

PROJECT AMERICAN LIFE

CURRICULUM ALIGNMENT*

Alabama State Courses of Study

Day 1 ~ Clarity

I. Question of the Day—Who Am I?

Purpose: To encourage students to ponder *who* they are by offering a variety of critical thinking simulations that enable them to ask and answer this perplexing question.

Activities

The Caste System

Objective: To introduce the idea of a preordained class structure and the consequences of such.

Grade Level: 5-8

Skills: Understanding Cause and Effect; Articulation; Cooperation

Standards:

5th – SS/EGHPS 4; ELA 1; CE 1, 10, 13, 14, 16, 17, 21, 24, 25

6th – SS/EGHPS 4; ELA 1; CE 1, 10, 13, 14, 16, 17, 21, 24, 25

7th – SS/EGHPS 1, 2, 11; Geography 5; ELA 1; CE 1, 10, 13, 14, 16, 17, 21, 24, 25

8th – SS/EGHPS 8; ELA 1; CE 1, 10, 13, 14, 16, 17, 21, 24, 25

The Standard Lunch

Objectives: Students will distinguish between facts and opinions. To introduce students to the words, “standard” and “principle.”

Grade Level: 5-8

Skills: Understanding Fact and Opinion; Listening; Answering Questions Orally; Gaining Meaning of Essential Terms and Vocabulary

Standards:

5th – SS/EGHPS 7; ELA 1, 13, 20; Reading Addendum 4; CE 8, 11, 13, 14, 16, 17, 21, 24, 25

6th – ELA 1, 12, 17, 20; CE 8, 11, 13, 14, 16, 17, 21, 24, 25

7th – SS/EGHPS 1; ELA 1, 11, 16 20; CE 8, 11, 13, 14, 16, 17, 21, 24, 25

8th – ELA 1, 11, 16, 18; CE 8, 11, 13, 14, 16, 17, 21, 24, 25

Team Challenge (Ropes Course, Team Initiatives, New Games—Played at Various Times During the Week)

Objectives: Using physical and cognitive challenges, students will understand the reasons behind working together and that working together to achieve a common good is the desirable outcome. To build camaraderie among small groups.

Grade Level: 5-8

Skills: Leading; Listening; Compromising; Taking Turns; Following Directions; Using Logic to Solve Problems

Standards:

5th – ELA 13; PE 1, 2, 10, 13, 16; CE 5, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 21, 22, 23, 25

6th – ELA 12, 20; PE 1, 6, 14, 15; CE 5, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 21, 22, 23, 25

7th – ELA 11, 20; PE 1, 2, 13, 16, 17; CE 5, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 21, 22, 23, 25

8th – ELA 11, 18 PE 1, 2, 5, 6, 15; CE 5, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 21, 22, 23, 25

The Brainiac and Nincompoop (I)

Objectives: To increase critical thinking skills by presenting, reading, and discussing current events and how they relate to the principles established by the Founding Fathers. To reinforce the meanings of the words “standard” and “principle.”

Grade Level: 5-8

Skills: Critical Thinking and Response; Listening and Reading Comprehension; Summarizing; Forming a Conclusion; Gain Meaning of Essential Terms and Vocabulary

Standards:

5th – ELA 1, 13, 15, 20, 34; Reading Addendum 4; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

6th – ELA 1, 12, 16, 20, 27, 28; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

7th – SS/EGHPS 5, 9, 10; ELA 1, 11, 15, 20, 29, 30; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

8th – ELA 1, 11, 15, 18, 25, 27; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

Standard Procedure

Objective: To demonstrate the presence of standards in all facets of life and the need for principles in directing our lives.

Grade Level: 5-8

Skills: Measurement; Following Directions: Oral and Written Communication; Cooperation in Small Groups

Standards:

5th – ELA 4, 13, 34; M 8, 14; CE 6, 7, 8, 10, 14, 21, 22

6th – ELA 20, 28; M 4; CE 6, 7, 8, 10, 14, 21, 22

7th – ELA 20, 30; CE 6, 7, 8, 10, 14, 21, 22

8th – ELA 18, 27; M 8; CE 6, 7, 8, 10, 14, 21, 22

The Principle Meal

Objective: To discover a better standard than the caste system through spontaneous interactions with historical characters.

