



Discovering Our Heritage

*A Community
Collaborative
Approach*

Kindergarten

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

Discovering *Our* Heritage

A Community Collaborative Approach

*K-6 Model Social Studies Program Incorporating
Environmental Education to Integrate the Teaching of
History, Geography, Science, Mathematics, and Language Arts*

Kindergarten

Douglas J. Phillips

A Program of the Alabama Wildlife Federation



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

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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

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 Hyche, 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 Heatherly; 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

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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Teacher's Welcome

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 administrations, 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

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

...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.

Kindergarten Program Overview

Yearly Overview

ACS Social Studies Yearly Theme: Citizenship: Living in My World

The Alabama Course of Study for Social Studies highlights major aims and considerations for the kindergarten grade level. This year is critical to furthering the child's basic development in several areas. These include gaining a sense of appreciation for the community and the environment, relating to history, time, and change, and understanding the need for order, rules, and appropriate behavior. This year is also very important for establishing in children several key building blocks for learning. Chief among these is a spontaneous sense of curiosity. By arranging opportunities for genuine discovery, we can develop in children an internal motivation to explore, interpret, share, and communicate about the world around them. A priority concern for this year is to cultivate and nurture each child's personal adjustment to the school setting so that each finds comfort and enjoyment in learning.

Unit I

Key Question: Where are we? "Children—welcome to a big new world!" For many children, the beginning of kindergarten is their first scary encounter away from such familiar settings as home and family. Of course, all kindergarten teachers are prepared to help children deal with this reality. So, for purposes of the DOH program, an additional concern is simply to cast much of children's initial experiences in terms of genuine exploration and discovery. Unit I is our first opportunity to instill in children the capacity for being at ease and comfortable with examining the "big new world." And here at the very beginning of the DOH program is a good place to establish a regular practice of involving par-

ents and members of the DOH Community Collaborative, in any way feasible, to help in nurturing children's comfort with school and curiosity for learning.

Important connections: The school is part of the local community, which is part of the state of Alabama, located in a part of the world we know as the United States. The school, the local community, the state, and the nation each can be understood in terms of their respective people and natural settings.

Unit II

Key Question: How can we be good citizens? Unit I is aimed at establishing initial comfort and curiosity with school and learning. The Unit I Key Question—Where are we?—provides a ready question of genuine relevance for children beginning kindergarten. Unit II adds to this by providing another level of exploration to extend children's understanding of self and community.

Important connections: Families, schools, and communities function best through caring and cooperation. Plants and animals are part of the community and require our care and stewardship.

Unit III

Key Question: How are people different? Now that children are gaining a sense of belonging to their school and community, Unit III introduces the fact that such shared communities also accommodate differences.

Important connections: Every person has individual/special traits and characteristics. Communities and cultures are enriched by diversity of peoples and natural settings.

Unit IV

Key Question: What is our history? Okay, if communities are characterized by people with different traits living in locations with different natural settings, how did this come about? Unit III introduces children to basic aspects of community history.

Important connections: Every person has individual differences as a product of individual/family history. Communities change and develop as a product of collective events involving people and their interactions with local natural settings over time.

Unit V

Key Question: How does our community work? Unit V steps off from Unit IV by examining basic aspects of how communities function. At this point, children are introduced to primary elements and processes of community life.

Important connections: Most material needs are derived from nature/natural resources. A major reason people cooperate in communities is to be more effective in utilizing and managing resources.

Unit VI

Key Question: How do we affect the land? At this point, students should have a rudimentary sense of the community's history and should enjoy learning about how the community operates today. Unit VI introduces the idea of "the future."

Important connections: Communities change in ways related to the treatment and welfare of people and nature/natural resources. Communities can improve by thinking about how best to care for people and nature/natural resources.

DOH Kindergarten 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, investigation, and/or problem-solving.

- Unit I** Explore the school, the grounds, a house under construction, city hall
- Unit II** Visit the capitol, another class, nursing home, courtroom, hospital, police and fire departments
- Unit III** Visit the library, photographer, make a class photo, another culture, grandparents

- Unit IV** Visit TV & radio station, airport, meteorologist, chamber of commerce; invite senior citizens to visit the class
- Unit V** Visit post office, farm, forest ranger, zoo, animal shelter, beekeeper
- Unit VI** Visit park ranger, visit from a Native American, mayor or councilman, or city planner

Understanding the Unit Plans

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.

Kindergarten Social Studies Yearly Plan

<i>Week</i>	<i>Unit I</i>	<i>Unit II</i>	<i>Unit III</i>	<i>Unit IV</i>	<i>Unit V</i>	<i>Unit VI</i>
	<i>Where are we?</i>	<i>How can we be good citizens?</i>	<i>How are people different?</i>	<i>What is our history?</i>	<i>How does our community work?</i>	<i>How do we affect the land?</i>
1	School characteristics 5, 7	Proper behavior 6-7, 10-11	Uniqueness of individuals 34	Current events 7, 16, 33	Community workers 15, 21	Personal environment 10, 13, 18
2	School rules 6, 8, 15	Character traits 9, 12, 34-35	Similarities of people 7-8, 34-35	Children in other times 31, 36-37	Community products 3, 21, 23	Seasonal changes 3-4, 19
3	School building and grounds 1, 3, 16-17	Solving problems at home & school 7-8, 13, 33	Differences of people 7-8, 34-35	Communication 3, 21, 23, 28	Wants and needs 12, 23, 25, 34-35	Human interactions 10, 16, 19, 33
4	Home location 3, 16, 20	Interacting with others 11, 13, 33	Children in other cultures 1-4, 35	Transportation 3, 21, 23, 29	Producers and consumers 24, 26	Changes over time 16, 28-29, 31
5	Community location 2-4, 16-17	Personal changes over time 1, 3, 7, 30	Customs and traditions in other cultures 3, 33, 35	Important historical figures 32, 34	Product lifecycle 26-27, 37	Community change 7, 17, 26, 31
6	State location 2-3, 16-17	People of the community 14-16	Holidays in other cultures 3, 33, 35	Community changes 3-4, 14	Natural and produced resources 3, 16, 26	Future of the community 10, 13, 33

