systems around the state. This variety is beneficial because specific pathways to learning that are appropriate in one situation might not be most appropriate for another situation. The professional judgement of local administrators and teachers is our strongest asset in making such determinations. With this in mind, I want to invite your attention to a very timely new program, DISCOVERING OUR HERITAGE, developed by Alabama educators for Alabama schools and communities.

Throughout the nation today, there is a growing recognition of the importance of environmental education, to ensure a healthy environment, to sustain a viable economy, and to augment overall student development and academic performance. DISCOVERING OUR HERITAGE is a unique program that helps address these needs for Alabama without placing added demands on our teachers. Rather, this program incorporates environmental education to support and reinforce many requirements of the Alabama Course of Study. Also, this program is sufficiently flexible to be adapted in most school systems without disrupting existing policies and practices.

I am pleased to acknowledge the organizations that sponsored production of DISCOVERING OUR HERITAGE, the Alabama teachers who helped in its development, and the Alabama schools that are using this program. I would like to join them in offering DISCOVERING OUR HERITAGE as an especially valuable pathway to educational success.

— DR. ED RICHARDSON

American education today must meet a greater range of needs and serve a larger number of students than ever before. However, our schools also face an increasing array of difficulties, many of which are complex and closely intertwined with the changing conditions of society at large. Any educational program seeking long-term success must recognize this reality. Any program hoping to truly assist schools must appreciate the prevailing demands on teachers, the heavy responsibilities on administrators, and the conflicting pressures that often beset local school boards.

There may be no simple solution fitting every educational need in the nation, but Alabama educators have worked together in designing DISCOVERING OUR HERITAGE as a model for addressing many of the needs in Alabama schools. Central to this design is the philosophy that the realm of nature is an exceptional laboratory for learning; that environmental education, done correctly, provides students with meaningful connections between academic learning, applied problem-solving, civic participation, and the development of personal character and individual responsibility. DISCOVERING OUR HERITAGE is recognized by Alabama teachers for its effectiveness in demonstrating these multiple values of environmental education.

Possibly the greatest potential of this program is suggested by its subtitle, A Community Collaborative Approach. Through development of the DISCOVERING OUR HERITAGE Community Collaborative, schools can promote greater local understanding of

the challenges facing education and strengthen local support for school policies and for the needs of teachers, students, and the classroom.

The heritage of our nation is one of freedom-loving peoples striving to improve opportunity for all in a land that is blessed with remarkable natural resources. As a primary vessel of this heritage, our democratic system depends increasingly upon education to inform society, sustain reason, cultivate civility, and instill both a sense of stewardship for our lands and waters and a sense of humanity for one another. In turn, to serve this role effectively, education must draw upon a central premise of democracy and ensure that communities are active participants in supporting local schooling.

DISCOVERING OUR HERITAGE provides a model for addressing these multiple aims through a coherent framework linking people to the land, learning to the real world, and the school to the community. Students and teachers are assisted in assembling otherwise fragmented subject matter into a more meaningful, conceptual understanding of our world. Science is related to society, institutions to cultures, the environment to economics, and personal responsibility to community well-being. Ultimately, DISCOVERING OUR HERITAGE is a program and a process enhancing the role of education as a purposeful means to human progress.

— DR. DOUGLAS J. PHILLIPS
Program Director, DISCOVERING OUR HERITAGE

Acknowledgments

the active involvement of its officers and Board of Directors, AWF spearheaded a successful statewide initiative pulling together diverse interest groups and generating the necessary funding to complete DISCOVERING OUR HERITAGE.

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DISCOVERING OUR HERITAGE is the product of the caring commitment of many Alabamians, including the program's sponsors, participating school systems, and, most significantly, Alabama teachers.

DISCOVERING OUR HERITAGE is the culmination of thoughtful input from master teachers in a variety of school systems, urban and rural, across Alabama. The program was initiated in 1996 as an experimental project at Westwood Elementary School, Tuscaloosa County School System, in collaboration with the "Challenge 21" planning initiative. In the following years, under the leadership of System Superintendent, Dr. Joyce Sellers, the program was piloted in elementary schools throughout Tuscaloosa County. It was later adopted and expanded in the Hoover City Schools and Escambia County Schools. Since 1999, these three systems have continued to provide field testing for the program. Sincere thanks and admiration are extended for their efforts.

Special thanks are extended to retired Westwood Elementary principal, Dr. Joan Lowery, and retired Tuscaloosa County Schools Superintendent, Dr. Neil Hyché, for their support in making this educational program possible. Thanks are also due to the Alabama State Department of Education (ADE), State Superintendent Dr. Ed Richardson, ADE specialists Judy Cooper and Frank Hatherly, and social studies consultant Jane Crowe, for assistance in helping ensure that DISCOVERING OUR HERITAGE is fully consistent with the Alabama Course of Study. Likewise, thanks are due to the Alabama Cooperative Extension System, Director Steve Jones, and Community Resource Coordinator, Warren McCord, for assistance in providing teacher training facilities. DISCOVERING OUR HERITAGE is made available through the leadership of the Alabama Wildlife Federation (AWF). In 1995, AWF responded to the requests of Alabama teachers for development of a model environmental education program organized sequentially to support requirements of the Alabama Course of Study throughout the school year. With

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the contrary, flexibility and the inclusion of your own good ideas are important to DOH design.

You will note that DOH is organized largely around social studies. This is to give you the greatest flexibility in arranging situations for applied learning. Also, the subject of social studies affords a wide variety of learning opportunities suitable for underscoring an important DOH premise: a good education should provide students with a conservation ethic; responsible citizenship should include an informed commitment to environmental stewardship (see Appendix: Resources, Part III, Additional Materials for General Consideration for a list of readings, such as *A Sand County Almanac*, which include discussion of related conservation/environmental philosophy).

General Procedure

DISCOVERING OUR HERITAGE is organized on a flexible, repeating outline. Each Unit (six weeks) has a Key Question. This question, as much as any other factor, may be seen as the guiding idea for your activities. Likewise, each Unit has a Key Experience, generally recommended to be taken at the beginning of each unit. This is usually an out-of-class experience of some kind. Not to be lightly dismissed, the Key Experience gives the class a common basis of experience to discuss and write about. Importantly, it also helps to build class spirit and cohesiveness.

The class should invite at least one Community Visitor or Community Resource per week to present a program. If necessary, Key Experiences and the complementary Community Visitors and Resources can be switched as appropriate.

Additionally, we suggest that other visitors come to the classroom—parents, speakers, career representatives, etc.—until the class becomes used to visitors. It is important that standard hospitality procedures are established when dealing with guests—issuing invitations, providing escorts, and

Welcome to DISCOVERING OUR HERITAGE (DOH), Alabama's first sequentially-organized, content-integrated environmental program for grades K-6 (the available sixth grade option can be found in Appendix E in the *DOH Guidebook for Teachers and Administrators*). We hope you will find DOH useful and exciting. The program is designed to be a part of a broad support network that consists of you and your students, the whole-hearted support of your school and district administrators, and real, direct connections with your community. You should never feel that you are all alone in trying to implement this new way of approaching your yearly program. An important part of DOH is the Community Collaborative process (see Appendix D in the *DOH Guidebook*), during which your school formally invites members of your local community to participate in your program. This should dramatically increase the local resources and volunteers available to you.

DOH is carefully tied to the Alabama Course of Study (ACS) in social studies, science, language arts, and math. You may be reassured that in implementing DOH, you are covering legitimate, recognized subjects and are teaching required content.

At first, you might be slightly uneasy that DOH combines multiple subjects throughout each unit, but you should soon see how this integrated approach can be liberating to your program. By the same token, if you have favorite lessons that seem appropriate, a teachable moment, or an insight as to how to better teach your class, trust your instincts. DOH does not require that you slavishly follow an inflexible regimen. To

...flexibility
and the inclu-
sion of good
ideas are what
DOH is all
about.

writing thank-you notes. Each child should rotate through these various duties so that everyone becomes proficient in these important skills.

IDEALLY—

1. *Every day*, every student would have:

- a DOH lesson/activity (this lesson, whether science or social studies, would be followed by a related language activity),
- an additional science or social studies lesson (often a spin-off of a DOH activity),
- a math lesson, where possible supporting the other subjects,
- physical education,
- individual reading and writing time, and
- a formal period to work in the journal

2. *Every week*, the class would have:

- a speaker to visit the class,
- at least one video presenting visual information,
- an out-of-school or outdoor experience,
- a library experience,
- a geography lesson,
- a computer lesson,
- a music and art lesson, and
- a series of small group meetings followed by a group project

3. *Every unit*, the class would have:

- a key experience,
- a keynote visitor, and
- a class project, to which each child would contribute

However, DOH recognizes that teaching occurs in the real world of the daily school routine, with

unexpected and continuing distractions and various curriculum requirements that are difficult to integrate. This reality can pose limitations, but it should not rob us of the essential DOH idea, i.e., the intrigue of pondering our world and our place in it. Along the way and from time to time, we can expect to teach an old-fashioned math, grammar, or history lesson, and if life brings us a good teachable moment that is not "environmental," we should take it. DOH is meant to serve as a conceptual framework that allows the teacher freedom to pursue a good opportunity or idea as it occurs.

Preliminary Preparation

DOH is the product of many years of discussion and input from concerned educators, among whom there is agreement that this model program should "aim high" in expectations for students, teachers, and the community; thus, the extensive scope and regimen of the program. However, insofar as this program is oriented to overall educational improvement, it will be successful only if adjusted for proper fit and acceptance within each school. Therefore, to facilitate program adoption, DOH staff assistance is recommended for establishing the prescribed Community Collaborative (see Appendix D in the *DOH Guidebook*) and for conducting special teacher training. To arrange assistance contact: Wayne Strickland, DOH Outreach Coordinator, Alabama Wildlife Federation, P.O. Box 1109, Montgomery AL 36102; telephone (800) 822-WILD.

First Grade Program Overview

Yearly Overview

ACS Social Studies Yearly Theme: History and Geography: Exploring My World

First grade students are still in the developmental stages of establishing their sense of self and others, and gaining an understanding of fundamental relationships about the world around them. Therefore, the first-grade year builds on the foundation of kindergarten experiences to broaden the child's comprehension of school, community, environment, and the interrelationships that apply. Learning should continue to emphasize active exploration of local surroundings as children add to their knowledge of pertinent history and geography, and expand their awareness of economic, cultural, and civic relationships. In many ways, these learning experiences will also introduce students to the various rudimentary dimensions of social studies, science, language arts, and math. Thus, first-grade teachers have an early opportunity for alerting students to the real-world origins of academic studies and for orienting them to the "interdisciplinary" scope of life.

Unit I

Key Question: What does our community look like? The subjects of history and geography gain relevance when students are helped to explore their own local community, when they comprehend the present-day features and relationships that have come about as a consequence of past events. Unit I provides students with such exploration geared to spark general curiosity for the further exploration and discovery provided in remaining units.

Important connections: The local community has a discernible character. It has a particular size, shape, and configuration. It is located in association with specific

physical and natural features. The community has living populations of people, plants, and animals that each use the land and its resources in different ways.

Unit II

Key Question: How does our community work? The dynamics of human relationships form the basis of economic and civic life. Unit II links the functions of family to those of the school to those of the community. In each instance, these human pursuits are related to natural resources and natural systems.

Important connections: Families, schools, and communities function to provide essential needs for effective living. Each person has a role (at home, in the workplace, in the civic community) in helping with these functions. The basic needs of people (food, water, shelter, comfort, etc.) are similar to the needs of other creatures and are dependent on the natural environment.

Unit III

Key Question: How can I help my community? Each of the prior units is aimed at providing essential community awareness so that Unit III can begin to more actively engage students in related cooperative learning. Unit III provides an early opportunity to alert students to the reality that every community confronts situations and problems that must be solved. In this unit, we want to expand student realization that problem-solving can be a cooperative venture in a world that offers many resources and opportunities for creative solutions. This unit also provides the opportunity to conduct cooperative learning with particular emphasis on aspects of basic character development such as compassion, consideration, cooperation, honesty, and responsibility.