Grade Level: 5-8

Skills: Observation; Listening Comprehension; Critical Thinking and Response

Standards:

5th – SS/EGHPS 7, 8; ELA 13; CE 6, 7, 8, 10, 14, 21, 22

6th – ELA 11, 12; CE 6, 7, 8, 10, 14, 21, 22

7th – SS/EGHSP 2; ELA 11, 19; CE 6, 7, 8, 10, 14, 21, 22

8th – ELA 11, 15; CE 6, 7, 8, 10, 14, 21, 22

Independence Hall

Objective: To provide students a forum for debate that ultimately leads to the demise of the caste system and allows them the opportunity to discover and revere the principles found in The Declaration of Independence.

Grade Level: 5-8

Skills: Take Action to Implement a Decision; Propose A New Plan of Operation; Communicate Orally; Participate in Persuading, Compromising, Debating, and Negotiating in the Resolution of Conflicts and Differences; Express Personal Convictions; Identify Important Historical Documents

Standards:

5th – SS/EGHPS 7, 8, 9; ELA 15, 34, 36; CE 1, 2, 3, 4, 6, 7, 9, 10, 14, 16, 25

6th – ELA 11, 28; CE 1, 2, 3, 4, 6, 7, 9, 10, 14, 16, 25

7th – SS/EGHPS 1, 5; ELA 19, 29; CE 1, 2, 3, 4, 6, 7, 9, 10, 14, 16, 25

8th – ELA 15, 27; CE 1, 2, 3, 4, 6, 7, 9, 10, 14, 16, 25

Quest

Objectives: Students will gather and trade materials representative of human life (both tangible and intangible) and then reflect upon and discuss the things that really matter to them. They will review The Declaration of Independence and be introduced to a modern-day standard, The Declaration of Dependence.

Grade Level: 5-8

Skills: Follow Directions; Group Data in Categories According to Appropriate Criteria; Communicate Orally; Self-Monitor One's Thinking Process; Express Personal Convictions; Identify Important Historical Documents; Listening Comprehension

Standards:

5th – ELA 13, 19; CE 8, 9, 14, 16, 18, 21, 22, 23

6th – ELA 12, 16, 28; CE 8, 9, 14, 16, 18, 21, 22, 23

7th – ELA 11, 15, 30; CE 8, 9, 14, 16, 18, 21, 22, 23

8th – ELA 11, 15, 27; CE 8, 9, 14, 16, 18, 21, 22, 23

Quiet Sing (I)

Objectives: To enable students to synthesize what they have learned during the day. To discuss what was learned, to share experiences, to sing songs that evoke reflection, patriotism, and empathy. To view a 15-minute excerpt of a movie that emphasizes the question and theme of the day.

Grade Level: 5-8

Skills: Sing Expressively; Recognize and Practice Accepted Audience and Performance Behavior; Oral Communication; Listening

Standards:

5th – SS/EGHPS 7, 8, 9, 13; ELA 13, 34; MU 1, 2, 3, 4, 6, 7 37, 38; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

6th – ELA 7, 20, 28; MU 1, 2, 3, 4, 6, 8, 30, 31; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

7th – SS/EGHPS 9, 11, 12; ELA 7, 20, 30; MU 1, 2, 3, 4, 6, 9, 30, 31; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

8th – ELA 7, 18, 27; MU 1, 2, 3, 4, 6, 7, 31, 32; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

Day 2 ~ Compassion

II. Question of the Day—What Am I?

Purpose: To encourage students to ponder *what* they are by offering a variety of critical thinking simulations that enable them to ask and answer this perplexing question.

Activities

Morning Remembrance (Days 2-4)

Objectives: Students will observe the raising of the United States flag and then in unison say The Pledge of Allegiance and The Preamble to The Declaration of Independence. They will also listen to a quote from a famous American and learn proper flag-folding etiquette.