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

Kindergarten Science Yearly Plan

<i>Week</i>	<i>Unit I</i>	<i>Unit II</i>	<i>Unit III</i>	<i>Unit IV</i>	<i>Unit V</i>	<i>Unit VI</i>
	<i>Where are we?</i>	<i>How can we be good citizens?</i>	<i>How are people different?</i>	<i>What is our history?</i>	<i>How does our community work?</i>	<i>How do we affect the land?</i>
1	Diversity in our classroom 18, 20	Observing 4	Observing people 18–20	Observing nature 20–23	How our class works 20–21	What is technology? 2, 11
2	What our school looks like inside 22	Grouping 4, 7	Differences in people 18–20	Patterns in nature 20	How our school works 9, 17	Technology at school and home 2, 11
3	What our school looks like outside 22	Connections 4–5	Differences in offspring 18–20	Scientists 8–9, 11	Needs of plants and animals 18, 21–23	Affecting animal food sources 1, 10, 21
4	What our homes look like 22	Guessing 4–5	Differences in homes 4	Science at home 20	Plant and animal houses 3, 23	Habitat loss 1, 7, 22–23
5	What our community looks like 7, 10, 22	Making choices 2, 4, 7	How we react to seasons 15, 21, 25–26	Seasons and weather 15, 25–27	Plants and animals reactions to seasons 21, 25–26	Changes in matter 1, 12–13
6	What our state looks like 7, 10, 22	Taking care of the world 3, 10–11	How we live in our world 10–11, 21	Earth's surface 24, 27	Survival of plants and animals 18, 20–22	Changes in the Earth 24–26

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

Kindergarten Language Arts Yearly Plan

<i>Week</i>	<i>Unit I</i>	<i>Unit II</i>	<i>Unit III</i>	<i>Unit IV</i>	<i>Unit V</i>	<i>Unit VI</i>
	<i>Where are we?</i>	<i>How can we be good citizens?</i>	<i>How are people different?</i>	<i>What is our history?</i>	<i>How does our community work?</i>	<i>How do we affect the land?</i>
1	Describing our classroom 1, 7-8	Talking about & showing good behavior 7-8, 17	Describing people in our class 8-11	Describing what happens in our class 6, 8, 15	Describing the people who work in our school 9, 21	Drawing and describing our environment 5, 9-10, 23
2	Learning the rules 3, 5, 15	Listening to stories about people 8, 12, 21	Describing how people are alike 8-11	Listening to stories about children in the past 1, 3, 6, 12, 15, 22	Drawing the products from our community 9-10	Writing about the seasons 9, 13, 23
3	Drawing and talking about our school 3-4, 9, 11	Sharing how we solve problems at home and school 14-15	Describing how people are different 8-11	Drawing & describing ways we communicate 8-10, 18, 23	Describing wants and needs 7-8	Describing how people affect the land 13, 23
4	Sharing stories about our homes 1, 3-4, 7-8, 14	Showing how we play well with others 7-8, 14-16	Listening to stories about children from other cultures 1, 14, 18-22	Drawing and describing transportation 9-10, 23	Describing producers and consumers 7-9	Share changes we have seen in the land 13, 17
5	Drawing and talking about our community 8-11	Talking about how we change 12, 16-17	Sharing and listening to stories about traditions 1, 14, 18-22	Learning about historical figures 6, 12, 21	Drawing and describing a product lifecycle 9-10, 23	Write about how our community has grown 6, 9, 17, 23
6	Listening to stories about our state 6, 12, 14-15	Drawing people in our community 6, 9-10, 23	Learning about holidays in other countries 1, 14, 18-22	Describe how our community has changed 6, 8-9, 15	Learning about our natural resources 13, 21	Describe how our community will change 6, 17, 23

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

Kindergarten Math Yearly Plan

<i>Week</i>	<i>Unit I</i>	<i>Unit II</i>	<i>Unit III</i>	<i>Unit IV</i>	<i>Unit V</i>	<i>Unit VI</i>
	<i>Where are we?</i>	<i>How can we be good citizens?</i>	<i>How are people different?</i>	<i>What is our history?</i>	<i>How does our community work?</i>	<i>How do we affect the land?</i>
1	Count & graph things in our classroom 1-3, 7, 25	Count how often we behave 1, 2, 5-7	Count & graph people in our school 1-3, 7, 25	Describe sequences in current events 16	Describe how our class works in numbers 6, 12	Count & graph class activities 1-3, 7, 25
2	Count & graph things in our school 1-3, 7, 25	Describe the people in our class 13	Count & graph similarities in physical traits 1-3, 7, 25	Create patterns found in nature 9, 21-22	Classify products in our community 19-20	Count technology use at school and at home 1-5
3	Count & graph things in our community 1-3, 7, 25	Use numbers & words to describe problems 1-3, 6	Count & graph differences in physical traits 1-3, 7, 25	Collect & organize data about how we communicate 24	Identify & count what plants and animals need 1-5	Describe what people can do to help animals 12-13
4	Count & graph things in our home 1-3, 7, 25	Estimate and measure objects 1, 15	Describe children in other cultures 13	Collect & organize information about how we transport ourselves 24	Classify various animal homes 20	Describe changes in our community 16-17
5	Describe our location in the state 12	Measure how we grow 1, 17-18	Describe sequence of events in a tradition 16	Graph weather conditions 25	Match products to their containers 14	Measure changes in spatial arrangements 23
6	Describe location of our state in the U.S. 12	Describe locations in our community 12	Relate holiday decorations to geometric shapes 10-11	Measure our school yard 1, 8, 15	Match plants & animals to their survival needs 24	Collect & organize information about our community 24

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

Unit 1 Week 1



Focus is on acquainting students with the school and students in the classroom. Students should recognize diversity in the classroom and be able to describe the physical setting and elements of their room. They should categorize things in the room and construct simple picture graphs.

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This Week's Topic
What is our school like?

Correlations with Alabama Course of Study:

Social Studies:
School characteristics (5, 7)

Science:
Diversity in our classroom
(1, ~~1-10~~ 6, 7)

Language Arts:
Describing our classroom
(1, 7-8)

Math:
Count and graph things in our classroom (1, 2-3, 7, 25)

Thought for the week
The potential possibilities of any child are the most intriguing and stimulating in all creation.

—RAY L. WILBUR

Community Visitors and Resources

Get to know your teacher

Activities and Materials

- *Project Learning Tree*, "The Shape of Things—Part A"
- Count and graph things in our classroom
- Literature books about beginning of school
- *Mister Rogers Neighborhood Going To School* (VK8438)
1-800-843-3620

Unit Checkpoints

Journal time
Quiet reading time

Unit 1 Key Question

Where are we?

Unit 1 Key Experience

Explore the school, the grounds, a house under construction, city hall

Unit 1 Week 2



Key Focus is on learning school rules, and how they apply to students.

Moving out of the classroom, students should describe what their school looks like from the inside, paying particular attention to the technology around them (pencil sharpener, computer, refrigerator, Velcro, etc.) They should categorize things in the school building and construct simple picture graphs.

This Week's Topic
What are the school rules?

