



## Mountains to Sound Greenway Environmental Education Program

### Alignment with Washington State Essential Academic Learning Requirements (EALR) - April 2009

Greenway Curriculum	Description -- In-Class Lesson	Description – Field Study Trip	Grade Level	Essential Learnings
Forests and Fins	How do healthy forests provide critical salmon spawning and rearing habitats? Students complete a mock stream survey exercise in which they investigate the various components of a healthy forest stream.	During a forest interpretive walk, students consider the importance of lake and stream riparian habitat to the overall health of a forest. Later, students complete a stream survey on a small creek to determine its health.	<p>5 - 8</p> <p>4 - 5</p> <p>6 - 8</p>	<p><b><u>SS-geography</u></b> 2.1,2.2,2.3, 3.1</p> <p><b><u>SS-economics</u></b> 1.1, 2.1, 3.1</p> <p><b><u>Reading</u></b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2</p> <p><b><u>Communication</u></b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3</p> <p><b><u>Science</u></b> EALR 1: SYS A, B, C, D Stewardship SYS A, B, C, D EALR 2: INQ A through I Stewardship INQ D, H, I EALR 3: APP D, F EALR 4: ES2 C, F Stewardship: ES2 C, F EALR 4: LS B, C Stewardship: LS B, C EALR 4: LS2 A, B, D, E, F Stewardship: LS2 A, B, D, E, F</p> <p>EALR 1: SYS A, C, F Stewardship: SYS F EALR 2: INQ B, C, E, H EALR 3: Stewardship: APP B EALR 4: ES2G EALR 4: ES3 D EALR 4: LS2 A, D, E Stewardship: LS2 A, D, E</p>

<p><b>Forests on the Edge</b></p>	<p>Students engage in a role-playing activity in which they explore the diverse values and demands placed on King county forestlands (such as wildlife habitat, air and water quality, recreation, timber harvesting and development).</p>	<p>After a forest exploration walk, students complete a forest transect study and decide which land uses are most appropriate for Tiger Mountain State Forest.</p>	<p>5 - 8</p> <p>4 - 5</p> <p>6 - 8</p>	<p><b><u>SS-geography</u></b> 1.1, 2.2, 3.1, 3.2</p> <p><b><u>SS-economics</u></b> 1.1, 1.2, 1.3</p> <p><b><u>Reading</u></b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2,</p> <p><b><u>Communication</u></b> 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3</p> <p><b><u>Science</u></b> EALR 1: SYS A, B, C, D Stewardship: SYS A, B, C, D EALR 2: INQ A,B,C, D, G, H, I EALR 3: APP B, C, D, F Stewardship: APP C, D EALR 4: ES2 A, D, E Stewardship: ES2 A, C, F EALR 4: LS2 A, D, E, F Stewardship: LS2 D, E, F</p> <p>EALR 1: SYS A, F Stewardship: SYS A, F EALR 3: APP E, F Stewardship: APP E, F EALR 4: ES3 D EALR 4: LS1 F Stewardship: LS1 F EALR 4: LS2 D, E Stewardship: LS2 D, E</p>
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<p><b>Savvy about Soil, Wise about Water</b></p>	<p>The relationship between soil and water is explored through a hands on experiment. Samples of different textures of soil (sand, clay, silt, loam and biosolids) are provided for the students to measure water flow and pH.</p>	<p>Students examine multiple soil samples on mile long walk in the forest. Small teams use soil augers to gather and evaluate the soil for texture, fertility and pH. Students begin to understand how soil textures help determine the use of the land.</p>	<p>5 – 8</p> <p>4 – 5</p> <p>6 -8</p>	<p><b><u>SS-geography</u></b> 2.1, 3.1 <b><u>SS-economics</u></b> 1.1, 2.1, 3.1 <b><u>Reading</u></b> 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, <b><u>Communication</u></b> 1.1,1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3 <b><u>Science</u></b> EALR 1: SYS A, B, C, D Stewardship: SYS A, B, C, D EALR 2: INQ A.B, C, D, E, F, G, H, I EALR 4: PS1B EALR 4: ES2 A, B, C, D, E, F Stewardship: ES2 A, B, C, D, E, F EALR 4: LS1 C, D Stewardship: LS1 C, D EALR 4: LS2 A, B, C, D, E, F Stewardship: LS2 A, B, D, E, F EALR 4: LS3 A Stewardship: LS3 A  EALR 1: SYS A, C, E Stewardship: SYS A, C, E EALR 2: INQ A, B, C, D, E, H EALR 3: ES2 G Stewardship: ES2 G EALR 3: ES3 D Stewardship: ES3 D EALR 4: LS2 C, D, E Stewardship: LS2 D, E</p>
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<p><b>Greening Up the Greenway</b></p>	<p>How can King County forest soils be improved while addressing a regional environmental problem? Students examine the science, economic and health issues of recycling biosolids on forest land and compare it to another common fertilizer to promote tree growth.</p>	<p>After a forest exploration walk, students complete a transect studying which they decide whether biosolids should be applied to Tiger Mountain State Forest to increase tree growth.</p>	<p>5- 10</p> <p>6 – 8</p> <p>9 - 12</p>	<p><b><u>SS-geography</u></b> 2.2, 3.1, 3.2</p> <p><b><u>SS-economics</u></b> 1.1, 2.1, 3.1</p> <p><b><u>Reading</u></b> 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2,</p> <p><b><u>Communication</u></b> 1.1, 1.2, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3</p> <p><b><u>Science</u></b> EALR 1: SYS A, C, E, F Stewardship: SYS A, C, E, F EALR 2: INQ F, H, I Stewardship: INQ I EALR 4: LS2 E Stewardship: LS2 E</p> <p>EALR 1: SYS D Stewardship: SYS D EALR 2: INQ A, C, F, G Stewardship: INQ A, C, F, G EALR 3: APP E Stewardship: APP E EALR 3: ES2 D Stewardship: ES2 D EALR 4: LS2 A, C, D, E, F Stewardship: LS2 A, C, D, E, F</p>
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