Grade Level: 5-8

Skills: Oral Recitation; Listening Comprehension; Identify Important Figures in History

Standards:

5th – SS/EGHPS 8; ELA 13, 36; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

6th – ELA 12, 27; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

7th – SS/EGHPS 9; ELA 11, 29; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

8th – ELA 11, 25; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

I Am Human

Objective: Through simulation of the web of life, students will distinguish between humans and animals in a food chain and explain how it answers the question, “What Am I?”

Grade Level: 5-8

Skills: Reading Tables; Drawing Conclusions; Making Inferences; Group Data in Categories According to Appropriate Criteria; Interpret Data in Charts, Graphs, and Illustrations; Critically Examine Relationships Among Elements of a Topic; Follow Directions; Describe the Relationship Between Food Chains in Various Biomes; Probability

Standards:

5th – ELA 1, 4, 5; M 14; SCI 9; VA 22; CE 4, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 20, 21, 22, 23, 25

6th – ELA 2, 14; Reading Addendum 3; M 11; SCI 7; VA 16; CE 4, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 20, 21, 22, 23, 25

7th – ELA 2, 13; Reading Addenda 4, 5; M 13; SCI 1, 7; VA 16; CE 4, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 20, 21, 22, 23, 25

8th – ELA 2, 13; M 13; SCI 1; VA 16; CE 4, 5, 6, 7, 8, 9, 10, 11, 14, 16, 18, 19, 20, 21, 22, 23, 25

Mind Music

Objectives: To listen to various musical styles and respond to the music through art. To orally communicate how music not only affects the ears but also the mind.

Grade Level: 5-8

Skills: Assimilate Information; Illustrating; Critical Thinking and Response; Following Directions; Listening; Oral and Written Communication

Standards:

5th – ELA 13, 23, 34; VA 12, 20, 22, 23, 36; MU 40, 41; CE 6, 7, 8, 9, 10, 11, 16, 18, 22

6th – SS/EGHPS 14; ELA 16, 20, 27; VA 4, 18, 26; MU 34, 35; CE 6, 7, 8, 9, 10, 11, 16, 18, 22

7th – ELA 15, 20, 29; VA 4, 18, 26; MU 34, 35; CE 6, 7, 8, 9, 10, 11, 16, 18, 22

8th – ELA 15, 18, 25; VA 4, 18, 26; MU 35, 36; CE 6, 7, 8, 9, 10, 11, 16, 18, 22

Question of the Day (I)

Objectives: To provide an opportunity for students to consider an important topic and express their knowledge about the topic on paper. To provide grade-appropriate writing practice.

Grade Level: 5-8

Skills: Compose Essays Using the Four Modes of Writing; Exhibit Proficiency in the Use of the Writing Process; Apply Mechanics in Writing; Apply Principles of Grammar and Usage in Writing; Organize Content of Written Composition; Write Legibly

Standards:

5th – SS/EGHPS 8; ELA 22, 24, 25, 26, 29; CE 2, 3, 4, 9, 10, 14, 22, 24

6th – ELA 21, 22, 25, 26; CE 2, 3, 4, 9, 10, 14, 22, 24

7th – SS/EGHPS 1; ELA 21, 22, 25, 26, 28; CE 2, 3, 4, 9, 10, 14, 22, 24

8th – ELA 19, 20, 23, 24; CE 2, 3, 4, 9, 10, 14, 22, 24

Wacky Olympics

Objective: To demonstrate cooperation with peers by playing a variety of games that involve physical activity, creativity, and strategic cognitive ability.

Grade Level: 5-8

Skills: Running; Jumping; Kicking; Passing; Organizing; Singing; Dancing; Following Directions; Strategizing; Working Cooperatively

Standards:

5th – PE 1, 2, 13, 16; CE 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25

6th – PE 1, 6, 14, 15; CE 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25

7th – PE 1, 2, 13, 16, 17; CE 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25

8th – PE 1, 2, 5, 6, 15; CE 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25

Brainiac and Nincompoop (II)

Objectives: To increase critical thinking skills by reading and discussing current events and how they relate to the principles established by the Founding Fathers. To apply scientific theory as a way of explaining who we are. To work in small groups to write and present a summary related to the topic at hand.