Correlations with Alabama Course of Study:

Social Studies:
School rules (6, 8, 15)

Science:
What our school looks like inside
(~~2~~) 1, 6, 7

Language Arts:
Learning the rules
(3, 5, 15)

Math:
Count and graph things in our school (1, 2-3, 7, 25)

Thought for the week

Man's mind, once stretched by a new idea, never regains its original dimension.

—OLIVER WENDELL HOLMES

Community Visitors and Resources

Meet school helpers (principal, secretary, nurse, lunchroom staff, librarian)

Activities and Materials

- *Project WILD*, "Color Crazy"
- Count and graph things in our school
- Language experience chart about tour of school
- Make chart of school rules and review daily
- Photo album of school helpers
- Role play school rules

Unit 1 Week 3



Focus is on the school building and outside grounds. Students should be able to describe elements of the building and draw what the building looks like from the outside, again, paying attention to technology around them (antennas, lights, cars, electricity lines, etc.). They should categorize things (trees, plants, cars, etc.) outside the school building and construct simple picture graphs.

This Week's Topic
Where is our school?

Correlations with Alabama Course of Study:
Social Studies:
School building and grounds
(1, 3, 16, 17)

Science:
What our school looks like outside
(22) 1, 6, 7, 8, 10

Language Arts:
Drawing and talking about our school (3-4, 9, 11)

Math:
Count and graph things in our community (1-3, 7, 25)

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

—HERBERT HOOVER

Community Visitors and Resources

Janitorial staff to speak about taking care of our school

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Looking for Litter" and "Critter Litterbugs"
- Make a map of the schoolyard
- Language experience about tour of school grounds
- *Project WILD*, "Wildlife is Everywhere!"
- *Project Learning Tree*, "The Shape of Things—Part B"

Unit 1 Week 4



Focus is on where they live, and what their home looks like inside and out. Have them share stories about what they do at home. They should be able to locate their house on a city/county map and talk about how far away it is from the school. They should categorize things in their homes and construct simple picture graphs.

This Week's Topic
Where is my home?

Correlations with Alabama Course of Study:

Social Studies:
Home location (3, 16, 20)

Science:
What our home looks like (22)
1, 6, 7, 8,

Language Arts:
Sharing stories about our homes
(1, 3-4, 7-8, 14)

Math:
Count and graph things in our home (1-3, 7, 25)

Thought for the week

If you always do what you always did, you'll always get what you always got.

—VERNE HILL

Community Visitors and Resources

Contractor/construction worker to explain how a house is built

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Nest Sweet Nest" and "When I Was Young in the Mountains"
- Count and graph things in our home
- *Project WILD*, "Everybody needs a Home"

Unit 1 Week 5



Focus is on where their community is in the state. They should be able to describe their community and draw its special features (geographic or architectural). They should be able to describe (top, middle, bottom) where the community is located within the state. Relate their community to animal communities.

This Week's Topic
Where is our community?

Correlations with Alabama Course of Study:
Social Studies:
Community location (2-4, 16, 17)

Science:
What our community looks like (7, 10, 22) 1, 6, 7, 8, 10

Language Arts:
Drawing, talking about our community (8-11)

Math:
Describe our location in the state (12)

Thought for the week
We can do not great things, only small things with great love.

—MOTHER TERESA

Community Visitors and Resources

Mayor to discuss activities in which our city is involved

Activities and Materials

- *Alabama's Environmental Legacy* K-2, "Life Under a Log" and "Life Near A Pond"
- Describe our location in the state
- Make a map of classroom
- Count and graph things in our community
- Video: *Discovering Alabama*, "Oak Mountain State Park"
- *Project WILD*, "Forest in a Jar"
- *Project Learning Tree*, "Picture This!"

Unit 1 Week 6



Focus is on where Alabama is located in the United States. Students should be able to describe what the state looks like (shape, vegetation, cities, beaches, forests, etc.). They should listen to stories or news specifically related to Alabama. They should know special features that make the state notable (rivers, animals, agriculture, aqua-culture, etc.).

This Week's Topic
Where is our state?

Correlations with Alabama Course of Study:

Social Studies:
State location (2–3, 16–17)

Science:
What our state looks like
(~~7, 10, 22~~) 1, 2, 6, 7, 8, 9, 10

Language Arts:
Listening to stories about our state
(6, 12, 14–15)

Math:
Describe location of our state in U.S. (12)

Thought for the week

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

—WILLIAM ARTHUR WARD

Community Visitors and Resources

Senator and Representative to discuss their jobs

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “Many Kinds of Soil in Alabama” and “What is a Beach?”
- Describe location of our state in U.S.
- Observe map of Alabama
- Video: *Discovering Alabama*, “Geological History of Alabama”
- *Project WILD*, “Learning to Look, Looking to See”

Unit II Week 1



Focus is on behavior, and how it works.

Students should learn and exhibit proper behavior and be able to recognize good behavior in others. They should share stories about good and bad behavior and its consequences. They should observe and count occurrences of good behavior. Relate good behavior to making good decisions about the environment and habitat destruction.

This Week's Topic
What are good behaviors?

Correlations with Alabama Course of Study:

Social Studies:
Proper behaviors
(~~6-7, 10-11~~) 6, 7

Science:
Observing (4)

Language Arts:
Talking about and showing good behavior (7-8, 17)

Math:
Count how often we behave
(1, 2, 5-7)

Thought for the week
Honesty is the first chapter of the book of wisdom.

—THOMAS JEFFERSON

Community Visitors and Resources

Guidance counselor to talk about the importance of good manners

Activities and Materials

- Observe behavior of another class—language experience
- *Project WILD*, “What’s Wild?”
- Role-playing—good behaviors
- Video: *Discovering Alabama*, “Guntersville State Park”

Unit Checkpoints

Journal time
Quiet reading time

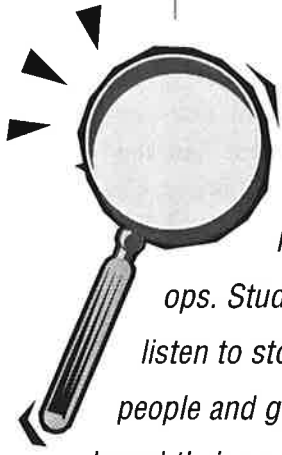
Unit II Key Question

How can we be good citizens?

Unit II Key Experience

Visit the capitol, another class, nursing home, courtroom, hospital, police and fire departments

Unit II Week 2



Focus is on character: what it is and how it develops. Students should listen to stories about people and group them based their good or bad character traits. They should be able to predict what someone will do (behaviorally and/or environmentally) based on an assessment of his/her character traits.

This Week's Topic
What is character?