Important connections: Life presents exciting challenges in a world of remarkable natural variety and phenomena. Each person is a unique individual in this grand scheme and each has individual ideas and talents of potential value to community life.

is the fact that things are always changing. In a sense, this reality presents one of life's more exciting challenges: How does the human psyche deal with change that significantly affects life and community? Of course, the philosophical dimensions of this challenge are largely inappropriate for first-grade discussions. Yet, young children are quite vulnerable to many kinds of change that can affect family and community. Unit VI offers an early opportunity to introduce the reality of change in a comfortable context of exploring the exciting wonders of the community. The aim is to further the child's sense of curiosity and exploration and, thereby, to strengthen the capacity for dealing with change in positive ways.

Important connections: Community change is traceable across history. Change can bring positive effects and negative effects. People can maximize the positive and minimize the negative through thoughtful assessment and cooperation.

DOH First Grade Key Experiences

Like the Key Questions, the Key Experiences are intended to stimulate genuine curiosity and guide students in active exploration and discovery. The examples of experiences/activities listed below represent stem ideas only. In selecting preferred Key Experiences, teachers should plan for maximum learning value by organizing these experiences/activities to ensure active, hands-on student involvement in observing, investigating, and/or problem-solving.

- Unit I** Walk through the park, downtown, local natural area.
- Unit II** Visit city hall, phone company, local farm, library, computer center, etc
- Unit III** Conduct a local clean-up project, develop publicity to help the Salvation Army, humane shelter, etc.
- Unit IV** Visit a local industry, the art museum, special natural features, etc.
- Unit V** Visit several students' parents at work
- Unit VI** Compare old photos with present-day settings; visit a major new construction site or a neighborhood in decline.

Unit IV

Key Question: What makes our community special? At this point, students should have a gen-

eral awareness of the major features of the local surroundings. To augment this awareness, Unit IV gives added attention to the "specialness" of these features. An important aim is to impress children with the wonder and significance of prominent landscape features, key businesses and industries, and the necessary role of various leadership positions in the community. Within this context, then, the school is once again examined for its special place in the community.

Important connections: The local community includes phenomena—natural and constructed—that are special in their presence/history/function. The school is an integral and interactive aspect of this wonderful setting.

Unit V

Key Question: How do people make our

community special? Unit V shifts emphasis to give added attention to the human and cultural wonder of the community. Through exploration of individual and cultural diversity, this unit offers an early opportunity to reinforce student understanding and appreciation for how people differ. On the other hand, the unit also provides an opportunity to underscore basic commonalities among people: 1) all people depend on the natural environment to live, 2) all cultures are a derivation of people interacting with the natural environment, 3) all cultures seek answers to profound questions dealing with the order and design of the world, and 4) all people have the human need for love, meaning, and purpose in their lives.

Important connections: Every community is a special mix of people each with their own significant traits, histories, and cultural heritages. Every community is strengthened as such differences join together in sharing common human needs and developing common traditions and customs.

Unit VI

Key Question: How is our community changing? People sometimes find a sense of security when things are stable, when there is sufficient sameness and predictability from day to day. But the irony of life is, the one thing that never changes

This Week's Topic and Focus Paragraph. Each week has a basic topic to guide the week's activities. The focus paragraph briefly explains the week's topic and suggests ways to approach it.

Correlations with Alabama Course of Study. The numbers in parentheses indicate the DOH-relevant Alabama Course of Study sections of the four subjects areas—social studies, science, language arts, and math. These are also shown in the matrices below.

Thought of the week. This is really for you, the teacher, although sometimes it may be appropriate for the children. You get only a little encouragement in this job; maybe you'll find a bit of inspiration here!

Community Visitors and Resources. These are our suggestions for appropriate visitors to the classroom. As the children become accustomed to visitors, visits will be less disruptive. Don't miss this opportunity to teach appropriate behavior and formal courtesies.

Activities and Materials. These are teacher-selected environmental activities from a variety of sources (see Appendix: Resources), presented to you as a starting point. Since many of you are as experienced as the members of the DOH team, we encourage you to search out appropriate favorite activities and materials of your own.

Unit Checkpoints. These activities are enumerated at the beginning of each unit, and it is important that the class try to accomplish them each week. Eventually, we would like every child to write in his/her journal, to write invitations and send thank-you notes, and to read quietly and aloud to others.

**Program Matrices linked
with Alabama Course of Study**
(Social Studies, Science, Language Arts, and Math)

The following matrices compare the requirements of the Alabama Department of Education's official Alabama Course of Study (ACS) with the Discovering Our Heritage (DOH) units. This will serve to guide and reassure teachers, parents and administrators that the exciting activities of DOH more than meet the requirements of the ACS.

Grade 1 Social Studies Yearly Plan

Unit	Week	1	2	3	4	5	6
Unit I	What does our community look like?	Community location 1-2, 9	Physical features 1-2, 9-10	Physical size of the community 1-2	Population of the community 2-3	Land use 10, 24	Comparison of other communities 1-3, 22, 24
Unit II	How does our community work?	Family dynamics 4, 6-7	Classroom dynamics 4-6	School and community leaders 8	Exchange systems 17-19	Interdependence of people 18-19	Local services 15-17, 24
Unit III	How can I help my community?	Classroom government 4	Cooperation in class 4-5	Problem-solving 4-6	Responsible actions—environment 6, 12-13	Responsible actions—people 13-14	Holiday origins 19-20
Unit IV	What makes our community special?	Geographic features 1-2, 9	Weather and climate 14	Local business and industry 16, 19-20	Community leaders 19	Schools in the community 28	Celebrations 28
Unit V	How do people make our community special?	Cultural diversity in the classroom 25, 31	Cultural diversity in the community 25, 31	Origins of diversity 25, 31	Historical figures 26	Traditions 28	Community diversity 4, 30-31
Unit VI	How is our community changing?	Physical changes 10, 12	Geographic changes 14, 24	Land use changes 9-11, 21	Cultural changes 23, 27-28, 30-31	Economic changes 15, 20	Environmental changes 12-13

*The numbers in bold correspond to the current (2001) Alabama Course of Study for the respective grade and subject.

Grade 1 Science Yearly Plan

Week	1	2	3	4	5	6
Unit I	<p>What does our community look like?</p> <p>How big is our community? 7, 16-17</p>	<p>Physical features of our community 17, 20</p>	<p>Sources of energy 4, 22</p>	<p>Plant and animal populations 15, 18-19</p>	<p>Lifecycles of plants and animals 15-17</p>	<p>Force and motion 3-4, 13</p>
Unit II	<p>How does our community work?</p> <p>Science in the jobs our families have 9</p>	<p>Physical changes in our community 20-21</p>	<p>Seasonal jobs and activities in our community 21, 23</p>	<p>Plant and animal habits 1, 4, 7, 10, 17</p>	<p>Interdependence 19, 22</p>	<p>Speed and direction 3-4, 13</p>
Unit III	<p>How can I help my community?</p> <p>Interactions of animals & the environment 15, 18</p>	<p>Energy in our community 22</p>	<p>Our place in the Solar System 23</p>	<p>Characteristics of organisms 6, 16</p>	<p>Survival techniques of plants & animals 15, 22</p>	<p>Seasons and holidays 14, 21</p>
Unit IV	<p>What makes our community special?</p> <p>Animal niches 17-19</p>	<p>Weather in our community 2, 7, 21</p>	<p>Observing the sky 4, 23</p>	<p>Similarities and differences in plants & animals 15-16</p>	<p>Prehistoric plants and animals 15-16</p>	<p>Our habitat 1, 16-18</p>
Unit V	<p>How do people make our community special?</p> <p>Observe people in our class 6, 14, 16-17</p>	<p>Plant and animal diversity 15-16</p>	<p>Interactions of plants and the environment 18-19</p>	<p>Historical figures in science 9</p>	<p>Animal habits 1, 17-19</p>	<p>Community survival 11, 19, 22</p>
Unit VI	<p>How is our community changing?</p> <p>Predict how our community will change 1, 4, 18</p>	<p>Geographic changes 20-21</p>	<p>How technology changes things 1, 8-9</p>	<p>Technology in daily life 8-9</p>	<p>Environmental changes 10-11, 20, 22</p>	<p>How can we make a difference? 1, 10-11, 22</p>

*The numbers in bold correspond to the current (2001) Alabama Course of Study for the respective grade and subject.

Grade 1 Language Arts Yearly Plan

Week

1

2

3

4

5

6

Unit I	What does our community look like?	Talking about where my community is	2-3, 7-8, 15	Drawing & talking about what my community looks like	2-3, 7-8, 15	Drawing & talking about how big my community is	2-3, 7-8, 15	Drawing & talking about how many people live in my community	2-3, 7-8, 15	Reading & writing about how we use the land	1-5, 9	Talking & reading about other communities	2-3, 17
Unit II	How does our community work?	Talking about how my family works	2-3, 7-8	Talking & writing about how my classroom works	1-3, 7-8, 11	Talking, reading, & writing about my community leaders	1-5, 7-9, 11	Talking about how I can get what I want	2-3, 7-8	Drawing & talking about how I depend on people	1, 7-8, 19	Talking/reading/writing about local services	1-3, 7-11
Unit III	How can I help my community?	Talking, reading, and writing about class rules	1-5, 7-11	Drawing, reading, & writing about cooperating in class	1-5, 7-11	Talking about problem-solving	2-3, 7-8, 15	Drawing/writing/talking about helping environment	9-11, 17-19	Drawing/writing/talking about how I can help people	9-11, 17-19	Drawing & reading about holiday origins	1-11, 17, 20
Unit IV	What makes our community special?	Drawing & talking about what the land looks like	2-3, 7-8, 15	Drawing & talking about weather and climate	2-3, 7-8, 15	Drawing & talking about what is made in my community	1-11, 16	Talking about how our community leaders help us	1-2, 16, 19	Talking & writing about what our schools teach	1-2, 15-16	Drawing/talking/writing about community celebrations	9-11, 17-20
Unit V	How do people make our community special?	Talking about how people in our class are special	17-22	Talking about how people in our community are special	17-22	Drawing, reading, talking about where people come from	6, 17-22	Talking & reading about historical figures	6, 17, 22	Drawing/talking/reading about animal habits	1-11, 17-20	Talking about people who are different	1-11, 17-20
Unit VI	How is our community changing?	Drawing & reading about how the land is changing	1-14	Drawing & reading about how weather changes things	1-14	Drawing & reading about how people have changed the land	1-14	Talking & reading about how people change the community	1-14	Talking & reading about how businesses have changed	1-14	Oral reports about how the community has changed	1-2, 6, 17-20

*The numbers in bold correspond to the current (2001) Alabama Course of Study for the respective grade and subject.

Grade 1 Math Yearly Plan

Week	Unit I	Unit II	Unit III	Unit IV	Unit V	Unit VI
1	Count things in our community 1, 3, 5, 19	Create and explain a family tree 1-2, 27, 37	Voting in our classroom 1-3, 5-8, 12-14	Collect information about our community 48	Observe what people are wearing 3, 9-10, 44	Estimate and graph temperatures 38-41
2	Count physical features in our community 1, 3, 5, 19	Compare changes in our classroom 2, 8, 17, 37, 39	Measuring how we use energy at home 1-8, 37-40	Compare temperatures over time 40-41	Count and graph plants at school 11-16	Compare weights of soil and rocks 35
3	Calculate the size of our community 12-14, 19, 34	Draw planets and orbits 27-29, 31	Time our sky observations 27, 37-40	Counting clouds 9-10, 15-16	Locate on a map where we are from 34	Conduct an experiment on habitat change 49-51
4	Graph animals seen in our community 1-3, 11-13	Use money to buy things 17, 42-44	Create story problems about the environment 17-18, 23	Graph how we are alike and different 1-3, 11-13	Conduct an experiment like scientists 49-51	Count and graph technology in our lives 1-3, 11-13
5	Create story problems about land use 17-18, 23, 40	Carrying capacity of environments 1, 3, 7, 40, 48	Create habitats using geometric figures 21-22, 27-28, 31	Symmetry of plants and animals 29-30, 33	Create patterns using plants and animals 45	Calculate changes in cost of items 12-16, 42-43
6	Measure how far we are from other towns 2, 12, 32, 34	Describe how fast something moves 6, 17-18, 32	Chart our holidays on a calendar 37, 39-40	Chart our celebration on a calendar 37, 39-40	Compare capacities 28, 36, 48	List and categorize ways to save environment 17-18, 49-51

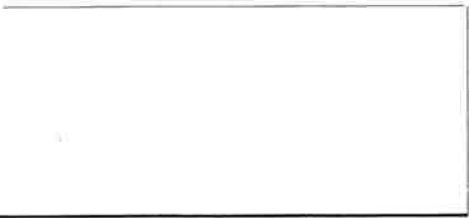
*The numbers in bold correspond to the current (2001) Alabama Course of Study for the respective grade and subject.