Grade Level: 5-8

Skills: Critical Thinking and Response; Listening and Reading Comprehension; Combine Critical Concepts Into a Statement of Conclusions Based on Information; Identify Forms of Energy, States of Matter, and Laws of Conservation of Matter; Oral and Written Communication

Standards:

5th – ELA 1, 13, 15, 20, 34; Reading Addendum 4; SCI 4; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

6th – ELA 1, 12, 16, 20, 27, 28; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

7th – SS/EGHPS 5, 9, 10; ELA 1, 11, 15, 20, 29, 30; SCI 5; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

8th – ELA 1, 11, 15, 18, 25, 27; SCI 1, 4; CE 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16

Discovery I and II

Objectives: To help students consider their unique place in the world. To, once again, ask the question, “What Are You?”

Grade Level: 5-8

Skills: Oral Communication; Cognitive Processing; Listening

Standards:

5th – ELA 13, 34; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

6th – ELA 16, 20, 28; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

7th – ELA 15, 20, 30; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

8th – ELA 15, 18, 27; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

The Compassion Meal

Objectives: To develop an awareness of, feel compassion for, and desire to help those who suffer from hunger and starvation. To recognize the abundance we have in the United States and be thankful for the blessings we have been given. To locate and identify on a map countries in which the citizens suffer from malnutrition and/or starvation. To view a five-minute documentary addressing the world issue of hunger. To identify geographic, cultural, and political factors that contribute to hunger and starvation.

Grade Level: 5-8

Skills: Locate Places on a Map or Globe; Interpret Map Symbols and Visualize What They Mean; Interpret Data in Charts, Graphs, and Illustrations; Identify Situations in Which Social Action is Required; Express Personal Convictions; Communicate Orally; Listening

Standards:

5th – ELA 12, 13, 34, 21; CE 1, 5, 6, 7, 8, 8, 10, 11, 12, 15, 16, 17, 21, 25

6th – SS/EGHPS 14; ELA 2, 7, 16, 20, 28; SCI 7; M 10; CE 1, 5, 6, 7, 8, 8, 10, 11, 12, 15, 16, 17, 21, 25

7th – SS/EGHPS 6, 7, 9, 11, 12; Geography 2, 4, 11; ELA 2, 7, 15, 20, 30; SCI 1; CE 1, 5, 6, 7, 8, 8, 10, 11, 12, 15, 16, 17, 21, 25

8th – ELA 2, 15, 18, 27; M 13; CE 1, 5, 6, 7, 8, 8, 10, 11, 12, 15, 16, 17, 21, 25

Laws of Nature Game

Objectives: To identify similarities and differences of living things. To successfully duplicate a “creature” by following a set of written instructions. To demonstrate the inner compass required for certain realities to be “self-evident.” To differentiate between “fair” and “unfair.” To review the words “standard” and “principle.”

Grade Level: 5-8

Skills: Following Directions; Listening; Cooperation; Problem-Solving; Oral Communication; Gain Meaning of Essential Terms and Vocabulary

Standards:

5th – ELA 4, 13, 19, 20, 34, 36; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25

6th – ELA 2, 12, 14, 17, 28; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25

7th – SS/EGHPS 9, 11, 12; ELA 2, 11, 13, 16, 30; SCI 1; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25

8th – ELA 2, 11, 13, 16, 27; SCI 1; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 21, 22, 23, 25

Night Hike

Objectives: To recognize that there is more to experiential learning than the eye alone discerns. To use all senses to explore the world of night. To engage in a variety of scientific topics which include, but are not limited to: the identification of mystery objects with touch, recognition of constellations and planets, triboluminescence, chemical and physical reactions, identification of a variety of plants, symbiotic relationships, identification of rock formations, the physiology of the human eye, identification of night sounds. To reflect upon “what we are” in the universe.