Correlations with Alabama Course of Study:

Social Studies:
Character traits
(9, 12, 34–35)

Science:
Grouping (~~4, 7~~), 6, 7

Language Arts:
Listening to stories about people
(8, 12, 21)

Math:
Describe the people in our class
(13)

Thought for the week
Begin the day with friendliness; keep friendly all day long. Keep in your soul a friendly thought, your heart a friendly song.

—FRANK B. WHITNEY

Community Visitors and Resources

Senior citizens to tell stories about a different time period, e.g., when they grew up

Activities and Materials

- *Water Sourcebook K–2*, “Grandma’s Boat Ride”
- Video: *Discovering Alabama*, “A Walk in the Woods”
- *Project Learning Tree*, “Get in Touch with Trees”

Unit II Week 3



Focus is on solving problems at home and at school. Students should share how they approach a problem and what they do to solve it. They should see how some problems could be solved with technology (medicine, telephone, recycled products, electricity, etc.). They should be able to create a word problem to describe a personal problem.

This Week's Topic
How do we solve problems?

Correlations with Alabama Course of Study:

Social Studies:

Solving problems at home and school (7–8, 13, 33)

Science:

Connections (1, 3, 4, 7)

Language Arts:

Sharing how we solve problems at home and school (14–15)

Math:

Use numbers and words to describe problems (1–3, 6)

Thought for the week

Challenges make you discover things about yourself that you never really knew. They're what make the instrument stretch—what make you go beyond the norm.

—TYSON

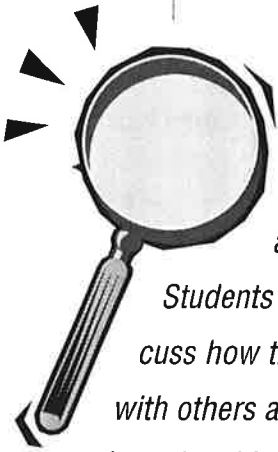
Community Visitors and Resources

School counselor to speak about conflict resolution

Activities and Materials

- *Hands on Science Fair Pre-K-1*, "Vibration," Carson Dellosa Publishing Company
- Practice role-playing and problem-solving skills
- *Water Sourcebook K-2*, "Water is Very Special"
- Use numbers and words to describe problems
- Video: *Discovering Alabama*, "Dauphin Island"
- *Project Learning Tree*, "Sounds Around—Part A, variation"

Unit II Week 4



Focus is on behavior, and how it affects others.

Students should discuss how they interact with others and the effects of good and bad behavior.

They should relate this to what happens in the environment when plants and animals interact with each other. They should estimate and measure trees and bushes in the schoolyard.

This Week's Topic

How does my behavior affect others?

Correlations with Alabama Course of Study:

Social Studies:

Interacting with others (11, 13, 33)

Science:

Guessing ~~(4-5)~~ 2, 3, 6, 7

Language Arts:

Showing how we play well with others (7-8, 14-16)

Math:

Estimate and measure objects (1, 15)

Thought for the week

I pray that I may care enough, to love enough, to share enough, to let others become what they can be.

—JOHN O'BRIAN

Community Visitors and Resources

Telephone company representative (communication) to talk about how telephones work

Activities and Materials

- *Alabama's Environmental Legacy K-2, "Reduce"*
- Estimate and measure objects using non-standard measurements
- Role-playing
- Make and use play telephones
- Video: *Discovering Alabama, "Alabama Adventure"*
- *Project Learning Tree, "Tree Lifecycle—variation"*

Unit II Week 5



Focus is on how students are changing over time in personality (maturing) and size. They should discuss how they change and measure growth on a monthly basis. Students should realize that the choices they make influence how they change and their future. Relate changes to simple physical, e.g., water into ice and chemical changes (rusting) in the environment.

This Week's Topic
How can I change?

Correlations with Alabama Course of Study:
Social Studies:
Personal changes over time
(1, 3, 7, 30)

Science:
Making choices (2, 4, 7)

Language Arts:
Talking about how we change
(12, 16-17)

Math:
Measure how we grow
(1, 17-18)

Thought for the week
Imagination is the highest kite one can fly.

—BACALL

Community Visitors and Resources

Nurse/doctor to tell about how they take care of people; parents bring young siblings so children can observe behaviors of young children

Activities and Materials

- Measure growth in height
- *Project WILD*, "Bearly Born"
- *Water Sourcebook K-2*, "The Water Freeze"
- Share baby pictures brought from home
- *Project Learning Tree*, "Signs of Fall—Part A"

Unit II Week 6



Focus is on the people of the community, and how they help others and take care of the community. Students should be able to draw people in various jobs and describe what they do. They should be able to describe various locations in the community, such as schools, businesses, churches, etc. Compare how people in the community take care of and help each other to how they take care of and help plants and animals in the environment.

This Week's Topic

Who helps us become good citizens?

Correlations with Alabama Course of Study:

Social Studies:

People of the community (14–16)

Science:

Taking care of the world (~~3, 10–11~~) 6,

Language Arts:

Drawing people in our community (6, 9–0, 23)

Math:

Describe locations in our community (12)

Thought for the week

The quality of a person's life is in direct proportion to his commitment to excellence, regardless of his chosen field of endeavor.

—VINCE LOMBARDI

Community Visitors and Resources

Policeman, fireman, nurse/doctor to talk about the work they do

Activities and Materials

- *Alabama's Environmental Legacy K–2*, "What is Trash?"
- Make community helper book—children draw pictures and write stories about community helpers, and draw picture of what they want to be when they grow up, see Appendix F, in *DOH Guidebook*
- Video: *Discovering Alabama*, "Village Creek"
- *Project WILD Aquatic*, "Aqua Words"

Unit III Week 1



Focus is on the uniqueness of individuals in the class and in the school, and the students' observational skills.

Students should observe people in the school and be able to determine what makes people special. They should count and graph different groups of students and people (by gender, hair color, eye color, etc.), and relate to the uniqueness of plants and animals and their habitats.

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This Week's Topic
How are people special?

Correlations with Alabama Course of Study:
Social Studies:
Uniqueness of individuals (34)

Science:
Observing people (18-20)

Language Arts:
Describing people in our class (8-11)

Math:
Count and graph people in our school (1, 2-3, 7, 25)

Thought for the week
Correction does much, but encouragement does more. Encouragement after censure is as the sun after a shower.

—GOETHE

Community Visitors and Resources

Someone of a different culture to teach children about his/her culture

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Noise in Your Neighborhood"
- Count and graph people in our school
- Read multicultural literature
- *Project WILD*, "What Bear Goes Where?"