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Teacher's Notes (Use this page to write down your questions and good ideas for this Unit):

What does our community look like?

Unit 1



Unit 1 Week 1

Thought for the week
I touch the future I teach.
—CHRISTA MCALIFFE

Community Visitors and Resources

Local historian to talk about where our community is and why it was started here

Activities and Materials

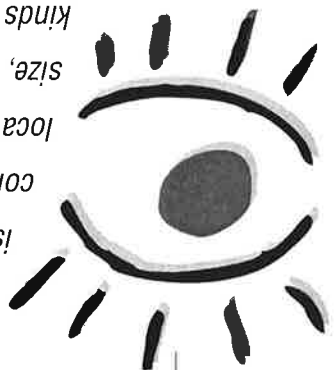
- After walk to park, have each child make a graph of the number of plants and animals they saw
- Find your community on a local map
- *Learning About Communities*, “Community Map,” “Kinds of Communities,” “Map Drawing”
- *Project WILD*, “What’s Wild?”
- *Project Learning Tree*, “The Shape of Things—Part B”
- *Ranger Rick’s NatureScope*: *Incredible Insects*, “Finding a Place to Live”
- *Ranger Rick’s NatureScope*: *Birds, Birds, Birds*, “Finding a Place to Live”
- *Ranger Rick’s NatureScope*: *Trees are Terrific*, “The Forest Community”
- Video: *Discovering Alabama*, “Alabama Forests”

Unit 1 Key Question *What does our community look like?*
Unit 1 Key Experience *Walk through the park, downtown, local natural area*

Unit Checkpoints

Journal time, quiet reading time, writing invitations and thank-you notes, and reading out loud to others.

Focus is on community location, its size, and the kinds of things that make it up. Students should be able to find the community on a map of Alabama. They should be able to describe their community in terms of rural/urban, location in state, industry/business, and history of settlement. They should be able to describe and graph local plants and animals seen in the community.



This Week’s Topic
Where is our community?

Correlations with
Alabama Course of Study:
Social Studies:

Community location (1–2, 9)

Science:

How big is our community (1, 16–17)

Language Arts:

Talking about where my community is (2–3, 7–8, 15)

Math:

Count things in our community (1, 3, 5, 19)

Geography:

Map drawing

Unit 1 Week 2

Thought for the week

I like dirt.
 Itty, bitty, gritty dirt.
 I like dirt
 Fuddy, duddy, muddy dirt.
 I like dirt
 In my socks
 On my shirt
 I like dirt.

—DIRT BY MARY ANN JENKINS

Community Visitors and Resources

Park ranger to talk about maintenance of park lands

Activities and Materials

- Aerial photo of community to see what land looks like
- *Alabama's Environmental Legacy* K-2, "Many Kinds of Soils in Alabama"
- *Ranger Rick's NatureScope*, "Trees are Terrific," "The Forest Community"
- *Project Learning Tree*, "The Shape of Things—Part A"
- *Project WILD*, "First Impressions"
- Video: *Discovering Alabama*, "A Walk in the Woods"

This Week's Topic

What does the land look like?

Correlations with

Alabama Course of Study: Social Studies: Physical features (1-2, 9-10)

Science:

Physical features of our community (17-20)

Language Arts:

Drawing and talking about what my community looks like

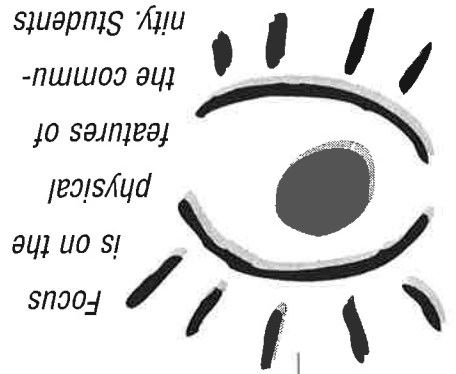
(2-3, 7-8, 15)

Math:

Count physical features in our community (1, 3, 5, 19)

Geography:

Map reading



Focus

is on the physical features of the community. Students

should be able to name physical features in the community such as mountains, hills, bodies of water, wetlands, forests, and so forth. They should be able to describe and draw each of these physical features. They should be able to count and graph these features.

Unit 1 Week 3

Thought for the week

School is a building that has four walls—with tomorrow inside.

—LON WATERS

Community Visitors and Resources

Alabama Power education representative to talk about sources of energy and their role in producing electricity

Activities and Materials
Alabama's Environmental Legacy K-2, "Life in a Fishbowl"

Compare community size to surrounding communities' sizes with maps
Learning About Communities, "Communities of Different Sizes"

Louie the Lightning Bug Coloring Book, Alabama Power Co.; order Teacher Suitcase, Alabama Power Co., Educational Services, P.O. Box 2641, Birmingham AL 35282-9984

Project WILD, "What Bear Goes Where?"
Project WET, "Aqua Bodies?"
Magic School Bus Getting Energized
Video: Electricity, Alabama Power Co. Educational Services, P.O. Box 2641, Birmingham AL 35282-9984, www.southernco.com/site/learningpower

This Week's Topic

How big is our community?

Correlations with

Alabama Course of Study:

Social Studies:

Physical size of the community (1-2)

Science:

Sources of energy (4, 22)

Language Arts:

Drawing and talking about how big my community is (2-3, 7-8, 15)

Math:

Calculate the size of the community (12-14, 19, 34)

Geography:

Map reading



Focus

is on the

physical

size of the

community.

Students should be able to read a basic

map and determine distance using a scale of miles. They

should become familiar with the sources of energy used by

the community and approxi-

mately how much it takes to

keep the community running.

These sources of energy can be electrical, natural gas,

gasoline, solar, and others.

Unit 1 Week 4

Thought for the week
 Children are our most valuable
 natural resource.

—HERBERT HOOVER

Community Visitors and Resources

Forester, local farmer, veterinarian
 to discuss the different kinds of
 plants and animals that live in our
 community

Activities and Materials

- *Alabama's Environmental Legacy* K-2, "Who Needs A Tree"

- Have students estimate how many people live in their community

- Make a graph of the animals seen on the farm

- *Ranger Rick's NatureScope: Trees Are Terrific*, "People and Forests"

- Take a school census to estimate how many school-age children live in the community

- *Project Learning Tree*, "The Shape of Things—Part B"

- *Project WILD Aquatic*, "Aqua Words"

- Video: *Discovering Alabama*, "Alabama's Natural Diversity"

This Week's Topic

How many people live here?

Correlations with

Alabama Course of Study:

Social Studies:

Population of the community

(2-3)

Science:

Plant and animal populations

(15, 18-19)

Language Arts:

Drawing & talking about how many people live in my community

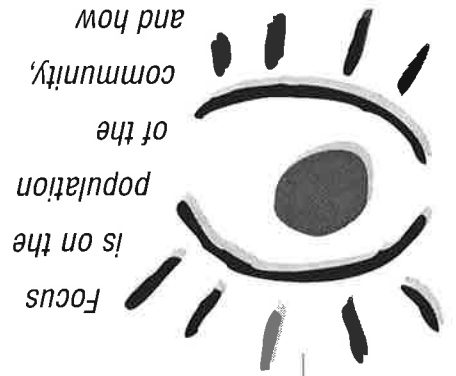
(2-3, 7-8, 15)

Math:

Graph animals seen in our community (1-3, 11, 13)

Geography:

Map reading



Focus is on the population of the community, and how many people live there. Students should transfer the concept of human population to plant and animal populations. They should be able to identify basic plants and animals of the community and graph them. They should be able to describe and talk about the population of their community.

Unit 1 Week 5

Thought for the week
The roots of education are bitter,
but the fruit is sweet.

—ARISTOTLE

Community Visitors and Resources

Forester, local farm, local cattle-
man to talk about land use in our
environment

Activities and Materials

- *Agriculture in the Classroom:*
Alabama's Treasures, "Mike and
Muffy Visit a Tomato Farm"
- Estimate and count the ways we
use the land to survive
- *Ranger Rick's NatureScope*,
Incredible Insects, "Growing
Up and Staying Alive"
- *Ranger Rick's NatureScope:*
Trees are Terrific, "Trees in
Our Lives"
- *Magic School Bus Goes to Seed*
Project WILD, "Everybody
Needs a Home"
- *Video: Discovering Alabama*,
"Long Leaf Pine"

This Week's Topic
How do we use our land?

Correlations with
Alabama Course of Study:

Social Studies:
Land use (10, 24)

Science:
Life cycles of plants and animals
(15-17)

Language Arts:
Reading and writing about how we
use the land (1-5, 9)

Math:

Story problems about land use
(17-18, 23, 40)

Geography:
Map reading



Focus is on how the population uses the land of the community. They should understand that there are positive and negative aspects to land use in their community, and they should be able to describe these. Students should read stories about how the land is used in other communities. They should understand the concept of the changes that land goes through as a community grows. Students should apply the ideas of land-use changes to life cycles of plants and animals.

Unit 1 Week 6

Thought for the week
 We make a living by what we get,
 but we make a life by what we give.
 —WINSTON CHURCHILL

Community Visitors and Resources

County commissioner to talk about different communities in our county

Activities and Materials

- Contact nearby towns' chambers of commerce and get literature about their towns; read and write about them
- *Learning About Communities*, "Communities of Different Sizes"
- Map local and surrounding communities to compare how they are alike and different
- Measure the distance from your town to other nearby towns
- *Project WET*, "Molecules in Motion"
- *Project Learning Tree*, "Picture This!"
- *Project WILD*, "Color Crazy"

This Week's Topic
 How are we the same or different from other communities?

Correlations with Alabama Course of Study: Social Studies:

Comparison of other communities (1-3, 22, 24)

Science:

Force and motion (3-4, 13)

Language Arts:

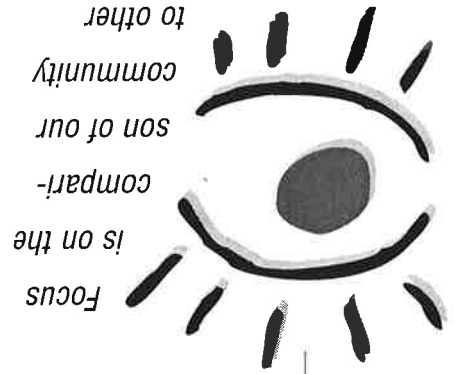
Talking and reading about other communities (2-3, 17)

Math:

Measure how far we are from other towns (2, 12, 32, 34)

Geography:

Map reading



be able to use a map to measure how far they are from other communities in the state. They should be able to describe how their community is the same as or differs from others. The scientific connections of force and motion should relate to how people and things in a community are constantly moving: some are slow, some are fast.

Unit II

How does our community work?

Teacher's Notes (Use this page to write down your questions and good ideas for this Unit):

Unit II Week 1

Thought for the week
 What is a Family?

(to the tune of Rock-A-Bye Baby)
 Families are big.

And families are small.

Families give love,

And care to us all.

People in families work and play, too.

I live in a family,

And so do you!

Families are different,

None are the same.

Some families have special names.

Families have ways

So special & fine.

You love your family

I sure love mine.

Community Visitors and

Resources

Parents and grandparents to talk

about families

Activities and Materials

• *Project Learning Tree*, "Get in

Touch with Trees"

• *Project WILD*, "Learning to

Look, Looking to See"

• *Project WILD Aquatic*, "Are You

Me?"

• *Water Sourcebook K-2*, "Do

You Know My Job?"

This Week's Topic

How does my family work?

Correlations with

Alabama Course of Study:

Social Studies:

Family dynamics (4, 6-7)

Science:

Science in the jobs our families

have (9)

Language Arts:

Talking about how my family

works (2-3, 7-8)

Math:

Create and explain a family tree

(1-2, 27, 37)

Focus

is on the

students,

their rela-

tionship to

their families,

and how their family functions

as a unit regardless of its

makeup. Students should

create and explain a simple

family tree. Students should be

able to explain where members

of their family work and identi-

fy the related science in the

jobs that family members have.