Grade Level: 5-8

Skills: Using the Five Senses; Classification and Identification; Listening; Oral Communication; Gain Meaning of Essential Terms and Vocabulary; Recognizing Similarities and Differences

Standards:

5th – SS/EGHPS 3; ELA 13, 34; Reading Addenda 1, 4; SCI 1, 8, 9, 10, 11; CE 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 20, 21, 22, 23

6th – ELA 12, 14, 16, 17, 20, 28; SCI 2, 10; SCI 1, 8, 9, 10, 11; CE 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 20, 21, 22, 23

7th – ELA 11, 13, 15, 16, 20, 30; SCI 3, 7; SCI 1, 8, 9, 10, 11; CE 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 20, 21, 22, 23

8th – ELA 11, 13, 15, 16, 18, 27; SCI 1, 8, 9, 10, 11; CE 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 20, 21, 22, 23

Quiet Sing (II)

Objective: To enable students to synthesize what they have learned during the day. To discuss what was learned, to share experiences, to sing songs that evoke reflection, patriotism, and empathy. To review the question of the day and recognize outstanding responses. To view a 15-minute excerpt of a movie that emphasizes the question and theme of the day.

Grade Level: 5-8

Skills: Sing Expressively; Recognize and Practice Accepted Audience and Performance Behavior; Oral Communication; Listening

Standards:

5th – SS/EGHPS 7, 8, 9, 13; ELA 13, 34; MU 1, 2, 3, 4, 6, 7 37, 38; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

6th – ELA 7, 20, 28; MU 1, 2, 3, 4, 6, 8, 30, 31; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

7th – SS/EGHPS 9, 11, 12; ELA 7, 20, 30; MU 1, 2, 3, 4, 6, 9, 30, 31; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

8th – ELA 7, 18, 27; MU 1, 2, 3, 4, 6, 7, 31, 32; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

Day 3 ~ Courage

III. Question of the Day—Where Am I?

Purpose: To encourage students to ponder *where* they are by offering a variety of critical thinking simulations that enable them to ask and answer this perplexing question.

Activities

Morning Remembrance (Days 2-4)

Objective: Students will observe the raising of the United States flag and then in unison say The Pledge of Allegiance and the Preamble to The Declaration of Independence. They will also listen to a quote from a famous American and learn proper flag-folding etiquette.

Grade Level: 5-8

Skills: Oral Recitation; Listening Comprehension; Identify Important Figures in History

Standards:

5th – SS/EGHPS 8; ELA 13, 36; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

6th – ELA 12, 27; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

7th – SS/EGHPS 9; ELA 11, 29; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

8th – ELA 11, 25; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

The Citizenship Game

Objective: To increase student awareness of economics, the importance of ideas, and the principles of government. To foster an appreciation for the American Ideal and the continuing requirements of citizenship.

Grade Level: 5-8

Skills: Compare and Contrast; Apply Economic and Money Principles; Identify Important Figures in History; Identify Character Traits that are Beneficial to Individuals and the Republic of the United States; Follow Directions; Locate Places on a Map or Globe; Recognize Propaganda; Computation; Critical Thinking and Response; Graph Reading; Gain Meaning of Essential Terms and Vocabulary; Oral Communication; Listening; Group Data in Categories According to Appropriate Criteria

Standards:

5th – SS/EGHPS 9; ELA 12, 13, 15, 17, 19, 20, 21, 34, 36; M 2, 14; CE 1-25

6th – SS/EGHPS 8, 11, 15; ELA 1, 2, 12, 14, 17, 20, 27; M 2, 10; CE 1-25

7th – SS/EGHPS 2, 6, 7; Geography 4; ELA 1, 2, 11, 13, 16, 20, 29; M 13; CE 1-25

8th – ELA 1, 2, 11, 13, 16, 18, 25; CE 1-25

Question of the Day (II)

Objective: To provide an opportunity for students to consider an important topic and express their knowledge about the topic on paper. To provide grade-appropriate writing practice.

