

A Trail To Every Classroom (TTEC) Curriculum Development Tool



UNIT DESIGN COVER SHEET

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School name, state and town: Long Cane Middle School,
LaGrange, Georgia

Title: Science Club: **C**itizens
Outreaching
Understanding
Guiding
Acting
Reflecting
Serving

Through Collaboration, Safety and Stewardship

“Moving forward one step at a time, one day at a time.”

Becky Woody

Abstract/Vignette: Using an activity menu, students will select the activities they want to participate in during the school year. All students that earn a predetermined number of points will be able to participate in the end of the year BIG field trip to Len Foote Hike Inn.

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

- K-2 3-5 6-8 (6th grade for 2015-16) 9-12 College and
Lifelong Learning

Discipline: Please check all that apply.

- 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): Year long

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 TEMPLATE¹

Unit Title: COUGARS through Collaboration, Safety, and Stewardship
School: Long Cane Middle School
Grade level/s: 6-8 (emphasis on 6th)
Discipline/s: All (primarily ELA and 6th Science)
Unit Designer/s: Becky Woody
Stage 1 – Desired Results
<ul style="list-style-type: none"> • What do we want students to know, understand, and be able to do? • How can we use students’ place (home, classroom, school and schoolyard, neighborhood, community) to help them learn this? <p style="text-align: center;">What real community needs and opportunities are we trying to address?</p>
<p>A. Big Ideas The high-level ideas, concepts, principles or processes for my TTEC unit include: Stewardship and Empathy. Empowering students to link learning to real-world situations within our local community-nearby communities-state, etc... through literature and science.</p> <p>Possible support system: County Extension Office, Partners’ in Education, Parent/Teacher Organization, Chamber of Commerce, Boys and Girls Club, Pine Mountain Trail Association, Len Foote Hike Inn, Georgia Appalachian Trail Association, Parents, Students, and Teachers (Creek Crawlers and Learn 2 Serve).</p>
<p>B. Enduring Understandings <i>Students will understand that: 1) awareness (cultural, racial, environmental, etc...) and stewardship are crucial towards developing civic responsibility; 2) other people look at life through different lenses based on their own experiences and perspectives.</i></p>
<p>C. Essential Question(s): <i>Students will keep considering: 1) What does stewardship mean to me? 2) How can helping our school help our community? 3) How can helping our community help all involved?</i></p>
<p>D. Content Standard(s): See unit handout with standards</p>
<p>E. Place-based Service Learning Lens (Assumes PBSL Principle #5 Integrated & Principle #6 Rigorous):</p> <p style="text-align: center;"><i>Grounded in Place</i> <i>We have several gangs in our community and gang activity, at times, can be a problem.</i></p>

This unit will enable students to see other perspectives and see problems within their own community that need to be addressed and propose a plan to address the issue and implement the plan. Additionally, our community has a large number of homeless people. This unit will enable students to see how they can make a difference in the lives of others.

Real

Due to the gang related activity and other issues within our community, many of our students have become apathetic. This unit will address issues within the community and within the student.

Empowering

Students will read literature and then we will volunteer and local homeless shelters, etc... They will work collaboratively to develop a plan based on their experience and reflections.

Collaborative

Students will have the opportunity to work with local Boys and Girls clubs by helping with homework, work with the homeless shelters to raise money, work with Emma's Attic to help with the food closet and flea market. We will also check with the local Chamber of Commerce to determine other needs within the community.

F. Acquisition:

Students will know: 1) that everyone has a voice and that they have the ability to impact their community; 2) that in order to help solve a problem, it takes planning and time; 3) reflection is an important part of growing mentally; 4) how learning in the classroom impacts what they need to know for the real-world.

Students will be skilled at: 1) working collaboratively with others; 2) communicating needs, plans, and outcomes with others; 3) determining situations that need to be addressed; 4) developing a plan of action to address the need.

Stage 2 – Acceptable Evidence

How will we know if students are learning/have learned this?

Performance Task(s):	Evaluative Criteria
<p><i>Learners will show that they really understand by:</i></p> <ul style="list-style-type: none"> • Participating in class discussions • Completing activities using the choice board • Importance of giving back to your community <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Leave No Trace Ethics • Hiking Etiquette • Packing a Day Pack • Information About Len Foote Hike Inn • 10 Things You Should Know About the Appalachian Trail • Water monitoring 	<ul style="list-style-type: none"> • Teach observations • Reflective journaling and student dialogue • Teacher observation during the hike to Len Foote Hike Inn • Appalachian Trail Trivia • Water monitoring

<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Water monitoring • Packing a day pack • Using etiquette 	<p>results</p> <ul style="list-style-type: none"> • Water monitoring results • Teacher observations
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<p>Other Evidence: <i>Students will show they have achieved Stage 1 (Desired Outcome) goals by...</i></p> <p>Using the Unplugged workbook that was designed especially for this class and this group of students, the students will complete a set number of activities on the choice board. Throughout the learning activities, students will be expected to journal using a variety of journal strategies.</p>	<p>Evaluative Criteria (score sheets, rubrics, observation checklists, grading key)</p>
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Stage 3 – Learning Plan
What learning experiences will enable students to learn this?

<p>Learning Activities: Each week I will work with the students from 8:30 AM-9:00 AM. Additionally, I will establish a calendar of events to allow for evening and weekend activities with other teachers so that we can provide opportunities for students to do water monitoring and other community related activities. My goal is to reduce the number of referrals for these students by helping them become better citizens and see the value in themselves, not only by helping other, but by establishing a relationship with them (becoming their mentor).</p> <p>I will also administer a pre-assessment to see what they know about LNT, hiking etiquette, what to pack in a daypack, the Appalachian Trail, Len Foote Hike Inn, and then give a post-assessment at Len Foote Hike Inn, at the end of the school year.</p>	<p>Progress monitoring through pre-assessments, simulations, formative & summative assessments</p>
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Adaptations

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

Reflections
<i>Post-instruction reflections by TTEC unit designer(s)/ instructor(s) include:</i>
Attachments: Include substantial supporting materials such as: <ul style="list-style-type: none">○ 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

