

**Project Name: GET OUTSIDE!**  
**Teacher(s): Laurie Crooks, Sharon Pearson**  
**Grade Level: K-5**  
**Time Frame: Two school years**



# A Trail to Place-based Service Learning Curriculum

**Start Here!**

## Big Idea

What is the main idea you want your students to come away from the unit knowing?  
 Students will demonstrate awareness of the natural world by going outside and experiencing it.

## State Standards/Outcomes

Which elements of the state framework of standards does this unit address?  
 What are the skills and outcomes you are working towards?  
**S4L1** Students will describe the roles of organisms and the flow of energy within an ecosystem.  
 a. Identify the roles of producers, consumers, and decomposers in a community.  
 b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.  
 c. Predict how changes in the environment would affect a community (ecosystem) of organisms.  
 d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many.  
**ELA4LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.  
**ELA4R1.1** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.  
 f. Summarizes main ideas and supporting details.  
 g. Makes perceptive and well-developed connections.  
**M4PI** Students will solve problems (using appropriate technology).  
 a. Build new mathematical knowledge through problem solving.  
 b. Solve problems that arise in mathematics and in other contexts.  
**SS4G2** Students will describe how physical systems affect human systems

## Community Opportunities

What opportunities or needs exist in your school or community that could be addressed by a student project related to your big idea for learning?  
 \*The Beautification Team of SMES will invite a guest speaker from the ATC to talk about the AT's importance and Leave No Trace Behind  
 \*Students will research the history and location of the AT  
 \*Using information gained from the AT studies, students will develop a tree trail on and a guide for SMES's campus.  
 \*The laminated, large AT map will be posted for all to see  
 \*Students will simulate through-trekking Appalachian Trail by walking the tree trail on SMES's campus.  
 \*Students will test for polluting particulates in three areas on campus. Using test results, they will make recommendations to reduce pollution from diesel fumes and bus idling.  
 \*Students will survey peers and parents to determine the viability of walking and biking to school, with the possible outcome of requesting bike racks for the campus

## Youth Voice

How will you guide your students to express ideas, be involved in project decisions, and evaluate outcomes?

Students will be taught how to use interview techniques, how to score surveys, how to engage in critical thinking about possible positive and/or negative outcomes.

**Websites for Kids:**  
**A Closer Look at Plants:**  
[http://www.rbg.ca/cbc/en/cbcn4kids/kid\\_anatomy.htm](http://www.rbg.ca/cbc/en/cbcn4kids/kid_anatomy.htm)  
**Delicious Pieces: The Plants We Eat:**  
<http://www.wsu.edu:8080/%7Ewsherb/edpages/delicious/introduction.html>  
**Even Plant Can Be Poisonous:**  
<http://poison.org/prevent/plants.asp>  
**Kids Click:** <http://www.kidsclick.org/cgi-bin/searchkids.pl?searchtype=subject&keywords=environment&title=Environment>  
**Photography Tips:**  
<http://www.photographytips.com/page.cfm/101>  
**Soil:** <http://www.appalachiantrail.org>  
**Activities: See attached sheets**

## Partnerships & Benefit(s)

Who are potential community partners that could assist you in this project? What are the potential benefits for your class and your partners of working together?

In order to develop additional sites for ecological learning, students will create a brochure explaining why SMES needs them and requesting financial assistance and expertise. Students will approach local merchants, commercial partners, and volunteer organizations.  
 Stone Mountain Woman's Club      Stone Mountain Rotary  
 Stone Mountain Historical Society      Stone Mountain Park  
 Stone Mountain Memorial Assn.      Stone Mountain City Council  
 DeKalb Master Gardeners      Trees Atlanta  
 State Botanical Garden of Georgia      Georgia Power  
 Garden Earth Naturalist      Hands-on-Atlanta  
 Project Learning Tree      Fernbank Science Center

## Resources

Describe resources (books, articles, materials, supplies) you will use to support this unit?  
**Student Books:** *The Great Kapok Tree\**  
*50 Simple Things Kids Can Do to Save the Earth*  
*Plants and Flowers, Flowering Plants*  
*Plants in Winter*  
*From Seed to Plant,*  
*B.Bears Blaze a Trail*  
*The Tiny See*  
*Sheep Take a Hike*  
*Common Ground: The Water, Earth, and Air We Share*  
*Dear Children of the Earth, Forests for the Future*  
*Our Big Home: An Earth Poem*  
*Pollution and Waste*  
*A River Ran Wild*  
**Pro:** *Plants, JMG Handbook*  
*PLT Handbook*  
*The Earth (The Mailbox)*  
*50 Simple Things Kids Can Do to Save the Earth,*  
*Leave No Trace Center for Outdoor Ethics*  
**Websites for Teachers:**  
*A Walk in the Woods:* <http://www.urbanext.uiuc.edu/woods/index.html>  
**What, No Soil:**  
<http://www.kidsgardening.com/HYDROPONICSGUIDE/hydro1-1-intro.asp>  
**Walking and Hiking:**  
<http://pbskids.org/itsmylife/body/solosports/article6.html>  
**Plant Basics:** [http://www.biology4kids.com/files/plants\\_main.html](http://www.biology4kids.com/files/plants_main.html)  
**How Plants Breathe:** <http://www.saburchill.com/chapters/chap0025.html>  
**How Plants & Flowers Grow:**  
<http://www.kidport.com/RefLib/Science/HowPlantsGrow/HowPlantsGrow.htm>