Grade Level: 5-8

Skills: Compose Essays Using the Four Modes of Writing; Exhibit Proficiency in the Use of the Writing Process; Apply Mechanics in Writing; Apply Principles of Grammar and Usage in Writing; Organize Content of Written Composition; Write Legibly

Standards:

5th – SS/EGHPS 8; ELA 22, 24, 25, 26, 29; CE 2, 3, 4, 9, 10, 14, 22, 24

6th – ELA 21, 22, 25, 26; CE 2, 3, 4, 9, 10, 14, 22, 24

7th – SS/EGHPS 1; ELA 21, 22, 25, 26, 28; CE 2, 3, 4, 9, 10, 14, 22, 24

8th – ELA 19, 20, 23, 24; CE 2, 3, 4, 9, 10, 14, 22, 24

Who Is Who?

Objectives: To work cooperatively to decode a special message and to determine what characters are actually providing the necessary help to solve the mystery.

Grade Level: 5-8

Skills: Problem-Solving; Critical Thinking and Response; Following Directions; Recognize Propaganda; Oral Communication; Listen for Information; Draw Inferences; Test the Validity of Information Using Such Criteria as Source, Objectivity, Technical Correctness, Currency

Standards:

5th – ELA 1, 2, 5, 13, 15, 36; Reading Addendum 4; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 21, 22, 23, 24, 25

6th – ELA 1, 2, 12, 14, 16, 20, 28; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 21, 22, 23, 24, 25

7th – ELA 1, 2, 11, 13, 15, 20, 30; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 21, 22, 23, 24, 25

8th – ELA 1, 2, 11, 13, 15, 18, 27; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 21, 22, 23, 24, 25

Brainiac and Nincompoop (III) / The Lens Game

Objectives: To increase critical thinking skills by discussing how we know what we know. To discover how to find answers using the following lenses: authority, logic, senses, and emotion.

Grade Level: 5-8

Skills: Critical Thinking and Response; Listening Comprehension; Drawing Conclusions; Summarizing; Oral Communication; Self-Monitor One's Thinking Process; Gain Meaning of Essential Terms and Vocabulary; Evaluate Sources of Information

Standards:

5th – SS/EGHPS 9; ELA 1, 5, 19, 34; Reading Addendum 1; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 22, 23

6th – SS/EGHPS 15; ELA 11, 12, 13, 14, 17, 20, 24, 28; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 22, 23

7th – SS/EGHPS 12; ELA 11, 12, 13, 16, 19, 20, 24, 30; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 22, 23

8th – ELA 10, 11, 12, 13, 16, 18, 22, 27; SCI 1; CE 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 18, 22, 23

Who is Handicapped?

Objectives: To discuss types and causes of various impairments and means of adaptation. To foster empathy.

Grade Level: 5-8

Skills: Identify Situations in Which Social Action is Required; Express Personal Convictions; Listening Comprehension; Oral Communication

Standards:

5th – ELA 13, 34, 36; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

6th – SS/EGHPS 15; ELA 16, 20, 28; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

7th – SS/EGHPS 9, 11, 12; ELA 15, 20, 30; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

8th – ELA 15, 18, 27; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

The Friendship Meal

Objectives: To simulate different physical impairments and to foster a spirit of compassion for those who have “handicaps.” To watch a short excerpt of famous personalities who have overcome one or more physical disabilities. To inspire courage by witnessing the courage of others.

Grade Level: 5-8

Skills: Identify Situations in Which Social Action is Required; Express Personal Convictions; Listening Comprehension

Standards:

5th – ELA 13, 34; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

6th – SS/EGHPS 15; ELA 16, 20, 28; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

7th – SS/EGHSP 9, 11, 12; ELA 15, 20, 30; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

8th – ELA 15, 18, 27; CE 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 18, 21, 23, 24, 25

In Search of America

Objectives: To demonstrate the horrors of living under a tyrannical form of government – a place where you do not know who you can trust – where you are treated as a criminal even though you have committed no crime. To view a 15-minute PowerPoint presentation, which provides historical information about East Berlin. To provide an active simulation in which students must escape from “East Berlin” over “The Wall” to the safety of the “American Embassy.”