Students should be able to

explain how their immediate

and extended family functions

as a unit and the kinds of

activities the members

participate in.

Unit Checkpoints

Journal time, quiet reading time,
 writing invitations and thank-you notes, and
 reading out loud to others.

Unit II Key Question

How does our community work?

Unit II Key Experience

Visit city hall, the phone company, local farm,
 library, computer center, etc.

Unit II Week 2

Thought for the week
 Friends can be short or tall,

Big or small,

Wide or slim

Her or him

No matter what

They are the best of all.

—FRIENDS BY LORI HINTZ

Community Visitors and Resources

Police officer to the classroom to discuss the importance of rules and laws

Activities and Materials

• *Learning about Communities*,

p. 19

• *Project WILD*, “Surprise Terrarium”

• Read the “Gingerbread Man.” Make Gingerbread cookies.

Take them to the cafeteria to bake. When the cookies have had time to bake, check on

them. Of course, he has

“jumped out of the oven and run away.” Follow him to the principals’ office, library, playground, etc. This will help

students recognize and identify their surroundings.

• Compare classroom work with and without technology and

discuss the changes in the time needed to complete the work

• Video: *Discovering Alabama*, “Village Creek”

This Week’s Topic
 How does our classroom work?

Correlations with

Alabama Course of Study:

Social Studies:

Classroom dynamics (4-6)

Science:

Physical changes in our community (20-21)

Language Arts:

Talking and writing about how my classroom works (1-3, 7-8, 11)

Math:

Compare changes in our classroom (2, 8, 17, 37, 39)

Geography:

Recognize and identify school surroundings

Focus is on the classroom, and how students work together.



er. Students should be able to cite examples of and explain how they work together as a group. They should also be able to explain the changes that happen over time in the classroom. Students should understand the concept of change and apply them to changes that occur in physical features in the community. These can be changes such as erosion, water sources drying up, changes from construction, or natural disasters.

Unit II Week 3

Thought for the week
 This is the principal the head of
 the school
 We know it is right to follow his
 rules.
 This is teacher. We like all the
 rest.
 But it is our teacher that we love
 the best!

—KATHERINE O'NEIL

Community Visitors and Resources

Principal and community leaders
 into the classroom to discuss their
 roles as leaders

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Alabama Peanut Party," "Old King Cotton," "Our Blue Planet"
- *Ranger Rick's NatureScope*, "Our Astronomy Adventures," "Our Solar System"
- *Project Learning Tree*, "Sounds Around"
- *Project WILD*, "Make a Coat!"

This Week's Topic
 Who are the school and communi-
 ty leaders?

Correlations with

Alabama Course of Study:
Social Studies:

School and community leaders (8)

Science:

Seasonal jobs and activities in our
 community (21, 23)

Language Arts:

Talking, reading & writing about
 my community leaders
 (1-5, 7-9, 11)

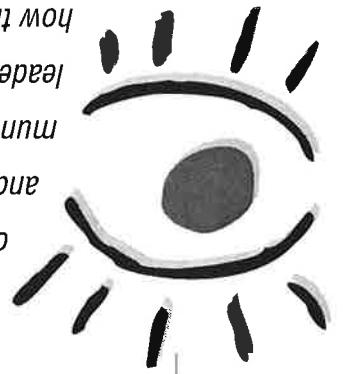
Math:

Draw planets and orbits
 (27-29, 31)

Geography:

Map reading

Focus is
on school
and com-
munity
leaders, and
how their jobs
affect the community. Students
should read articles about
school and community leaders.
Students should be able to
describe business activities in
the community and explain
which ones are permanent and
which are seasonal (farming,
holidays). When discussing
seasonal changes they should
be related to the position of the
Earth in its orbit at various
times of the year.



Unit II Week 4

Thought for the week

When it is hot,

We want it cold.

When it is cold,

We want it hot.

Always wanting

What is not.

—WANTING BY AMIR ATIFAN

Community Visitors and

Resources

Local merchants to discuss the

importance of working to obtain

things we want

- *Project WET*, “The Price is Right?”
- *Ranger Rick’s NatureScope*, *Amazing Mammals Part I*, “Staying Alive and Fitting In”
- *Ranger Rick’s NatureScope*, *Birds, Birds, Birds*, “Finding a Place to Live”
- *Ranger Rick’s NatureScope*, *Trees are Terrific*, “Growing Up a Tree”
- Set up a math center to allow children to buy objects using play coins
- Video: *Discovering Alabama*, “Red Hills Salamander”
- *Project WILD*, “Wildlife is Everywhere!”

This Week’s Topic
How can I get something I want?

Correlations with

Social Studies:

Exchange systems

(17–19)

Science:

Plant and animal habitats

(1, 4, 7, 10, 17)

Language Arts:

Talking about how I can get what

I want (2–3, 7–8)

Math:

Use money to buy things

(17, 42–44)

Activities and Materials

• *Project WET*, “The Price is

Right?”

• *Ranger Rick’s NatureScope*,

Amazing Mammals Part I,

“Staying Alive and Fitting In”

• *Ranger Rick’s NatureScope*,

Birds, Birds, Birds, “Finding a

Place to Live”

• *Ranger Rick’s NatureScope*,

Trees are Terrific, “Growing

Up a Tree”

• Set up a math center to allow

children to buy objects using

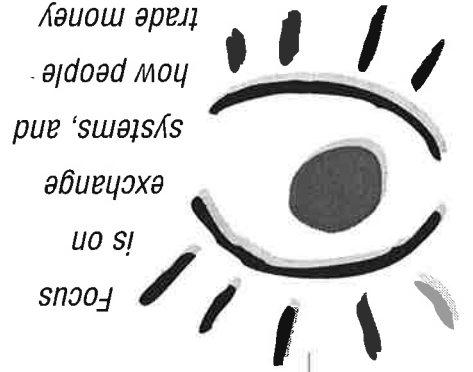
play coins

• Video: *Discovering Alabama*,

“Red Hills Salamander”

• *Project WILD*, “Wildlife is

Everywhere!”



Focus is on exchange systems, and how people trade money or services to get what they want or need. Students should identify ways they can get things that they want, and how money can be used to obtain goods and services. Students should relate obtaining food and shelter to plants and animals obtaining a suitable habitat.

Unit II Week 5

Thought for the week

If we want a share of the rewards, we must take a share of the work, too.

—PENRYHN COUSSENS

Community Visitors and

Resources

Community helpers (mailman, fireman, banker) to discuss their jobs and how they make our community a better place

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Mr. Garbagio," and "Speakers for the Earth," and "Up in the Air"
- *Learning About Communities*, p. 9
- *Video: Discovering Alabama*, "Long Leaf Ecosystem"
- *Project WILD*, "Forest in a Jar"

This Week's Topic

What are our community services?

Correlations with

Alabama Course of Study:

Social Studies:

Interdependence of people

(18-19)

Science:

Interdependence (19, 22)

Language Arts:

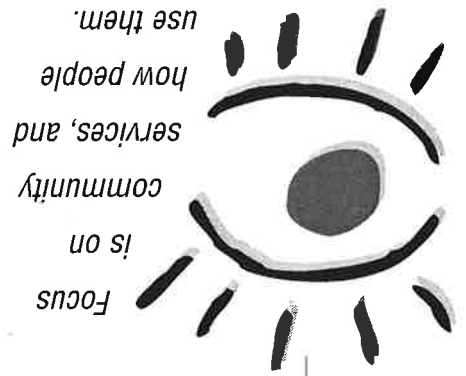
Drawing and talking about how I

depend on people (7-8, 17, 19)

Math:

Carrying capacity of environ-

ments (1, 37, 40, 48)



Focus is on

community

services, and

how people

use them.

Students should identify the

various services, people, and

professions they depend on for

their existence. Students

should relate this human

dependence and interdepend-

ence to what happens in the

animal world. Students should

understand the concept of the

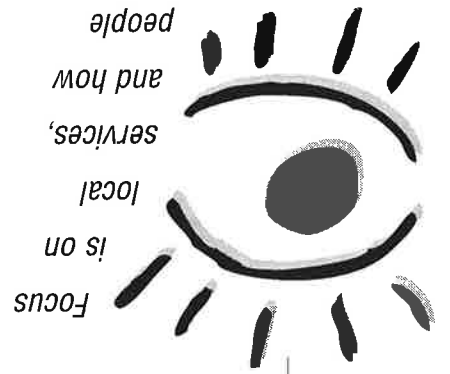
carrying capacity of environ-

ments: each environment can

hold only a certain number of

interdependent individuals.

Unit II Week 6



Focus is on local services, and how people depend on those around them. Students should be able to explain a variety of services that exist in the community. They should be able to identify which services are fast (pizza delivery, gas stations, purchasing goods at a store) and which are slower (ordering something, having something made). They should relate this to the concepts of speed and direction.

This Week's Topic
How do I depend on those around me?
—B. ESENWEIN

Correlations with Alabama Course of Study:
Social Studies: Local services (15–17, 24)

Science: Speed & direction (3–4, 13)

Language Arts: Talking, reading, and writing about local services (1–3, 7–11)

Math: Describe how fast something moves (6, 17–18, 32)

Geography: Map reading
map and globe
Holidays and Seasons, Frank Schaffer Publications, Inc., 1993
Neighborhoods and Communities: Communities Celebrate Holidays, pp.156–179 (New Jersey: Silver Burdett Company, 1986)
Project WET, “Just Passing Through”

Activities and Materials
• *Project Learning Tree,* “Tree Factory—Variation”
• Create ornaments used in celebration in specific parts of the world; discuss the traditions associated with this area of the world and locate the area on a map and globe
• *Holidays and Seasons,* Frank Schaffer Publications, Inc., 1993
• *Neighborhoods and Communities: Communities Celebrate Holidays,* pp.156–179 (New Jersey: Silver Burdett Company, 1986)
• *Project WET,* “Just Passing Through”

Unit III

How can I help my community?

Teacher's Notes (Use this page to write down your questions and good ideas for this Unit):

Unit III Week 1

Thought for the week
I believe in laughter. I think it's
food for the soul.

—TOMMY LASORDA

*Community Visitors and
Resources*

Judge, elected officials, voters to
talk about the law and government

Activities and Materials

- *Alabama's Environmental
Legacy K-2*, "Going, Going,
Gone"

- *Learning About Communities*,
p. 21

- *Ranger Rick's NatureScope*,
Amazing Mammals Part I,
"Habitats for Sale" and "A
Home in a Range"

- *Ranger Rick's NatureScope*,
*Endangered Species: Wild and
Rare*, "Habitat is Home"

- *Our Government*, Frank
Schaffer Publications, 1994; full
of classroom activities; found in
any school supply store

- Review election results
Video: *Discovering Alabama*,
"Red-cockaded Woodpecker"
Project WILD, "First
Impressions"

This Week's Topic
What are the rules in class?

*Correlations with
Alabama Course of Study:
Social Studies:*

Classroom government (4)

Science:

Interactions of animals and the
environment (15, 18)

Language Arts:

Talking, reading and writing
about class rules (1-5, 7-11)

Math:

Voting in our classroom
(1-3, 5-8, 12-14)

Focus is
on
classroom
government
and the
necessity of



rules in order to make it function
smoothly. Students should
experience some type of voting in
the classroom. Students should
be able to state the reasons why
rules are necessary. They should
relate the necessity of classroom
rules to interactions of individuals
in the class. This concept should
extend to the interaction of
animals and the environment
because there are environmental
rules to be followed if animals are
to survive.

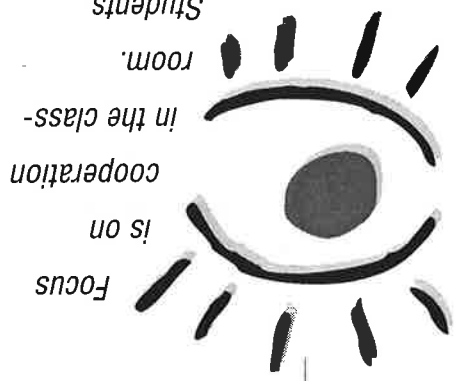
Unit Checkpoints

Journal time, quiet reading time,
writing invitations and thank-you notes, and
reading out loud to others.

Unit III Key Question
How can I help my community?

Unit III Key Experience
Conduct a local clean-up project, develop publicity to
help the Salvation Army, humane shelter, etc.