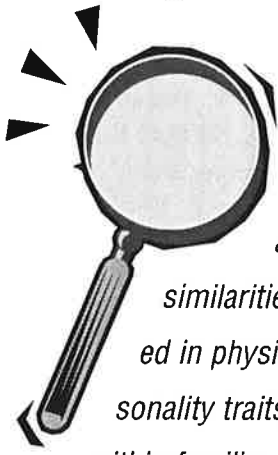
Unit Checkpoints

Journal time
Quiet reading time

Unit III Key Question
How are people different?

Unit III Key Experience
Visit the library, photographer, make a class photo, another culture, grandparents

Unit III Week 2



Focus is on how people are the same, and how their similarities are exhibited in physical and personality traits, especially within families. Students should observe at home and school to determine and describe how people are the same. They should count and graph similarities in physical traits. Relate similarities in humans to similarities in plants and animals.

This Week's Topic
How are people the same?

Correlations with Alabama Course of Study:

Social Studies:
Similarities of people (7–8, 34–35)

Science:
Differences in people (~~18–20~~)
6, 7

Language Arts:
Describing how people are alike (8–11)

Math:
Count and graph similarities in physical traits (1–3, 7, 25)

Thought for the week
Knowledge comes, but wisdom lingers.

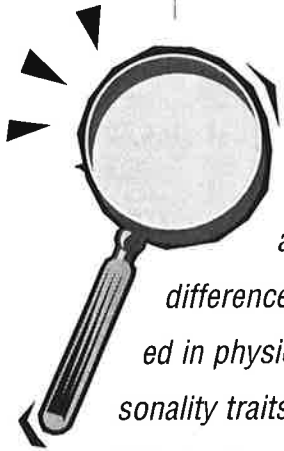
—TENNYSON

Community Visitors and Resources
Parents to share family trees

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “Candid Camera”
- Children share pictures of their families; compare baby pictures to recent pictures
- Count and graph similarities in physical traits
- Make a family tree for each child
- *Thematic Units Collection*, Carson Dellosa Publishing Company, pp. 335–54 passim
- Video: *Discovering Alabama*, “Native American Festival”
- *Project Learning Tree*, “Birds and Worms”

Unit III Week 3



Focus is on how people are the same, and how their differences are exhibited in physical and personality traits, especially within families. Students should observe at home and school to determine and describe how people are different. They should count differences in physical traits. Relate differences in humans to differences in animals (dogs and/or cats from the same litter).

This Week's Topic
How are people different?

Correlations with Alabama Course of Study:

Social Studies:
Differences of people (7, 18, 34–35)

Science:
Differences in people (18–20)
6, 7, 9, 10

Language Arts:
Describing how people are different (8–11)

Math:
Count and graph differences in physical traits (1–3, 7, 25)

Thought for the week

Thought for the week: You see things; and you say, "Why?" But I dream things that never were; and I say, "Why Not?"

—GEORGE BERNARD SHAW

Community Visitors and Resources

Relatives to discuss personality traits of their children

Activities and Materials

- *Alabama's Environmental Legacy K–2*, "We Can All Help"
- Children draw pictures of each other and compare similarities and differences
- Count and graph differences in physical traits
- Using pictures from Unit 3, Week 2, see who can match baby to recent pictures by observing traits
- *Project WILD*, "Seeing is Believing or The Eyes Have It!"

Unit III Week 4



Focus is on children of other cultures, and how

they are similar to and different from us.

Students should explore their differences in homes and habits by listening to stories. They should be able to describe these differences. Relate differences in homes and habits to differences in animal habitats and how different animals act.

This Week's Topic

What are children in other places like?

Correlations with Alabama Course of Study:

Social Studies:

Children in other cultures (1–4, 35)

Science:

Differences in homes (4)
6, 7, 9, 10

Language Arts:

Listening to stories about children from other cultures (1, 14, 18–22)

Math:

Describe children in other cultures (13)

Thought for the week

Never, never, never, never give up.

—WINSTON CHURCHILL

Community Visitors and Resources

Someone from another culture to share some of his/her traditions

Activities and Materials

- Describe children in other cultures
- *Project WILD*, “What’s That, Habitat?”
- Make shoebox diorama of an animal habitat; could be a take-home activity

Unit III Week 5



Focus is on the customs and traditions of other cultures. Students should listen to stories about traditions and be able to describe the sequence of events in a tradition (birthdays, marriages, celebrations, etc.).

Relate things that people do to the instinctive abilities of animals, e.g., reproduction, nesting, migration, as these are determined by the seasons. Also relate changes in plants to the change of seasons.

This Week's Topic

What are customs and traditions in other cultures?

Correlations with Alabama Course of Study:

Social Studies:

Customs and traditions in other cultures (3, 33, 35)

Science:

How we react to seasons

(~~15, 21, 25-26~~) 2, 6, 7, 9, 10

Language Arts:

Sharing and listening to stories about traditions (1, 14, 18-22)

Math:

Describe sequence of events in a tradition (16)

Thought for the week

The head learns new things, but the heart forevermore practices old experiences.

—HENRY WARD BECHER

Community Visitors and Resources

Parents, grandparents to share special/unique traditions with class

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "The Gift of the Tree"
- Describe the sequence of events in a tradition
- Pick a plant or tree on school grounds and record how it changes with seasons
- Share stories about family traditions
- Video: *Discovering Alabama*, "Arboretums"
- *Project Learning Tree*, "The Closer You Look"

Unit III Week 6



Focus is on holidays in other cultures, and how

they are celebrated.

Students should listen to stories and share stories

about holidays. They should be able to identify specific

holiday decorations and relate these to geometric shapes.

Also relate holidays to their symbols (pumpkins, turkeys, Christmas trees, etc.).

This Week's Topic

What are holidays like in other cultures?

Correlations with Alabama Course of Study:

Social Studies:

Holidays in other cultures (3, 33, 35)

Science:

How we live in our world

(~~10-11, 21~~) 6, 7, 9, 10

Language Arts:

Learning about holidays in other cultures

(1, 14, 18-22)

Math:

Relate holiday decorations to geometric shapes (10-11)

Thought for the week

Don't be afraid to take big steps. You can't cross a chasm in two small jumps.

—DAVID LLOYD GEORGE

Community Visitors and Resources

Someone of another culture to share holiday traditions

Activities and Materials

- *Alabama's Environmental Legacy* K-2, "Life In A Fishbowl" and "Supersuds"
- Relate holiday decorations to geometric shapes
- *Project WILD Aquatic*, "Are You Me?"

Unit IV Week 1



Focus is on what is going on around school, home, and town. Students should listen to and be able to describe current events. They should be able to describe the movements of objects (cars, toys, etc.) and things found in nature and their place in the environment.

This Week's Topic
What is happening around us?