Grade Level: 5-8

Skills: Identify Important Figures in History; Identify Important Historical Documents; Locate Places on a Map or Globe; Gain Meaning of Essential Terms and Vocabulary; Recognize Propaganda; Take Action to Implement a Decision; Select an Appropriate Strategy to Solve a Problem; Self-Monitor One’s Thinking Process; Participate in Delegating Duties, Organizing, Planning, Making Decisions, and Taking Action in a Group Setting; Following Directions; Participate in Persuading, Compromising, Debating, and Negotiating in the Resolution of Conflicts and Differences; Identify Situations in Which Social Action is Required; Working Cooperatively; Running

Standards:

5th – SS/EGHPS 8, 9; ELA 23, 15, 19, 20, 21, 36; CE 1-25

6th – SS/EGHPS 11; ELA 7, 11, 12, 16, 17, 20, 28; CE 1-25

7th – SS/EGHPS 2, 9, 11; Geography 4; ELA 7, 11, 15, 16, 19, 20, 30; CE 1-25

8th – ELA 10, 11, 15, 16, 18, 27; CE 1-25

The Big Show (Conducted During Inclimate Weather)

Objectives: To allow students the opportunity to display talents that may not otherwise be known by their peers, teachers, and even parents (a talent show). To develop a more robust appreciation for each other.

Grade Level: 5-8

Skills (Dependent on the Acts): Recognize and Practice Acceptable Audience and Performance Behavior; Collaboration; Demonstrate Acting Skills; Demonstrate Singing Skills; Demonstrate Dancing Skills; Other

Possible Standards:

5th – ELA 35; MU 1, 2, 4, 5, 13, 28, 33, 35, 37, 38, 39; T 12, 17, 18, 19, 22, 24, 26; CE 1, 6, 7, 9, 10, 11, 16, 18, 19, 22, 23

6th – MU 1, 2, 3, 4, 6, 10, 22, 26, 27, 28, 30, 31, 33; T 10, 11, 14, 15, 21, 26; CE 1, 6, 7, 9, 10, 11, 16, 18, 19, 22, 23

7th – MU 1, 2, 3, 4, 6, 10, 22, 27, 28, 30, 31, 33; T 10, 11, 14, 15, 21, 26; CE 1, 6, 7, 9, 10, 11, 16, 18, 19, 22, 23

8th – MU 1, 2, 3, 4, 6, 8, 22, 26, 27, 28, 31, 32, 34; T 10, 11, 14, 15, 21, 26; CE 1, 6, 7, 9, 10, 11, 16, 18, 19, 22, 23

Quiet Sing (III)

Objectives: To enable students to synthesize what they have learned during the day. To discuss what was learned, to share experiences, to sing songs that evoke reflection, patriotism, and empathy. To review the question of the day and recognize outstanding responses. To view a 15-minute excerpt of a movie that emphasizes the question and theme of the day.

Grade Level: 5-8

Skills: Sing expressively; Recognize and Practice Accepted Audience and Performance Behavior; Oral Communication; Listening

Standards:

5th – SS/EGHPS 7, 8, 9, 13; ELA 13, 34; MU 1, 2, 3, 4, 6, 7, 37, 38; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

6th – ELA 7, 20, 28; MU 1, 2, 3, 4, 6, 8, 30, 31; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

7th – SS/EGHPS 9, 11, 12; ELA 7, 20, 30; MU 1, 2, 3, 4, 6, 9, 30, 31; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

8th – ELA 7, 18, 27; MU 1, 2, 3, 4, 6, 7, 31, 32; CE 1, 2, 3, 6, 7, 9, 10, 11, 12, 15, 16, 17, 18, 19, 22

Day 4 ~ Commitment

IV. Question of the Day—Why Am I?

Purpose: To encourage students to ponder *why* they exist by offering a variety of critical thinking simulations that enable them to ask and answer this perplexing question.

Activities

Morning Remembrance (Days 2-4)

Objectives: Students will observe the raising of the United States flag and then in unison say The Pledge of Allegiance and the Preamble to The Declaration of Independence. They will also listen to a quote from a famous American and learn proper flag-folding etiquette.