Unit III Week 2



Students should be able to explain why cooperation is important. Students should extend the concept of cooperation to energy used in the community. They should measure the amount of energy used at home over a specific period of time. The focus here should be on energy conservation.

This Week's Topic
How can we work together in class?

Correlations with
Alabama Course of Study:
Social Studies:
Cooperation in class (4-5)

Science:
Energy in our community (22)

Language Arts:
Drawing, reading, and writing about how we cooperate in class (1-5, 7-11)

Math:
Measuring how we use energy at home (1-8, 37-40)

Thought for the week
Make it a practice to judge persons and things in the most favorable light at all times, in all circumstances.

—ST. VINCENT DE PAUL

Community Visitors and Resources

Alabama Power employees to discuss their jobs and how they make our community a better place

Activities and Materials

- Check meters at home; graph and compare
- *Project Learning Tree*, "Adopt a Tree—Variation"
- Alabama Power web site: www.southernco.com/site/learningpower
- Character education activity: Have children illustrate and write about ways they can work with classmates to make our classroom a more friendly place
- *Project WET*, "Let's Work Together"

Unit III Week 3

Thought for the week

Kindness is in our power, even when fondness is not.

—SAMUEL JOHNSON

Community Visitors and Resources

Meteorologist or science center employee to talk about observing the sky

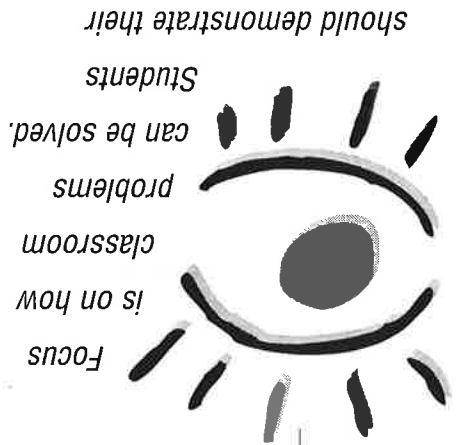
Science: Our place in the Solar System (23)

Social Studies: Problem solving (4-6)

Correlations with Alabama Course of Study:

This Week's Topic: How do we solve problems in class?

- *Activities and Materials*
- *Project Learning Tree*, "Bursting Buds"
- *Alabama's Environmental Legacy K-2*, "Our Blue Planet"
- *Project WET*, "Perspectives" and "Water Actions"
- *Ranger Rick's NatureScope*, "Astronomy Adventures," "Blast Off"
- *Nature's Way* (K-3), "The Weather Watchers"
- Video: *Discovering Alabama*, "Mobile River Basin"



Unit III Week 4



Focus is on responsible actions as they relate to the environment. Students should be able to create a story about problems in the environment due to the irresponsible actions of humans. Students should identify characteristics of organisms that put them at particular risk if their environment changes.

This Week's Topic
How can I help the environment?

Correlations with Alabama Course of Study: Social Studies:
Responsible actions— environment (6, 12–13)

Science:
Characteristics of organisms (6, 16)

Language Arts:

Drawing, writing, and talking about helping the environment (9–11, 17–19)

Math:

Create story problems about the environment (17–18, 23)

Geography:
Map reading

Thought for the week
If you judge people, you have no time to love them.
—MOTHER TERESA

Community Visitors and Resources

Forester or park ranger to explain the importance of caring for our Earth

Activities and Materials

- Have children work together to identify the dangers to our environment and illustrate ways we can help prevent them
- *Alabama's Environmental Legacy* K–2, “Critic Litterbugs,” “Looking for Litter,” and “Nature Recycles”
- *Project WILD Aquatic Education Activity Guide*, “Somethings Fishy Here!”
- *Our Environment*, Teacher Created Materials
- *Project WET*, “Salt Marsh Players” and “Water Address”
- *Water Sourcebook*, “Who Needs Wetlands”
- *Videos: Discovering Alabama*, “Coastal Alabama, Parts I and II”

Unit III Week 5

Thought for the week
 Do what you can, with what you
 have, where you are.

—THEODORE ROOSEVELT

Community Visitors and Resources

Nursery worker, farmer, zoo
 worker to discuss how they help
 plants and animals

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Looking for Litter" and "Mission Recycle"
- *Project WILD Aquatic Education Activity Guide*, "Deadly Waters"
- *Mailbox* (April/May 1998), "Building Character with... Responsibility"
- *Project WET*, "Where are the Frogs?"
- *Nature's Way (K-3)*, "Discovering Natural Patterns"
- *Video: Discovering Alabama*, "Alabama Trees"

This Week's Topic
 How can I help people in my
 community?

Correlations with Alabama Course of Study:

Social Studies:

Responsible actions—people
 (13-14)

Science:

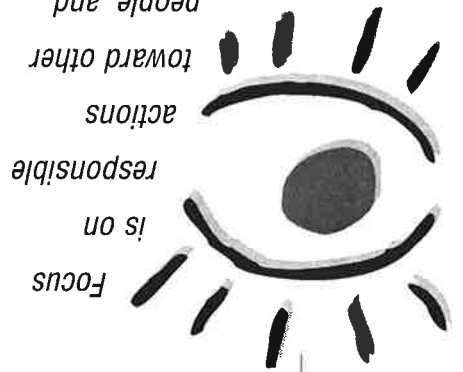
Survival techniques of plants and
 animals (15, 22)

Language Arts:

Drawing, writing, and talking
 about how I can help other people
 (9-11, 17-19)

Math:

Create habitats using geometric
 figures (21-22, 27-28, 31)



Unit III Week 6

Thought for the week
Love sees through a telescope not
a microscope.

Community Visitors and Resources

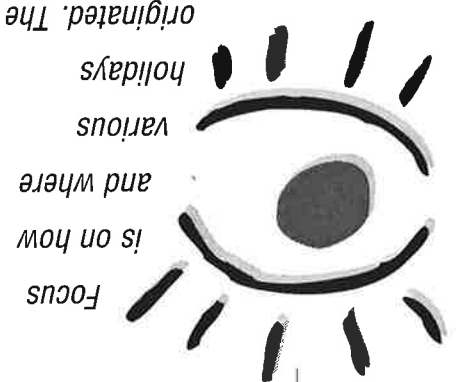
Art teacher to share ideas on how
to express ourselves creatively

Activities and Materials

- Discuss how people from different regions of the country or even the world are different; emphasize on the importance of all of us being different
- Locate the different regions of our country on a map or areas of the world on a globe
- Give each child a monthly calendar layout; label the month at the top and fill in the numbers on the corresponding days; have the child label the holidays of that particular month

Project WILD Aquatic, "Fashion a Fish"

- *Holidays and Seasons*, Frank Schaffer Publications, Inc., 1993
- *Mailbox* (Dec./Jan. 1996-97), "A Gala of Holiday Gift Ideas" and "All Wrapped Up for the Holidays"
- Video: *Discovering Alabama*, "Arboretums"



Focus
is on how
and where
various
holidays
originated. The
students should be able to
explain the origins of holidays
and chart holidays on a calendar. They should relate certain holidays to seasons as determined by the position of the Earth in its orbit.

This Week's Topic
How do I act with people who are different?

Correlations with Alabama Course of Study: Social Studies:

Holiday origins (19-20)

Science:
Seasons and holidays (14, 21)

Language Arts:
Drawing and reading about holiday origins (1-11, 17, 20)

Math:
Chart our holidays on a calendar (37, 39-40)

Geography:
Map reading

Lined writing area for notes.

Teacher's Notes (Use this page to write down your questions and good ideas for this Unit):

What makes our community special?

Unit IV

Empty rectangular box for additional notes or drawings.

Unit IV Week 7

Thought for the week
 The land ethic...enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land.
 —ALDO LEOPOLD

Community Visitors and Resources

Community geologist to talk about the landscape around U.S.

Activities and Materials

- Aerial photos of community to show students what community looks like from high above
- Draw pictures of what the land around school looks like; write a descriptive paragraph
- *Alabama's Environmental Legacy K-2*, "Many Kinds of Soils in Alabama"
- *Ranger Rick's NatureScope*, "The Forest Community"
- *Project Learning Tree*, "Tale of the Sun"
- Video: *Discovering Alabama*, "Alabama Adventure"

This Week's Topic
 What does the land look like?

Correlations with

Alabama Course of Study:

Social Studies:

Geographic features (1-2, 9)

Science:

Animal niches (17-19)

Language Arts:

Drawing and talking about what the land looks like (2-3, 7-8, 15)

Math:

Collect information about our community (48)

Geography:

Map reading

Focus
 is on the
 geographic
 features of
 the communi-
 ty, and what



the land looks like. Students should be able to explain

various natural features in the

local community, such as lakes,

ponds, hills, mountains, farm-

land, etc. They should under-

stand that people's existence is

tied to geographic features.

They should relate this concept

to animals and their environ-

ment. Just as people have

chosen special areas to live, so

have animals (or have they?).

Unit Checkpoints

Journal time, quiet reading time, writing invitations and thank-you notes, and reading out loud to others.

Unit IV Key Question
 What makes our community special?

Unit IV Key Experience
 Visit a local industry, the art museum, special natural features, etc.

Unit IV Week 2



Focus is on the local weather and climate, and how it affects the community over time. Students should be able to explain various weather conditions, and how weather and climate are related. Students should record temperature over time and compare it each month for several months or throughout the school year.

This Week's Topic
What is our weather and climate?

Correlations with Alabama Course of Study: Social Studies:
Weather and climate (14)

Science:
Weather in our community (2, 7, 21)

Language Arts:
Drawing and talking about weather and climate (2–3, 7–8, 15)

Math:
Compare temperatures over time (40–41)

Geography:
Map reading

Thought for the week
The way I see it, if you want the rainbow, you gotta put up with the rain.
—DOLLY PARTON

Community Visitors and Resources
Local meteorologist to talk about the weather

Activities and Materials

- “Dan’s Wild Weather,” www.whnt19.com/kidwx
- *Project WILD*, “Stormy Weather”
- *Ranger Rick’s NatureScope*, “Wild About Weather”
- *Weather and Seasons*, Frank Schaffer Publications, Inc.

Unit IV Week 3

Thought for the week
 I wandered lonely as a cloud
 That floats on high o'er vales and
 hills,
 When all at once I saw a crowd,
 A host of golden daffodils.

—WILLIAM WORDSWORTH

Community Visitors and

Resources

Local businessmen to discuss the
 types of industry in our area

Activities and Materials

- *Cloud Catalog*, order from:
 Dept. of Atmospheric Sciences,
 University of Illinois at Urbana,
 Champaign, IL,
www.atmos.uiuc.edu
- Go outside and count clouds;
 make a graph of kinds of clouds
 seen
- *Learning about Communities*,
 “Community Businesses”
Project WILD, “Saturday
 Morning Wildlife Watching”
 Video: *Discovering Alabama*,
 “Wetumpka Impact Crater”

This Week's Topic
 What do we make in the
 community?

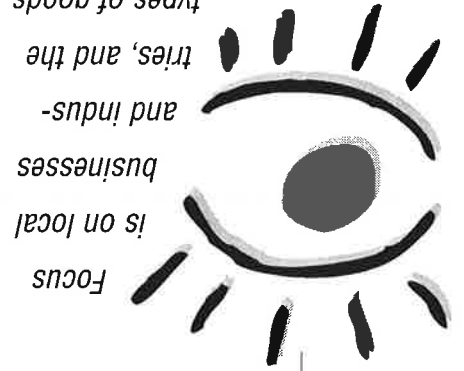
Correlations with
Alabama Course of Study:
Social Studies:
 Local business and industry
 (16, 19–20)

Science:
 Observing the sky (4, 23)

Language Arts:
 Drawing and talking about
 what is made in my community
 (1–11, 16)

Math:
 Counting clouds
 (9–10, 15–16)

Geography:
 Map reading



Focus
is on local
businesses
and indus-
tries, and the
types of goods
and services that are produced
in the community. Students
should be able to identify
specific goods and services
they use that are produced
locally. Science concepts
involve observing the sky at
day and night. During school
days when students are out-
side, focus on the number and
shapes of clouds.

Unit IV Week 4



Focus is on community leaders, and how they help the community.

Students should be able to explain the various jobs of community leaders and their positions in the community. Students should be able to specify the similarities and differences in a number of community leaders' jobs. They should be able to role-play different jobs of community leaders. Students should transfer the concept of similarities and differences in jobs to plants and animals. They should also explain the jobs that various plants and animals have in the environment. Students should be able to graph similarities and differences in people and animals.