## Models

How will students understand where they're supposed to get? What exemplars of student work will they see? What opportunities will there be for them to critique each other's work?  
 \*Student work will be selected by teachers as good examples for other students to observe.  
 \*Teachers will present examples of poems, stories, and other artwork as inspiration.

## Reflection

How will reflection be built in to your curriculum and activity(ies)?  
**Graffiti:** Introductory reflection about student opinions and feelings about the outdoors –  
 Reasons for not going outside and reasons for going outside.  
**HHH:** Pre- and Post- reflection will be used to explore the feelings, actions, and decision-making related to the development of campus ecological areas.

## Project

What project(s) could your class undertake that would actively engage your students in learning about this theme? What could the final product be?  
 Students will be taught how to use interview techniques, how to score surveys, how to engage in critical thinking about possible positive and/or negative outcomes.  
 See Student Assessment, Final Celebration, and Service Learning Opportunities

## Skills and Habits of Mind

What are the academic or life skills students will learn from this unit? What habits of mind do you want them to demonstrate? Think all lines.  
 Student will be able to:  
 Use critical thinking in problem solving  
 Record information using charts, graphs, diagrams, and flowcharts  
 Write regular observations in a self-chosen form  
 Use appropriate tools to care for and understand plants and trees  
 Compare plant and tree characteristics  
 Use appropriate testing methods to determine soil composition  
 Be able to read informational text to gather and understand information  
 Use technology to pursue authentic research.  
 Develop healthy habits

## Your Evaluation of the Unit

How will you evaluate the unit and make note of what worked well and what could be improved? How will you analyze and interpret project outcomes?  
**Graffiti:** Introductory reflection about student opinions and feelings about the outdoors –  
 Reasons for not going outside and reasons for going outside.  
**HHH:** Pre- and Post- reflection will be used to explore the feelings, actions, and decision-making related to the development of campus ecological areas.  
 Formative and summative evaluation of each activity  
 Constant discussion, open communication between all parties involved

## Fun Project Ideas:

<http://aggie-horticulture.tamu.edu/kindergarten/Fun/project.htm>  
**Endangered Species Coloring Book "Save Our Species":**  
<http://www.epa.gov/espp/coloring/>  
**EekoWorld: Plants and Animals:**  
[http://pbskids.org/eeeworld/index.html?load=plants\\_animals](http://pbskids.org/eeeworld/index.html?load=plants_animals) ,  
<http://pbskids.org/eeeworld/> ,  
<http://pbskids.org/eeeworld/index.html?load=environment>  
**Celery Stalks at Midnight:**  
<http://www.ed.gov/pubs/parents/Science/celery.html>  
**Go Green: Edutopia's Green Resources:**  
<http://www.edutopia.org/go-green>  
**EPA's Environmental Education Center:**  
<http://www.epa.gov/teachers/>  
**National Science Digital Laboratory:**  
[http://nsdl.org/search/?verb=Search&q=Primary%20elementary%20K-2&s=0&n=10&include\\_collection%5B%5D=oai:nsdl.org:crs:4743](http://nsdl.org/search/?verb=Search&q=Primary%20elementary%20K-2&s=0&n=10&include_collection%5B%5D=oai:nsdl.org:crs:4743)  
**Nova Online for Teachers:** <http://www.pbs.org/teachers/search>  
**PBS:** <http://www.pbs.org/>  
**Science Lesson Plans:** <http://www.col-ed.org/cur/science.htm>  
**Teachers Domain:** <http://www.teachersdomain.org>  
**Enchanted Learning:** <http://www.enchantedlearning.com>  
**Survey Monkey:** <http://www.surveymonkey.com>

## Final Celebration

How will you celebrate the success of your unit and share its results with the school and community?  
 Evening in the Garden will be a culminating event. It will include the school and community, and involve student art, displays of writing, and garden design. Stone Mountain Through-Trekkers will be honored for their service

## Student Assessment

How will you assess student learning? How will you know if they have met the goals for the established outcomes?  
 Students will choose projects to develop and, possibly, to present on the night of Evening in the Garden.  
 A rubric will be provided prior to all activities so that expectations can be known.