Correlations with Alabama Course of Study:
Social Studies:
Current events (7, 16, 33)

Science:
Observing nature (~~20-23~~)
1, 2, 3, 4, 5, 6, 7, 9, 10
Language Arts:

Describing what happens in our class (6, 8, 15)

Math:
Describe sequences in current events (16)

Thought for the week
Treasure each other in the recognition that we do not know how long we shall have each other.

—JOSHUA LOTH LIEBMAN

Community Visitors and Resources

Someone who can talk to children about something important happening in your community

Activities and Materials

- Describe sequences in current events
- *Water Sourcebook K-2*, “Extra, Extra, Read All About It”
- Make videos outside and inside
- Watch together and do language experience chart
- Have children draw pictures of what they see outside and inside
- Video: *Discovering Alabama*, “Cheaha Mountain/Talladega National Forest”
- *Project Learning Tree*, “The Thicket Game”

Unit Checkpoints

Journal time
Quiet reading time

Unit IV Key Question

What is our history?

Unit IV Key Experience

Visit TV & radio station, airport, meteorologist, chamber of commerce, invite senior citizens to visit the class

Unit IV Week 2



Focus is on children in the past, what their lives were like, and how technology has made life different today.

Students should listen to stories about children in the past and be able to describe their lives. They should identify construction patterns in the natural and human worlds.

This Week's Topic

What did children do a long time ago?

Correlations with Alabama Course of Study:

Social Studies:

Children in other times

(~~31, 36-37~~)

2, 6, 7,

Science:

Patterns in nature (20)

Language Arts:

Listening to stories about children in the past (1, 3, 6, 12, 15, 22)

Math:

Create patterns found in nature (9, 21-22)

Thought for the week

I touch the future I teach.

—CHRISTA MCAULIFFE

Community Visitors and Resources

Storyteller to tell stories about children in the past

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Speakers for the Earth"
- Create patterns found in nature
- *Water Sourcebook K-2*, "Water Now and Then"
- *Project WILD*, "Surprise Terrarium"
- Leaf rubbings
- Video: *Discovering Alabama*, "Alabama Trees"

Unit IV Week 3



Focus is on communication, and how it has changed over the years. Introduce communication scientists, e.g., Morse, Edison, etc., and their contributions. Students should predict how they would communicate if we did not have some of the technology now available. They should draw, describe ways, and graph the ways in which we communicate and relate to animal communication.

This Week's Topic
How has communication changed?

Correlations with Alabama Course of Study:

Social Studies:
Communication (3, 21, 23, 28)

Science:
Scientists (~~8-9, 11~~) 3

Language Arts:
Drawing and describing ways we communicate (8-10, 18, 23)

Math:
Collect and organize information about how we communicate (24)

Thought for the week

In matters of style, swim with the current; in matters of principle, stand like a rock.

—THOMAS JEFFERSON

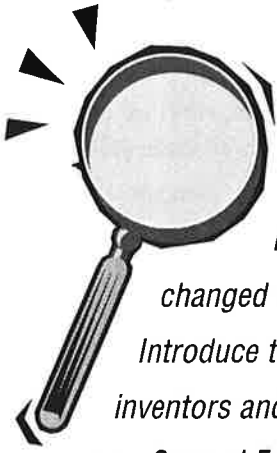
Community Visitors and Resources

Newspaper reporter, telephone company representative to talk about different ways we communicate

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Up in the Air"
- Collect and organize information about how we communicate, past and present
- *Water Sourcebook K-2*, "Don't Boat Without a Float"
- Video: *Discovering Alabama*, "Dugger Mountain Wilderness"
- *Project Learning Tree*, "People, Places, Things"

Unit IV Week 4



Focus is on transportation, and how it has changed over the years.

Introduce transportation inventors and innovators, e.g., Samuel Fulton, Henry Ford, the Wright brothers, etc., and their contributions.

Students should predict how they would move from place to place if some of the technology now available was not. They should draw, describe ways, and graph various means of transportation. Relate these to animal movements (flight, swimming, etc.). Discuss what it takes to build and operate various forms of transportation and their effects on the environment.

This Week's Topic
How has transportation changed?

Correlations with Alabama Course of Study:
Social Studies:
Transportation (3, 21, 23, 29)

Science:
Science at home (20) 4, 6, 7

Language Arts:
Drawing and describing transportation (9–10, 23)

Math:
Collect and organize information about how we transport ourselves (24)

Thought for the week

Kind words can be short and easy to speak, but their echoes are truly endless.

—MOTHER TERESA

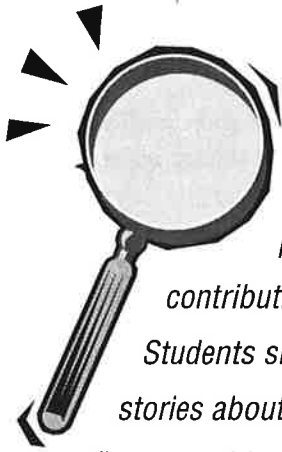
Community Visitors and Resources

Railroad engineer, sea captain, airplane pilot, or bus driver to speak about their jobs

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “How We Use the Land for Fun and Profit” and “Using Our Natural Resources for Agricultural Production”
- *Project WILD*, “First Impressions”

Unit IV Week 5



Focus is on important people of the past and their contributions to society.

Students should listen to stories about historical figures and be able to describe what they have done. Students should be aware of seasons and the weather conditions that accompany each. They should graph weather conditions over time. Relate to how the land changes during times of extreme weather (hurricane, tornado, flood, snow, etc.).

This Week's Topic

Who are important people of the past?

Correlations with Alabama Course of Study:

Social Studies:

Important historical figures (32, 34)

Science:

Seasons and weather (~~15, 25, 27~~)
9, 10

Language Arts:

Learning about historical figures (6, 12, 21)

Math:

Graph weather conditions (25)

Thought for the week

A teacher affects eternity; no one can tell where his influence stops.

—HENRY ADAMS

Community Visitors and Resources

Meteorologist to speak about seasons and weather

Activities and Materials

- Graph weather conditions and temperatures
- *Project Learning Tree*, "Signs of Fall—Part A"
- Video: *Magic School Bus Kicks Up a Storm*

Unit IV Week 6



Focus is on how the community has changed over time, and what has happened to make things different. Students should be able to describe changes that have occurred and identify their locations (buildings, landforms). They should be able to name specific landforms in their community, predict their changes, and the effects these changes would have on plants and animals.

This Week's Topic
How has our community changed?