This Week's Topic
How do our leaders help us?

Correlations with Alabama Course of Study: Social Studies: Community leaders (19)

Science: Similarities and differences in plants and animals (15-16)

Language Arts: Talking about how our community leaders help us (1-2, 16, 19)

Math: Graph how we are alike and different (1-3, 11-13)

Geography: Map reading

Thought for the week
One of the tests of leadership is the ability to recognize a problem before it becomes an emergency.
—ARNOLD H. GLASCOU

Community Visitors and Resources
Mayor or other community leaders visit and discuss their roles

Activities and Materials
• *Alabama's Environmental Legacy K-2*, "Going, Going, Gone"
• *Graph how we are alike and different*
• *Project Learning Tree*, "Tree Treasures—Variation 2"
• *Project WILD*, "Ethi-Thinking"
• *Video: Discovering Alabama*, "Cahaba River Watershed"

Unit IV Week 5

Thought for the week
See into life—don't just look at it.
—BAXTER

Community Visitors and Resources

Superintendent of schools,
principal to discuss why we come
to school and what we need to
learn

Activities and Materials

- *Alabama's Environmental Legacy* K-2, "Fake a Fossil!"
- Discuss why we need schools: have students write a paper on why we go to school
- *Project WILD Aquatic*, "Water We Eating?"
- Have students divide pictures of plants and animals so that each side matches
- *Learning About Communities*, "Sharing Community Services"
- *Social Studies Made Simple*, "Time to Learn"
- *Mailbox* (April/May 1992), "Dynamic Dinosaurs"
- Video: *Discovering Alabama*, "Geological History of Alabama"

This Week's Topic
What is "prehistoric?"

Correlations with
Alabama Course of Study:
Social Studies:
Schools in the community

Science:

Prehistoric plants and animals (15-16)

Language Arts:

Talking and writing about what our schools teach (1-2, 15-16)

Math:

Symmetry of plants and animals (29-30, 33)

Focus
is on the
place of
schools in
the commu-
ty. Students
should recognize the main
goals of schools at the elemen-
tary, middle, and high school
levels. Students should be able
to explain and write about what
schools teach in various sub-
ject areas at various grade
levels. Students should find out
the date each school was
established in the community
and research plans for any new
schools. Students should
research prehistoric plants and
animals that may have lived in
the area. Students should be
able to explain symmetry and
identify examples of prehistoric
plants and animals.



Unit IV Week 6

Thought for the week
 Knowledge is the eye of desire
 and can become the pilot of the
 soul.

—WILL DURANT

Community Visitors and Resources

Local environmentalist to discuss
 natural habitats

Activities and Materials

- *Project WILD*, "What's That, Habitat?"
- *Holidays and Seasons*, Frank Schaffer Publications, Inc., 1993
- *Alabama's Environmental Legacy* K-2, "Who's Hiding Here," "Nest Sweet Nest," "Going, Going, Gone," "Life Near a Pond," and "Wiggling Willie"
- Make a graph of the holidays most celebrated
- On a calendar, find the holidays we celebrate
- Students write about their favorite celebrations
- Video: *Discovering Alabama*, "A Walk in the Woods"

This Week's Topic

What celebrations do we have?

Correlations with Alabama Course of Study: Social Studies: Celebrations (28)

Science:
 Our habitat (1, 16-18)

Language Arts:

Drawing, talking, and writing about our community celebrations (9-11, 17-20)

Math:

Chart our celebrations on a calendar (37, 39-40)

Geography:

Map skills



Focus
 is on what
 kinds of
 celebrations
 occur in the
 community.

Students should be able to
 draw, explain, and write about

community celebrations and

chart them on a calendar.

Students should be able to
 explain how their habitat

changes because of decorative

items used during various

celebrations.

How do people make our community special?

Unit V

Teacher's Notes (Use this page to write down your questions and good ideas for this Unit):

Unit V Week 1

Thought for the week
 Teach me to feel another's woe,
 To hide the fault I see;
 That mercy I to others show,
 That mercy show to me.

—ALEXANDER POPE

Community Visitors and Resources

Local Department of Conservation & Natural Resources representative to talk about natural diversity

Activities and Materials

- Make a graph of likes and differences of students in class
- Make a graph of what children wear to school
- Make a classroom quilt with each student making a design representing her/his family
- Make a map of your school with students plot the best ways to go to lunch, restroom, office, gym, etc.
- *The Giving Tree* by S. Silverstein (New York: Harper & Row, 1964)
- *Project WILD*, "Improving Wildlife Habitat in the Community"

This Week's Topic
 How are people in our class special?

Correlations with Alabama Course of Study:

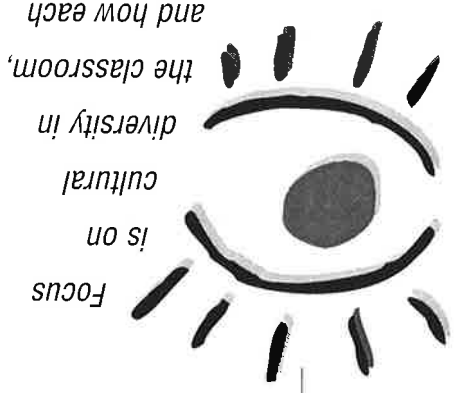
Social Studies:
 Cultural diversity in the classroom (25, 31)

Science:
 Observe people in our classroom (6, 14, 16-17)

Language Arts:
 Talking about how people in our class are special (17-22)

Math:
 Observe what people are wearing (3, 9-10, 44)

Geography:
 Map reading—make a school map



Focus is on cultural diversity in the classroom, and how each member of the class is special. Students should be able to explain how people in the class are special. They should develop observational skills and be able to explain what classmates look like in terms of physical features. They should also be able to observe and explain the behavior of their classmates.

Unit Checkpoints

Journal time, quiet reading time, writing invitations and thank-you notes, and reading out loud to others.

Unit IV Key Question
 How do people make our community special?
 Visit several students' parents at work

Unit V Week 2

Thought for the week
 'Twas brilliant, and the slithy toves
 Did gyre and gimbel in the wabe;
 All mimsy were the borogoves,
 And the mome raths outgrabe....
 —JABBERWOCKY BY LEWIS CARROLL

Community Visitors and Resources

Local historian to talk about the diversity of local citizens

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Spring Surprise" and "Nest Sweet Nest"
- *Agriculture in the Classroom: Alabama's Treasures*, "Mike and Muffy Visit a Catfish Farm" and "Mike and Muffy Visit a Cotton Farm"
- Count and graph the plants at school
- *Project Learning Tree*, "Looking as Leaves"
- *Project WILD*, "Seeing is Believing or The Flies Have It!"
- *Water Sourcebook*, "Plants Need to Drink, Too"
- Write a story about what makes our community special
- Video: *Discovering Alabama*, "Guntersville State Park"

This Week's Topic
 How are people in our community special?

Correlations with Alabama Course of Study:

Social Studies:

Cultural diversity in the community (25, 31)

Science:

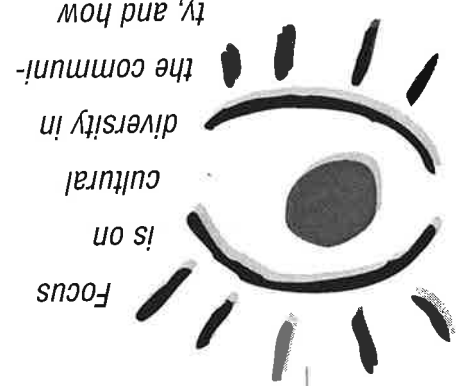
Plant and animal diversity (15-16)

Language Arts:

Talking about how people in our community are special (17-22)

Math:

Count and graph the plants at school (11, 16)



Focus

is on cultural diversity in the community, and how people are special. Students should be able to explain about different cultural groups residing in the community, and why they are special. They should be able to transfer this concept of human diversity to diversity in plants and animal explaining why plants and animals are special. They should be able to count and graph the plants and animals they see around the schoolyard.

Unit V Week 3

Thought for the week
When one helps another, both are strong.

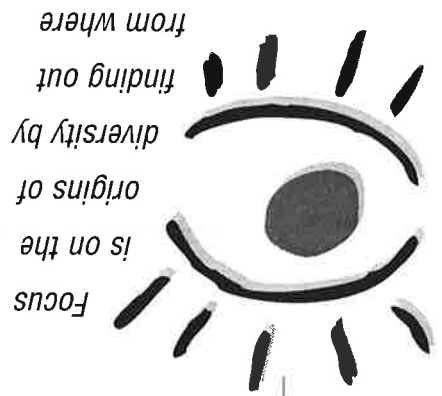
—GERMAN PROVERB

Community Visitors and Resources

Local historian or genealogist to talk about the origins of local peoples

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "A Plant's Friend," "When I Was Young in the Mountains," "Who Needs a Tree," and "Who's Hiding Here"
- Have students interview a grandparent and ask where s/he was born and how s/he grew up
- On a map, locate where students live and where they were born
- *Project Learning Tree*, "How Plants Grow—Variation"
- *Project WILD Aquatic*, "Water Plant Art"
- Video: *Discovering Alabama*, "Chacha Mountain/Talladega National Forest"



Focus

is on the

origins of

diversity by

finding out

from where

people come. Students should

be able to explain how and why

people came from other areas.

They should be able to locate

their community, as well as

other areas where people

originated, on map(s). They

should understand that all

people experience positive and

negative interactions. They

should transfer this concept of

interactions of people to the

positive and negative interac-

tions of plants and animals and

the environment.

This Week's Topic
Where do different people come from?

Correlations with

Alabama Course of Study:

Social Studies:

Origins of diversity (25, 31)

Science:

Interactions of plants and the

environment (18-19)

Language Arts:

Drawing, reading, and talking

about where people come from

(6, 17-22)

Math:

Locate on a map where we are

from (34)

Geography:

Map reading

Unit V Week 4



Focus is on

historical

figures and

the diversity

exhibited

within this group. Students

should talk and read about

historical figures and from

where they come. Particular

attention should be paid to the

diversity of historical figures in

science-related careers.

Students should conduct an

experiment using the steps of

scientific investigation.

This Week's Topic
What is the diversity of historical figures?

Correlations with

Alabama Course of Study:

Social Studies:

Historical figures (26)

Science:

Historical figures in science (9)

Language Arts:

Talking and reading about histori-

cal figures and where they come

from (6, 17, 22)

Math:

Conduct an experiment like

scientists (49–51)

Thought for the week
The educator should be the
“leading learner.”

—THOMAS GROOME

Community Visitors and
Resources

Local historian to talk about

historical figures from Alabama

Activities and Materials

• *Famous Black Americans*, Frank

Schaffer Publications, Inc.

• *Project WILD*, “Classroom

Carrying Capacity”

• Write a report on a historical

figure discussed in class

• Video: *Discovering Alabama*,

“Fort Toulouse/Jackson”

Unit V Week 5

Thought for the week

What is a weed? A plant whose virtues have not yet been discovered.

—RALPH WALDO EMERSON

Community Visitors and

Resources

Visitors from different ethnic

backgrounds, e.g., Native

American, Chinese, African

American, etc., to discuss their

traditions

Activities and Materials

• *Alabama's Environmental*

Legacy K-2, "We Can All

Help," "Spring Surprise," and

"Who's Hiding Here?"

• Get map of local zoo and before

the trip, locate the restrooms,

snack areas, and animal family

sections

• Make a graph of the different

animals and plants at the zoo

• *Project WILD*, "Too Close for

Comfort"

• Write a story about one of your

family's traditions

• Video: *Discovering Alabama*,

"Wildlife History"

This Week's Topic
What traditions do people have?

Correlations with
Alabama Course of Study:

Social Studies:

Traditions (28)

Science:

Animal habits (1, 17-19)

Language Arts:

Drawing, talking, and reading

about animals habits

(1-11, 17-20)

Math:

Create patterns using plants and

animals (45)

Geography:

Map reading

Focus

is on

traditions

and the

specific

traditions

students' families and friends

observe. The concept of

tradition should be related to

animal habits and the things

animals do to survive in their

environment. Students should

observe animals in their com-

munity or in a zoo, and be able

to explain their various habits

and behaviors.



