

# A Trail To Every Classroom (TTEC) Curriculum Development Tool



## UNIT DESIGN COVER SHEET

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Salem, VA

Title: Assistant Principal

Abstract/Vignette:

Grade level(s): Please check all that apply.

- K-2 Learning     3-5     6-8     9-12     College and Lifelong

Discipline: Please check all that apply. – All disciplines but foreign language are involved in my program.

- Art and Music     Health and PE     Foreign Language  
 Literature and Language Arts     Mathematics     Science  
 Social Studies and Geography     History

Year Developed: 2015

Period (month long unit vs. week long): This will be a year long theme for the development of the hiking club as well as the professional development of teachers in the school.

Teaching environment:

**In the Classroom (indoors)**

**On the Trail**

In the Community

Online/Virtual

# A Trail To Every Classroom (TTEC) Curriculum Development Tool



## UNIT DESIGN TEMPLATE<sup>1</sup>

<b>Unit Title: Development of a Hiking Club</b>
<b>School: Andrew Lewis Middle School</b>
<b>Grade level/s: 6-8</b>
<b>Discipline/s: All disciplines</b>
<b>Unit Designer/s: Jamie Garst (Assistant Principal)</b>
<b>Stage 1 – Desired Results</b>
<ul style="list-style-type: none"> <li>• <b>What do we want students to know, understand, and be able to do?</b></li> <li>• <b>How can we use students’ place (home, classroom, school and schoolyard, neighborhood, community) to help them learn this?</b></li> </ul> <p style="text-align: center;"><b>What real community needs and opportunities are we trying to address?</b></p>
<p><b>A. Big Ideas</b></p> <p>The high-level ideas, concepts, principles or processes for my TTEC unit include: As an administrator, my Unit is more of a theme than a specific unit design. Part of my goal is to provide the professional development provided to me by TTEC to my team of teachers. The other goal is to provide a hiking club that is stemmed in building positive relationships for kids that present behavioral problems within the school environment. The overall goal for the club is to help these kids feel a positive connection within a school environment. I will have several unit/lessons that will be accomplished throughout the school year.</p>
<p><b>B. Enduring Understandings</b></p> <p><i>Students will understand that:</i> Students will understand that the outdoors is a resource that is readily accessible and available. Positive student engagement with the outdoors while learning the basics of leave no trace.</p>
<p><b>C. Essential Question(s):</b></p> <p><i>Students will keep considering:</i></p> <p>Students will keep considering the main principles of leave not trace ethics as well the positive outcomes for participating in the outdoors.</p>

**D. Content Standard(s):** Regarding content standards, I currently have a team of 2 PE teachers, 2 Language Arts teachers, 2 Civics teachers, 1 science teacher, 1 art teacher and 1 computer/business applications teacher that all have different standards for their respective contents. (Virginia SOL's can be found on VDOE website)

**E. Place-based Service Learning Lens** (Assumes PBSL Principle #5 Integrated & Principle #6 Rigorous):

***Grounded in Place***

*In what ways is your unit a direct reflection of local landscapes, resources, culture, and values? Why does doing this unit with these students in this community make sense?*

In the initial activity for

***Real***

*What authentic, real-world need or opportunity exists in your community that students will address through their project?*

***Empowering***

*How will your students help determine what project they take on? How will they help design the project, make decisions along the way, and evaluate their success?*

***Collaborative***

*What opportunities will students have for mutually beneficial collaboration with other disciplines, community or public land partners? To answer this, identify how each of the partners will benefit.*

**F. Acquisition:**

*Students will know:*

*Students will be skilled at:*

**Stage 2 – Acceptable Evidence**  
**How will we know if students are learning/have learned this?**

<p><b>Performance Task(s):</b>  <i>Learners will show that they really understand by:</i></p> <p><i>Participating in a hike and correctly following the principles of Leave No Trace Ethics.</i></p> <p><i>Students will know... and understand how to incorporate Leave No Trace Ethics into their hiking.</i></p>	<p><b>Evaluative Criteria</b></p> <p><b>Performance based assessment where students will be evaluated on their ability to follow the principles of Leave No Trace.</b></p>
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<p><i>Students will be skilled at...hiking, Leave No Trace, and hopefully leaving the trail a better place than they found it.</i></p>	
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<p><b>Other Evidence:</b>  <i>Students will show they have achieved Stage 1 (Desired Outcome) goals by... Completing a</i></p>	<p><b>Evaluative  Criteria (score sheets, rubrics, observation check-lists, grading key)</b></p>
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**Stage 3 – Learning Plan**  
**What learning experiences will enable students to learn this?**

<p><b>Learning Activities:</b></p> <p><b>Because this is a development of a club for at risk kids, there are no formal assessments, lesson plans, formative or summative assessments. Every activity will have a learning purpose.</b></p> <p><b>I have several learning activities planned for the hiking club. Several of the parents of the students involved are former thru hikers and have volunteered to come discuss what it is like to hike and serve on the AT. The bigger picture idea is that students understand the necessity to serve and can create a connection to other adults in the building to positively impact school culture and climate.</b></p>	<p><b>Progress monitoring through pre-assessments, simulations, formative &amp; summative assessments</b></p>
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**Adaptations**

*Learner-centered and context-sensitive adaptations for our TTEC unit include:*

**Reflections**

*Post-instruction reflections by TTEC unit designer(s)/ instructor(s) include:*

**Attachments:**

Include substantial supporting materials such as:

- Detailed lesson plans
- Partners contact list
- Instructional materials and supplies
- Resources: books, articles, web links
- Exemplars and benchmarking models
- Checklists and rubrics
- Diverse samples of student work/artifacts
- Press releases