Correlations with Alabama Course of Study:
Social Studies:
Community changes (3–4, 14)

Science:
Earth's surface (~~2, 3, 7~~)
4, 7, 8, 9, 10

Language Arts:
Describing how our community has changed (6, 8–9, 15)

Math:
Measure our school yard (1, 8, 15)

Thought for the week
If you have knowledge, let others light their candles at it.

—MARGARET FULLER

Community Visitors and Resources

Senior citizen to talk about changes in community

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “Old King Cotton” and “Alabama Peanut Party”
- Video: *Discovering Alabama*, “Caves of Alabama”
- Locate old pictures of your town and compare them to what your town looks like now; take pictures each year and keep scrapbook
- Measure our school yard
- Ask parents to send old pictures with students
- *Project WILD*, “Too Close for Comfort”

Unit V Week 1



Focus is on the community, and who works there to keep it operating. Students should relate classroom operation to community operation. They should be able to describe who works in the school and what their jobs are. They should be able to describe the technology used in the classroom and in the school.

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This Week's Topic
Who works in our community?

Correlations with Alabama Course of Study:
Social Studies:
Community workers (15, 21)

Science:
How our class works (~~20-21~~)
6

Language Arts:
Describing the people who work in our school (9, 21)

Math:
Describe how our class works in numbers (6, 12)

Thought for the week

I am always ready to learn, but I do not always like being taught.

—WINSTON CHURCHILL

Community Visitors and Resources

Fireman, policeman, or postman, to speak about his/her job

Activities and Materials

- “ABC’s in Bubbaville” (beginning sounds and careers), record; to order: Upbeat Basics, 120516 Acklen Station, Nashville TN 37212, telephone: 1-615-327-0520
- *Water Sourcebook K-2*, “Do You Know My Job?” and “Water Works for Everyone”
- Make paper bag puppets of fireman, policeman, mayor, city worker
- *Project Learning Tree*, “Pass the Plants, Please—Part C”

Unit Checkpoints

Journal time
Quiet reading time

Unit V Key Question

How does our community work?

Unit V Key Experience

Visit post office, farm, forest ranger, zoo, animal shelter, beekeeper

Unit V Week 2



Focus is on what is produced in the community, and how it affects the community. Students should be able to classify and draw the products produced. Relate community production to what is produced in school (knowledge and achievement), and how people in a school depend on each other in the community. Also relate to the environment and how things depend on each other.

This Week's Topic
What does our community produce?

Correlations with Alabama Course of Study:
Social Studies:
Community products (3, 21, 23)

Science:
How our school works (~~9, 17~~)
6, 7

Language Arts:
Drawing the products from our community (9–10)

Math:
Classify products in our community (19–20)

Thought for the week
We often take for granted the very things that most deserve our gratitude.

—OZICK

Community Visitors and Resources

Farmer and factory worker to speak about their jobs

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “Exploring the Gulf” and “Using Our Natural Resources for Agricultural Production”
- Go to local Chamber of Commerce; ask about factories in community and their products
- Find out what crops are grown in area
- Make a graph or chart of products/crops produced/grown
- *Project WILD*, “Make a Coat!”

Unit V Week 3



Focus is on wants and needs in terms of goods and services, and how these are satisfied. Students should be able to classify and describe human needs, as well as, the needs of plants and animals.

This Week's Topic
Do I need it or want it?

Correlations with Alabama Course of Study:
Social Studies:
Wants and needs (12, 23, 25, 34–35)

Science:
Needs of plants and animals (18, ~~21–23~~ 2, 6)

Language Arts:
Describing wants and needs (7–8)

Math:
Identify and count what plants and animals need (1–5)

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

Community Visitors and Resources
Forest ranger to talk about what a healthy forest needs

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “A Plant’s Friend”
- *Water Sourcebook K–2*, “Who Needs Wetlands?”
- Video: *Discovering Alabama*, “Sipsey River Swamp”
- *Project Learning Tree*, “Tree Treasures—Variation 2”

Unit V Week 4



Focus is on producers and consumers of human-made and natural resources.

Students should be able to describe different human producers and consumers, as well as plant and animal producers and consumers. Relate these to animal homes and classify various homes based on survival needs of animals.

This Week's Topic
Who makes it and who uses it?

Correlations with Alabama Course of Study:

Social Studies:

Producers and consumers
(24, 26)

Science:

Plants and animal houses
(~~3-23~~) 6, 9

Language Arts:

Describing producers and consumers (7-9)

Math:

Classify various animal homes
(20)

Thought for the week

Begin the day with friendliness and only friends you'll find. Yes, greet the dawn with happiness; keep happy thoughts in mind.

—FRANK B. WHITNEY

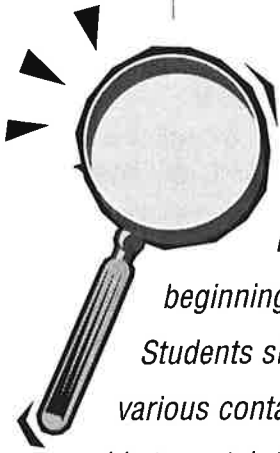
Community Visitors and Resources

Veterinarian to talk about how he/she helps animals

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Mini-Water Treatment Plant"
- Videos: *Discovering Alabama*, "Long Leaf Pine" and "Long Leaf Ecosystem"
- Build animal or plant habitat and write or dictate story about it
- Classify various animal homes
- *Project Learning Tree*, "Tree Factory—Variation"
- Video: *Magic School Bus Hops Home*
- Make puppets or cut-outs of zoo animals

Unit V Week 5



Focus is on how a product is made from beginning to end.

Students should identify various containers and be able to match the products to specific packaging. They should draw different products and illustrate their life cycles.

The science focus is how animals react to seasons and their life cycles. Specific examples would be plants and trees losing leaves, changes in animal coloration and coat thickness, and the life cycles of moths and butterflies. Just as a product has a life cycle, so do plants and animals based on seasons.

This Week's Topic
How is a product made?

Correlations with Alabama Course of Study:

Social Studies:
Product life cycle (26–27, 37)

Science:
Plants and animals reacting to seasons (~~21, 25, 26~~) 6, 7

Language Arts:
Drawing and describing a product life cycle (9–10, 23)

Math:
Match products to their containers (14)

Thought for the week

Hold yourself responsible for a higher standard than anyone else expects of you.

—HENRY WARD BEECHER

Community Visitors and Resources

Beekeeper to speak about how bees make honey

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “Alabama Peanut Party” and “Garbage Breakdown”
- Butterfly garden (should be started in advance); keep butterfly journals
- Draw pictures of the life cycle of butterfly
- Make caterpillars out of egg cartons
- Video: *Discovering Alabama*, “Fort Morgan”
- *Project Learning Tree*, “How Plants Grow—Variation”

Unit V Week 6



Focus is on the kinds of things in the immediate environment that are natural and those that are man-made. Students should identify items in the class and items they use at home that are natural and those that are produced. They should relate natural products to natural resources and the need to conserve them. Relate the survival needs of plants and animals to conservation/ destruction of natural resources. Students should be able to determine what plants and animals need to survive.