Unit V Week 6

Thought for the week
 Reach high, for stars lie hidden in
 your soul. Dream deep, for every
 dream precedes the goal.
 —VAUL STARR

Community Visitors and Resources

Visitors from different ethnic
 backgrounds to discuss their
 traditions

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "When I Was Young in the Mountains"
 Create a newsletter about diversity in your community by interviewing people with different cultural backgrounds
- *Project Learning Tree*, "Living with Fire—Variation"
Holidays and Seasons, Frank Schaffer Publications, Inc., 1993
- *Doing Your Part*, National Wildlife Federation
- Video: *Discovering Alabama*, "Dugger Mountain Wilderness"

Focus

is on

community

diversity and

the different

groups of

people residing there. This

week should concentrate on

differences, e.g., age, gender,

location, and professions,

synthesizing the unit about

how people in the community

are special. Students should

look at the size of the commu-

nity and relate it to carrying

capacities in the natural envi-

ronment. They should be able

to explain what happens when

the community cannot provide

for all of the people that live in

it.



This Week's Topic
 What is community diversity?

Correlations with

Alabama Course of Study:

Social Studies:

Community diversity (4, 30–31)

Science:

Community survival (11, 19, 22)

Language Arts:

Talking about people who are

different (1–11, 17–20)

Math:

Compare capacities (28, 36, 48)

Geography:

Find different countries on a map

Unit VI Week 1

Thought for the week
 What sunshine is to flowers,
 smiles are to humanity.

Community Visitors and Resources

Community planning board member to discuss how the community has/is undergoing change

Activities and Materials

- Place a thermometer outside and observe temperature at the same time everyday; record and graph the results; predict temperatures before observing the thermometer
- *Alabama's Environmental Legacy K-2*, "Surface Erosion: A Grass Roots Solution"
- *Learning About Communities*, "How Communities Change"
- *Water Sourcebook*, "Ground-water and Soil Types"
- *Project WILD*, "The Thicket Game"
- Video: *Discovering Alabama*, "Fort Morgan"

This Week's Topic
 How is the community changing?

Correlations with Alabama Course of Study: Social Studies:

Physical changes (10, 12)

Science:

Predict how our community will change (1, 4, 18)

Language Arts:

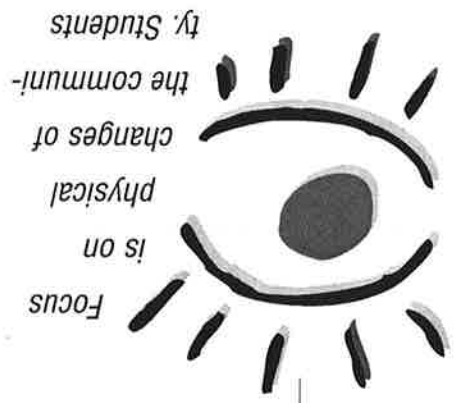
Drawing and reading about how the land is changing (1-14)

Math:

Estimate and graph temperatures (38-41)

Geography:

Map reading



Focus is on physical changes of the community. Students

should read about how the community is changing in terms of growth (construction, development) and be able to predict how it will look in the future. They should estimate and graph temperatures over an extended time span and predict how temperatures might increase or decrease.



Unit Checkpoints

Journal time, quiet reading time, writing invitations and thank-you notes, and reading out loud to others.

Unit IV Key Question
 How is our community changing?

Unit IV Key Experience
 Compare old photos with present-day settings; visit a major new construction site or a neighborhood in decline

Unit VI Week 2



Focus
is on
geographic
changes
caused by
weather:

Students should be able to explain how weather changes the land by erosion and settling, for example. Students should compare the weights of rock and soil from various locations in the community.

This Week's Topic
How does the weather cause changes?

Correlations with
Alabama Course of Study:

Social Studies:

Geographic changes (14, 24)

Science:

Geographic changes (20–21)

Language Arts:

Drawing and reading about how weather changes things (1–14)

Math:

Compare weights of soil and rocks (35)

Thought for the week
If you don't stand for something, you'll fall for anything.

Community Visitors and
Resources
Meteorologist to talk about how weather changes the land

Activities and Materials

- *Alabama's Environmental Legacy* K–2, "Many Kinds of Soils in Alabama"
- *Project WET*, "Wetland Soils in Living Color" and "Wet Vacation"
- *Ranger Rick's NatureScope*, "Mountain Blocks"
- *Ranger Rick's NatureScope*, *Wild About Weather*, "Feathered and Furious Forecasters" and "The Ways of the Wind"
- *Mailbox* (June/July 1997), "Getting to Know Rocks"
- *Project WILD*, "Playing Lightly on the Earth"
- *Video: Discovering Alabama*, "Little River Canyon"

Unit VI Week 3

Thought for the week
 It is far better to forgive and forget than to resent and remember.

Community Visitors and Resources

Community resource person, construction supervisors, city engineer, computer expert to discuss development and community change

Activities and Materials

- Create an animal habitat in a shoe box
- Take an outdoor plant and place it indoors; observe the changes
- Discuss and show how a cash register works; have children visit a large grocery store and observe the scan machines; predict which would be faster
- Provide hands-on experiences to show how technology has changed things; e.g., type-writer/computer, rotary/touch-tone phones, etc.
- *Project WILD Aquatic Education Activity Guide*, "Net Gain, Net Effect" and "Where Have All the Salmon Gone?"

This Week's Topic
 How does building change the community?

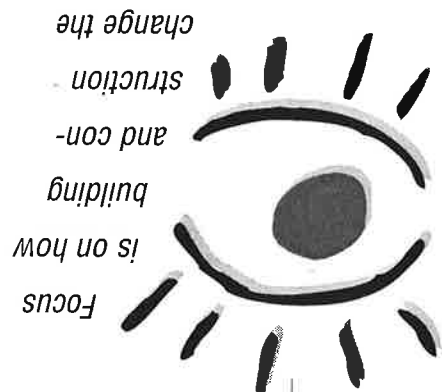
Correlations with Alabama Course of Study: Social Studies: Land use changes (9-11, 21)

Science: How technology changes things (1, 8-9)

Language Arts: Drawing and reading about how people have changed the land (1-14)

Math: Conduct an experiment on habitat change (49-51)

Geography: Map reading



Focus is on how building and construction change the community in technologically-related ways. Students should be able to explain how people have changed the land as a result of increased technology. Students should explain what kinds of technology are available to help humans alter their environments. Students should transfer this concept of land-use change to its effect on plants and animal habitats.

Unit VI Week 4



Focus is on what cultural changes have occurred due to technology. Students should be able to explain their use of technology in their daily life. They should be able to graph or draw various types of technology they use on a regular basis.

This Week's Topic
How do people change the community?

Correlations with Alabama Course of Study: Social Studies: Cultural changes (23, 27-28, 30-31)

Science: Technology in daily life (8-9)

Language Arts: Talking and reading about people change the community (1-14)

Math: Count and graph technology in our lives (1-3, 11-13)

Thought for the week
Goodness is the only investment that never fails.
—HENRY DAVID THOREAU

Community Visitors and Resources

Native Americans from a reservation to talk about how technology has affected their lives

Activities and Materials

- Brainstorm all the technology we use in our daily lives; count all the types of technology used; record which and keep count of how many times we use each type of technology per day; graph the results
- *Alabama's Environmental Legacy K-2*, "When I Was Young in the Mountains"
- *Project WILD Aquatic*, "Plastic Jellyfish"

Unit VI Week 5

Thought for the week
 He who is firm in will, moulds the
 mould to himself.
 —JOHANN WOLFGANG VON GOETHE

Community Visitors and Resources

Local business person to discuss
 how things have changed in recent
 years

Activities and Materials

- Compare and contrast the prices of items in the past and the price of those items today; calculate the price differences; predict the effect this difference might have on economic change
- *Alabama's Environmental Legacy K-2*, "The Whump World"
- *Learning about Communities*, "Community Business" and "Map Drawing"
- Video: *Discovering Alabama*, "Sipsey River Swamp"
- *Project Learning Tree*, "Earth Manners"
- *Project WILD*, "Enviro-Ethics"

This Week's Topic
 How has business changed?

Correlations with Alabama Course of Study: Social Studies: Economic change (15, 20)

Science:

Environmental changes (10-11, 20, 22)

Language Arts:

Talking and reading about how business have changed (1-14)

Math:

Calculate changes in cost of items (12-16, 42-43)

Geography:

Map reading

Focus
 is on

economic

change, and

how business

has changed in

the community over time.

Students should be able to cite

examples of businesses that

have opened and closed in

their community. They should

be able to relate the concept of

change in their community to

environmental change for

plants and animals.



Unit VI Week 6



Focus is on environmental change, and what is happening to the environment in their community as the result of all of the changes talked about in this unit. The students should present short oral reports about how the community has changed, and they should be able to specify how they can personally make a difference. They should be able to list things they can do to protect the environment.

This Week's Topic
 What is happening to our environment?

Thought for the week
 Lord, may we always be quick to praise, slow to criticize.

Correlations with
 Alabama Course of Study:
Social Studies:
 Environmental changes (12-13)

Community Visitors and Resources
 Forester or environmentalist/conservationist to talk about how we can save our environment

Science:
 How we can make a difference? (1, 10-11, 22)

Activities and Materials
 • *Alabama's Environmental Legacy K-2*, "Critic Letter- bugs," "Life in a Fishbowl," "Looking for Litter," and "Trash Tunes"

Language Arts:
 Oral reports about how the community has changed (1-2, 6, 17-20)

• *Mailbox* (April/May 1997), "A Pocketful of Science"

Math:
 List and categorize ways to save environment (17-18, 49-51)

• *Project WILD*, "What Did Your Lunch Cost Wildlife?"

Geography:
 Map reading

Appendix: Resources

Teacher's Guides. AMNH, 1985-.
Discovering Alabama
 Alabama Museum of Natural History
 University of Alabama
 Box 870340
 Tuscaloosa AL 35487-0340
 (205) 348-2039

Project Learning Tree: Environmental Education Pre K-8 Activity Guide. 3d edition. American Forest Foundation, 1995.
 Project Learning Tree
 Alabama Forestry Association
 555 Alabama Street
 Montgomery AL 36104

Project WET: Curriculum and Activity Guide.
 The Watercourse, Western Regional Environmental Education Council, 1995.
 Project WILD
 Alabama Department of Conservation &
 Natural Resources
 64 N. Union Street
 Montgomery AL 36130
 (334) 242-3623

Project WILD Activity Guide. 2d edition.
 Western Regional Environmental Education Council, 1992.
 Project WILD
 Alabama Department of Conservation &
 Natural Resources
 64 N. Union Street
 Montgomery AL 36130
 (334) 242-3623

Project WILD Aquatic Education Activity Guide.
 2d edition. Western Regional Environmental Education Council, 1992.
 Project WILD
 Alabama Department of Conservation &
 Natural Resources
 64 N. Union Street
 Montgomery AL 36130
 (334) 242-3623

Part I. Primary Activity Resources

Being a flexible program, DOH can accommodate a variety of activity resources. However, teachers are strongly encouraged to make sure that all primary resources are consistent with recognized standards for quality and effectiveness. If you have primary resources in mind other than those listed below, contact: Wayne Strickland c/o AWF or Dr. Doug Phillips c/o AMNH for assistance in determining their consistency with national standards.

The following resources are incorporated as primary materials for DOH because:

- these materials are widely accepted and highly rated by master teachers and environmental educators, these materials are consistent with nationally recommended guidelines for accuracy, balance, and effectiveness in helping teachers include environmental education as a regular component of instruction,
- these materials have been specifically correlated with academic requirements of the Alabama Course of Study, and
- parent organizations of these materials have worked closely in the development of DOH and are committed to effective environmental education in support of overall educational improvement and student success—personally, civically, and academically.

Alabama's Environmental Legacy: A Series of Classroom Activities, Guide, and Resource Directory for Grades K-2 and 3-5. Legacy, Inc., 1997.
 Legacy, Partners in Environmental Education, Inc.
 P.O. Box 3813
 Montgomery AL 36109
 (800) 240-5115

Aquatic Project WILD, see *Project WILD Aquatic Education Activity Guide*.
Discovering Alabama, a public television series hosted and produced by Dr. Doug Phillips for Alabama Public Television and the Alabama Museum of Natural History; over 40 titles with

Water Sourcebook: A Series of Classroom Activities for Grades K-2 and 3-5. Legacy, Inc., 1994.
Legacy, Partners in Environmental Education, Inc.
P.O. Box 3813
Montgomery AL 36109
(800) 240-5115

Part II. Supplemental Resources

The following is a partial listing of resources considered supplemental because they have been recommended by DOH teachers as potential sources of information and activities. Many of these materials are not environmentally-based and most have not been officially evaluated for consistency with national environmental education standards. Likewise, these materials have not been formally correlated to requirements of the Alabama Course of Study.