Grade Level: 5-8

Skills: Oral Recitation; Listening Comprehension; Identify Important Figures in History

Standards:

5th – SS/EGHPS 8; ELA 13, 36; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

6th – ELA 12, 27; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

7th – SS/EGHPS 9; ELA 11, 29; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

8th – ELA 11, 25; CE 2, 3, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 24

Q. and A.

Objective: To provide students with an opportunity to “turn the tables” and ask the *Project American Life* staff questions.

Grade Level: 5-8

Skills: Oral Communication; Listening

Standards:

5th – ELA 13, 34; CE 4, 5, 6, 7, 9, 10, 11, 12, 18, 21, 22

6th – ELA 16, 20, 28; CE 4, 5, 6, 7, 9, 10, 11, 12, 18, 21, 22

7th – ELA 15, 20, 30; CE 4, 5, 6, 7, 9, 10, 11, 12, 18, 21, 22

8th – ELA 15, 18, 27; CE 4, 5, 6, 7, 9, 10, 11, 12, 18, 21, 22

Discovery III

Objectives: To help students consider their unique place in the world. To facilitate a discussion of the question, “Why Are You?”

Grade Level: 5-8

Skills: Oral Communication; Cognitive Processing; Listening

Standards:

5th – ELA 13, 34; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

6th – ELA 16, 20, 28; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

7th – ELA 15, 20, 30; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

8th – ELA 15, 18, 27; CE 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 18, 21, 22

Greatest of Dreams

Objectives: To allow each student time to consider the greatest dream for his/her life. To communicate this dream by writing it and then anonymously sharing it with others in a small group setting. To review the founding documents of the United States and the Declaration of Dependence. Students must explain the Declaration of Dependence in its entirety, and then they may sign it if they choose. To watch a DVD about famous inspirational personalities who had to overcome obstacles to reach their goals. To inspire students to reach their greatest of dreams!

Grade Level: 5-8

Skills: Express Personal Convictions; Listening Comprehension; Oral Communication; Restate Major Ideas of a Complex Topic in Concise Form; Gain Meaning of Essential Terms and Vocabulary

Standards:

5th – ELA 4, 13, 20, 34; CE 1, 3, 6, 7, 8, 9, 10, 11, 12

6th – ELA 7, 12, 16, 17, 20, 28; CE 1, 3, 6, 7, 8, 9, 10, 11, 12

7th – ELA 7, 11, 15, 16, 20, 30; CE 1, 3, 6, 7, 8, 9, 10, 11, 12

8th – ELA 11, 15, 16, 18, 27; CE 1, 3, 6, 7, 8, 9, 10, 11, 12

The Rag-Tag Patriots/The Ceremony of Lights

Objectives: To identify and appreciate the valor shown by the American citizens known as the “Rag-Tag Patriots.” To reward students who have demonstrated great clarity, compassion, courage, and commitment.

Grade Level: 5-8

Skills: Demonstrate the Traits of a Good Citizen; Listening

Standards:

5th – SS/EGHPS 7, 8; ELA 13; CE 1-25

6th – ELA 12; CE 1-25

7th – SS/EGHPS 9, 12; ELA 11; CE 1-25

8th – ELA 11; CE 1-25

Additional Information

Pre and post assessments as well as student, teacher, and parent evaluations of the program are given each week. Additionally, a journal is issued to every student. Its contents contain: the primary texts of the *Project American Life* curriculum, space for student explanations and summaries of the texts, a vocabulary page of pre-selected words and space for further vocabulary that each student determines to be important, and a variety of writing prompts that address each mode of writing for grades five through eight. Teachers may use any or all of these items for assessment.

Sources

Alabama State Courses of Study—Current Editions—Obtained from the ALSDE Website

***Key to Alabama Courses of Study**

Character Education	CE
English-Language Arts	ELA
Math	M
Music	MU
Physical Education	PE
Science	SCI
Social Studies	SS/EGHPS (Economics, Geography, History, Political Science)
Theatre	T
Visual Arts	VA