This Week's Topic

What is natural and what can we make?

Correlations with Alabama Course of Study:

Social Studies:

Natural and produced resources (3, 16, 26)

Science:

Survival of plants and animals

(~~18, 20-22~~) 2, 3, 6, 7

Language Arts:

Learning about our natural resources (13, 21)

Math:

Match plants and animals to their survival needs (24)

Thought for the week

It's a funny thing about life; if you refuse to accept anything but the best, you very often get it.

—SOMERSET MAUGHAM

Community Visitors and Resources

Animal shelter worker to talk about being a responsible pet owner

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Johnny Applesseed: Friend of Trees"
- Match plants and animals to their survival needs
- Video: *Magic School Bus Goes to Seed*
- *Project Learning Tree*, "Living with Fire—Variation"
- Video: *Discovering Alabama*, "Cahaba River"

Unit VI Week 1



Focus is on the immediate environment, and what is in it. Students should identify the technology used in the classroom and school, and how it makes their lives better/easier. They should draw their classroom environment and count and graph things in the classroom and the things they see outside. Also count and graph class activities inside and outside.

This Week's Topic
What is my environment?

Correlations with Alabama Course of Study:

Social Studies:
Personal environment (10, 13, 18)

Science:
What is technology? (~~2, 11~~)
2, 6, 7, 10

Language Arts:
Drawing and describing our environment (5, 9–10, 23)

Math:
Count and graph our class activities (1–3, 7, 25)

Thought for the week
I will speak ill of no man and speak all the good I know of everybody.

—BEN FRANKLIN

Community Visitors and Resources
Horticulturist to explain plants

Activities and Materials

- *Alabama's Environmental Legacy K–2*, “Life in a Fishbowl”
- Count and graph class activities
- School yard habitats, see www.nmf.org/habitats/schoolyard/activities/index.html
- *Project WILD*, “Classroom Carrying Capacity”

Unit Checkpoints

Journal time
Quiet reading time

Unit VI Key Question

How do we affect the land?

Unit VI Key Experience

Visit park ranger, visit from a Native American, mayor or councilman, or city planner

Unit VI Week 2

Thought for the week
 Leadership is the power to evoke
 the right response in other people.
 —HUMPHREY MINORS

*Community Visitors and
 Resources*
 Meteorologist to discuss weather
 changes, seasons

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "Who Needs a Tree?" and "Smell the Leaves"
- Count technologies used at school and home
- *Project Learning Tree*, "Looking at Leaves"
- *Project WILD*, "Ethi-Thinking"
- Plant seeds and keep plant journal
- Write or draw how seeds and plants change

This Week's Topic
 Why do the seasons change?

*Correlations with
 Alabama Course of Study:
 Social Studies:*
 Seasonal changes (3-4, 19)

Science:
 Technology at school and home
 (3, 6, 9, 10)

Language Arts:
 Writing about the seasons
 (9, 13, 23)

Math:
 Count technology use at school
 and home (1-5)

Focus is on why the seasons change and the related effects. Students should write stories about the seasons and typical activities they do during each one. They should continue their exploration of technology in the school and extend it to their homes by counting and graphing technology they use at home.



Unit VI Week 4

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

Native Americans to relate how they use the land

Activities and Materials

- *Alabama's Environmental Legacy* K-2, "Surface Erosion: A Grass Roots Solution"
- Keep scrapbook of pictures showing how the community changes over time
- *Project WILD*, "What Did Your Lunch Cost Wildlife?"
- Video: *Discovering Alabama*, "Mobile-Tensaw Delta"

This Week's Topic
 What did the land used to look like?

Correlations with Alabama Course of Study:

Social Studies:

Changes over time (16, 28-29, 31)

Science:

Habitat loss (1, ~~2, 22-23~~) 6, 8

Language Arts:

Share changes we have seen in the land (3, 17)

Math:

Describe changes in our community (16-17)

Focus is on what happens to the land over time, and what it used to look like compared to the present. Students should share and describe changes, e.g., land, they have seen in their community. They should relate various changes in plant and animals communities that have occurred through habitat loss. They should predict what would happen in the future.



Unit VI Week 6

Thought for the week
 We all make mistakes, but everyone makes different mistakes.

—LUDWIG VAN BEETHOVEN

Community Visitors and Resources

City councilman or city planner to discuss future plans for city improvements

Activities and Materials

- *Alabama's Environmental Legacy K-2*, "How We Use the Land for Fun and Profit" and "Why We Need Clean Water"
- Collect and organize information about our community
- *Project WILD*, "Environment Ethics"

This Week's Topic
 What will my community look like in the future?

Correlations with

Alabama Course of Study:

Social Studies:

Future of the community (10, 13, 33)

Science:

Changes in the Earth (~~24-26~~)

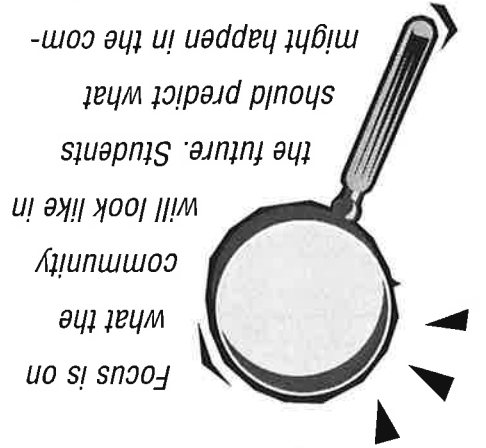
Language Arts:

Describe how our community will

change (6, 17, 23)

Math:

Collect and organize information about our community (24)



Focus is on what the community will look like in the future. Students should predict what might happen in the community in the future, and what changes might take place. They should collect and organize information about what is changing in the community. Relate changes in the community to changes in the Earth due to clearing of forests, loss of wetlands, etc., and the effect of habitat loss on the community and globally.

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

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

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 environmental 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

- Leopold, Aldo. *A Sand County Almanac*. Oxford University Press, 1949.
- Abrams Planetarium. *Sky Calendar*. Michigan State University.
- Alabama Atlas & Gazetteer*. Delorme Publishing, 1998.
- Barram, 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. Dusk 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.). *Globally and Locally: Seeking a Middle Path to Sustainable Development*. University Press of America, 1998.
- Owsley, Frank. *Struggle for the Gulf Borderlands: The Creek 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.