In keeping with DOH policy, teachers are encouraged to take care in choosing supplemental materials that are consistent with recognized standards for quality, accuracy, and balance. Of course, materials that do not meet such standards are sometimes helpful in developing critical thinking skills and students' abilities to analyze biases or inaccuracies that might apply. Here again, assistance can be obtained by contacting Wayne Strickland or Dr. Phillips.

Agriculture in the Classroom: Alabama Treasures
by Jacquelyn Autrey et al. Agriculture in the Classroom Foundation, Inc., 1987
Alabama Department of Agriculture & Industries
P.O. Box 336
Montgomery AL 36109-0336

Acorn Naturalists. Resources for the trail and classroom; tree catalogue.
17300 East 17th Street, #J-236
Tustin CA 92680
(800) 422-8886

Alabama Forest Resources Center
660 Adams Avenue
Montgomery AL 36130

Alabama Geographic Alliance
Department of Geography
Jacksonville State University
Jacksonville AL 36265
(800) 346-5444

Alabama Heritage Magazine
Box 870342
The University of Alabama
Tuscaloosa AL 35487-0342
(205) 348-7467

Alabama Museum of Natural History
Box 870340
Smith Hall
The University of Alabama
Tuscaloosa AL 35487-0340
(205) 348-7550

Alabama Natural Heritage Program
Alabama Department of Conservation and Natural Resources
64 N. Union Street
Montgomery AL 36130

Alabama PALS Liter Education Activity Guide
340 North Hull
Montgomery AL 36104
(334) 263-7737

America's Private Land: A Geography of Hope.
U.S.D.A., 1996
U.S.D.A.
Natural Resource Conservation Service
Washington DC 20250
(800) 245-6340

Anniston Museum of Natural History
P.O. Box 1587
Anniston AL 36202-1587
(256) 237-6766

APT Classroom. A complete listing of APT programs suitable for classroom use is available.
Alabama Public Television
2112 11th Avenue South, Suite 400
Birmingham AL 35205-2884
(800) 239-5233

The Kingfisher Young Discoverers Encyclopedia of Facts and Experiments, available from Barnes & Noble, Borders, www.amazon.com or www.booksense.com

Learning about Communities. Prepared by the Educational Research Council of America. Allyn and Bacon, 1982

Magic School Bus, series. Scholastic Inc.

The Mailbox and The Mailbox Superbook, series. One book each for Preschool through Grade 5. Greensboro, NC: Education Center, 1998.

www.themailbox.com

Multiple Intelligences: Teaching for Success. The New City School, Inc., 1997.

Nature Conservancy of Alabama

Pepper Place
2821C 2nd Avenue S.

Birmingham AL 35233

Nature Link, Wildlife Education Series

Alabama Wildlife Federation

P.O. Box 1109

Montgomery AL 36102

(800) 822-WILD

Nature's Way series

Center for Environmental Research & Service

Troy State University

Troy AL 36082

Outdoor Classrooms on School Sites. U.S.

Department of Agriculture, Soil Conservation

Service, 1980.

Peterson Field Guide series, Houghton Mifflin Co.

Pollution Prevention: A Common Sense Solution to a

Complex Problem—video.

Discovering Alabama

Alabama Museum of Natural History

University of Alabama

Box 870340

Tuscaloosa AL 35487-0340

(205) 348-2039

Audubon Society Field Guide series

Big Book of Everything: Social Studies, edited by Rosemary Alexander. Educational Instructor Publications, 1986

Creative Science Experiences for the Young Child by Imogene Foret and Joy MacKenzie. Incentive Publications, Inc., 1973

Environmental Education

American Forest Foundation

1111 19th Street, NW

Washington DC 20036

Ft. Toulouse/Jackson Educational Activities

Ft. Toulouse/Ft. Jackson Historic Site

2521 West Ft. Toulouse Road

Wetumpka, AL 36093

Geological Survey of Alabama

P.O. Box 869999

The University of Alabama

Tuscaloosa AL 35486-9999

(205) 349-2852

Geological Society of America

P.O. Box 9140

Boulder CO 80301-9140

(303) 447-2020; (800) 472-1988

www.geosociety.org

Global Learning and Observation to Benefit the

Environment (*The Globe*), a series of activities and

investigations about the earth and global environ-

mental systems for teachers and students.

The Globe Program

744 Jackson Place NW

Washington DC 20503

(800) 858-9947

Golden Press and Western Publishing Company

field guide series (now Golden Books)

Instant Kids Books: Martin Luther King

111 W Blanche St.

Mansfield OH 44903

www.InstantKidsBooks.com

Project CATE, Conservation Action Through Education, a series of CD-ROMs.
 Project CATE
 P.O. Box 123
 Mobile AL 36601
 (334) 694-6247

Public Broadcasting Service, Inc. Various series, e.g., *The American Experience* and the Dallas County (TX) Community College American History series, as well as other educational programs.
 PBS Videos
 1320 Braddock Place
 Alexandria VA 22314
 (800) 344-3337

Ranger Rick's NatureScope, series.
 National Wildlife Federation, 1985-
 National Wildlife Federation
 1400 16th Street NW
 Washington DC 20036-2266

School Yard Habitat Information Kit, item #79948
 Alabama Wildlife Federation
 P.O. Box 1109
 Montgomery AL 36102
 (800) 822-WILD

Simon & Schuster's Field Guide series
 Alabama Wildlife Federation
 P.O. Box 1109
 Montgomery AL 36102
 (800) 822-WILD

Teacher's Manual for Outdoor Classrooms—How to Plan, Develop, and Use Them. U.S. Department of Agriculture, Soil Conservation Service, 1979.
Teaching about the Environment: A Resource Guide for Getting Started in Environmental Education.
 Alabama Wildlife Federation, 1997.

The Thematic Units Collections, Carson Dellosa Publishing Company
 Time-Life Videos
 P.O. Box 85060
 Richmond VA 23285-5060
 www.time-life.com

U.S. Department of the Interior
 Fish and Wildlife Service
 Division of Ecological Services
 P.O. Drawer 1190
 Daphne AL 36526

U.S. Geological Survey
 Dept. P
 601 National Center
 Reston VA 22092
 (703) 648-7440

Waste—A Hidden Resource... Activity Guide,
 published by the Tennessee Valley Association

What a Web Site! United States Department of Agriculture, Center for Nutrition Policy and Promotion. www.usda.gov/fcs/cnpp

WOW! The Wonders of Wetlands, an Educator's Guide. Environmental Concern, Inc. and The Watercourse, 1995.
 Acorn Naturalists
 17300 East 17th Street, #J-236
 Tustin CA 92680
 (800) 422-8886

Part III. Additional Materials for General Consideration

The following materials represent a sampling of suggested readings for teachers who might wish to explore various perspectives from different areas—the environment, history, science, society, educational philosophy, teaching methodology—pertinent to adopting and implementing DOH. These materials typically do not include instructional resources or activities. They are intended mainly for the teachers' personal enrichment/development.
 The first book on the list, *A Sand County Almanac*, is considered the "bible" of conservation philosophy among outdoor enthusiasts. The conservation ethic espoused by author Aldo Leopold is central to the DOH aim of imbuing students with an ethic of environmental stewardship. The other materials—listed in alphabetical order—are a potpourri of suggestions from DOH staff and teachers. You are invited to add your own suggestions to this list.

- Leopold, Aldo. *A Sand County Almanac*. Oxford University Press, 1949.
- Abrams Planetarium. *Sky Calendar*. Michigan State University.
- Alabama Atlas & Gazetteer*. Delorme Publishing, 1998.
- Bartam, William. *Travels*. Francis Harper (Ed.), naturalist's edition. University of Georgia Press, 1998.
- Borland, Hal. *A History of American Wildlife*. National Wildlife Federation, 1975.
- Brown, Lester, Christopher Flavin, and Hilary French (Eds.). *State of the World 1999: A Worldwatch Institute Report on Progress Toward a Sustainable Society*. W.W. Norton & Co., 1999.
- Duncan, Dayton and Ken Burns. *Lewis & Clark: The Journey of the Corps of Discovery, An Illustrated History*. Alfred A. Knopf, 1998.
- Field, William. *Make a Movie that Tells a Story: Using a Home Camcorder...and Other Stuff You Already Own*. William Field, 2000. (P.O. Drawer 1549, Tuscaloosa AL 35403)
- Glasser, William. *The Quality School: Managing Students without Coercion*. 2d ed. HarperCollins, 1992.
- Goldfarb, Theodore D. *Taking Sides: Clashing Views on Controversial Environmental Issues*. 6th ed. Duskin Publishing Group, Inc., 1995.
- Harker, Donald F. and Elizabeth Ungar Natter. *Where We Live: A Citizen's Guide to Conducting a Community Environmental Inventory*. Island Press, 1995.
- Hawken, Paul. *The Ecology of Commerce: A Declaration of Sustainability*. Harper, 1994.
- Hirsch Jr., E.D. (Ed.). *What Your [Kindergarten through Sixth] Grader Needs to Know: Fundamentals*
- of a Good [K-6th] Grade Education. Core Knowledge Series; separate book for each grade. Delta Books, 1993.
- Hudson, Charles M. *Knights of Spain, Warriors of the Sun: Hernando de Soto and the South's Ancient Chiefdoms*. University of Georgia Press, 1997.
- Hudson, Charles M. *The Southeastern Indians*. University of Tennessee Press, 1976.
- Hyams, Edward. *Soil & Civilization*. Harper Colophon Books, 1976.
- Kellert, Stephen R. *The Value of Life: Biological Diversity and Human Society*. Island Press, 1996.
- McQuillan, Alan G. and Ashley L. Preston (Eds.). *Globality and Locality: Seeking a Middle Path to Sustainable Development*. University Press of America, 1998.
- Owsley, Frank. *Struggle for the Gulf Borderlands: The Greek War and the Battle of New Orleans, 1812-1815*. University of Alabama Press, 2000.
- Pierson, George Wilson. *Toqueville in America*. Johns Hopkins University Press, 1938; paperback edition, 1996.
- Read, William A. *Indian Place Names in Alabama*. University of Alabama Press, 1984.
- Rogers, William W., Richard D. Ward, Leah Rawls Atkins, and J. Wayne Flynt. *Alabama: The History of a Deep South State*. University of Alabama Press, 1994.
- Schlichter, Carol L. and W. Ross Palmer (Eds.). *Thinking Smart: A Primer of the Talents Unlimited Model*. Creative Learning Press, Inc., 1993.
- Tarnas, Richard. *The Passion of the Western Mind: Understanding the Ideas that have Shaped our World View*. Ballantine Books, 1991.
- Taylor, Alan. *American Colonies*. Viking Penguin, 2001.

- Thayer, Robert. *Gray World, Green Heart: Technology, Nature, and the Sustainable Landscape*. Wiley, 1994.
- Tocqueville, Alexis de. *Democracy in America*. Edited and abridged by Richard D. Heffner. Penguin Books, 1956.
- Toricelli, Robert and Andrew Carroll (Eds.). *In Our Own Words: Extraordinary Speeches of the American Century*. Pocket Books, 1999.
- Trimble, Stephen (Ed.). *Words from the Land: Encounters with Natural History Writing*. Peregrine Smith Books, 1988.
- Watts, May Theilgaard. *Reading the Landscape of America*. Revised and expanded edition. Collier Macmillan Publishers, 1975.
- Whimbey, Arthur and Jack Lochhead. *Problem Solving & Comprehension*. 4th ed. Lawrence Erlbaum Assoc., 1986.
- Wilkinson, Loren. *Earth Keeping: Christian Stewardship of Natural Resources*. William B. Eerdmans Publ. Co., 1980.
- Wilson, Edward O. *Biophilia*. Harvard University Press, 1984.
- Winn, William W. *The Old Beloved Path*. Chatahoochee Indian Heritage Assoc., 1992.

