

A Trail To Every Classroom (TTEC) Curriculum Development Tool



UNIT DESIGN COVER SHEET

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School name, state and town: **unspecified, Wind Gap, PA**

Title: **What is the Appalachian Trail and why is it important?**

Abstract/Vignette: *Students will answer these important questions about the A.T.: How was the Trail developed? To whom does it belong? Who takes care of it? Who's allowed to use it? What is it used for? What is public land? What do you need to know when hiking the A.T.?*

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

- K-2 3-5 6-8 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 Technology

Year Developed: **2008**

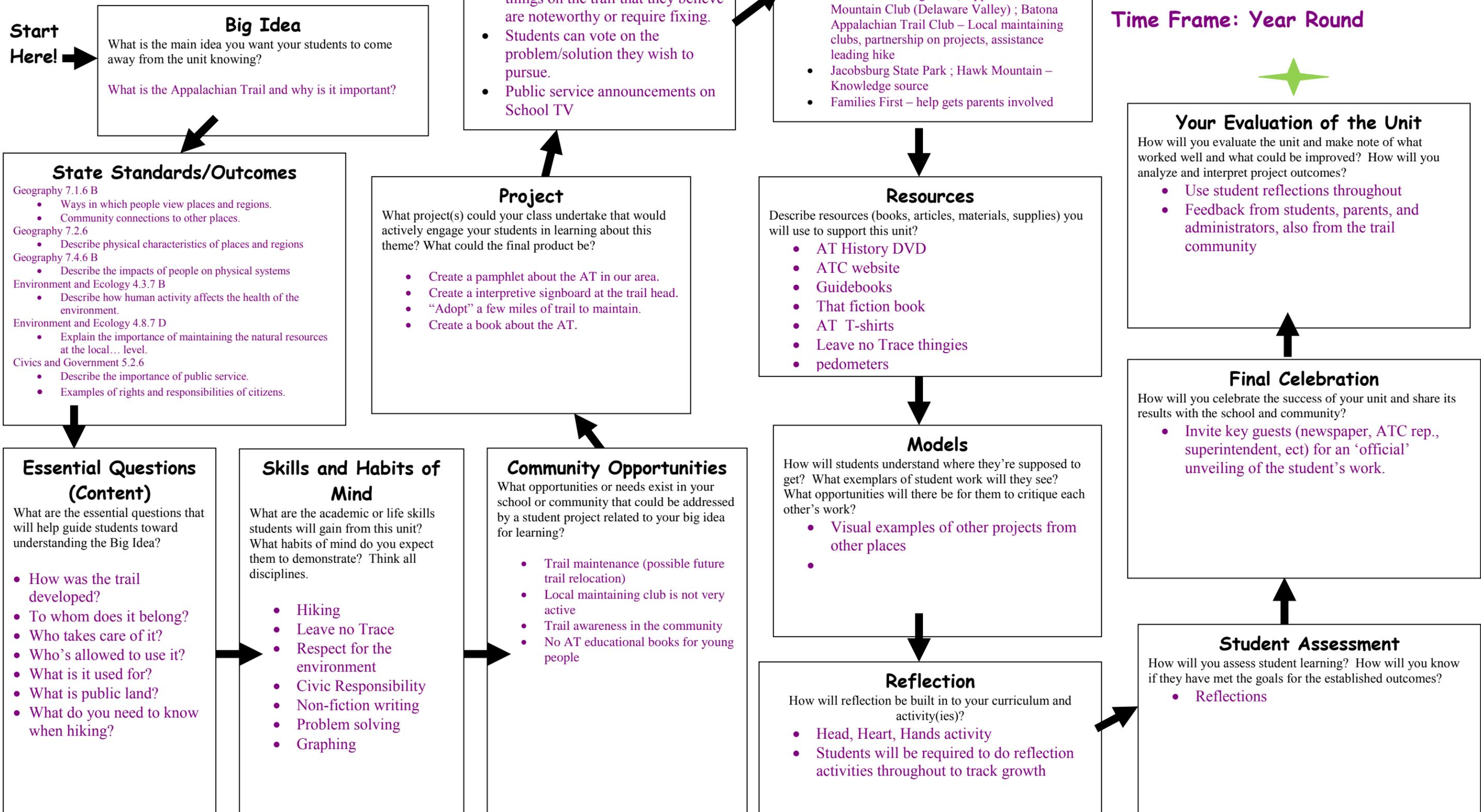
Period (month, week, year): **Year**

Teaching environment:

- In the Classroom (indoors) Outdoors
- In the Community Online/Virtual

A Trail to Place-based Service Learning Curriculum

Project Name: TTEC
Teacher(s): David Reagan / Liz Wiemann
Grade Level: 6th Grade
Time Frame: Year Round



Big Idea
 What is the main idea you want your students to come away from the unit knowing?
 What is the Appalachian Trail and why is it important?

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

- Students will take digital photos of things on the trail that they believe are noteworthy or require fixing.
- Students can vote on the problem/solution they wish to pursue.
- Public service announcements on School TV

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?

- ATC – monetary, material, information support
- Allentown Hiking Club ; Appalachian Mountain Club (Delaware Valley) ; Batona Appalachian Trail Club – Local maintaining clubs, partnership on projects, assistance leading hike
- Jacobsburg State Park ; Hawk Mountain – Knowledge source
- Families First – help gets parents involved

State Standards/Outcomes

Geography 7.1.6 B

- Ways in which people view places and regions.
- Community connections to other places.

Geography 7.2.6

- Describe physical characteristics of places and regions

Geography 7.4.6 B

- Describe the impacts of people on physical systems

Environment and Ecology 4.3.7 B

- Describe how human activity affects the health of the environment.

Environment and Ecology 4.8.7 D

- Explain the importance of maintaining the natural resources at the local... level.

Civics and Government 5.2.6

- Describe the importance of public service.
- Examples of rights and responsibilities of citizens.

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?

- Create a pamphlet about the AT in our area.
- Create an interpretive signboard at the trail head.
- “Adopt” a few miles of trail to maintain.
- Create a book about the AT.

Resources
 Describe resources (books, articles, materials, supplies) you will use to support this unit?

- AT History DVD
- ATC website
- Guidebooks
- That fiction book
- AT T-shirts
- Leave no Trace thingies
- pedometers

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?

- Use student reflections throughout
- Feedback from students, parents, and administrators, also from the trail community

Essential Questions (Content)
 What are the essential questions that will help guide students toward understanding the Big Idea?

- How was the trail developed?
- To whom does it belong?
- Who takes care of it?
- Who’s allowed to use it?
- What is it used for?
- What is public land?
- What do you need to know when hiking?

Skills and Habits of Mind
 What are the academic or life skills students will gain from this unit? What habits of mind do you expect them to demonstrate? Think all disciplines.

- Hiking
- Leave no Trace
- Respect for the environment
- Civic Responsibility
- Non-fiction writing
- Problem solving
- Graphing

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?

- Trail maintenance (possible future trail relocation)
- Local maintaining club is not very active
- Trail awareness in the community
- No AT educational books for young people

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?

- Visual examples of other projects from other places

Reflection
 How will reflection be built in to your curriculum and activity(ies)?

- Head, Heart, Hands activity
- Students will be required to do reflection activities throughout to track growth

Final Celebration
 How will you celebrate the success of your unit and share its results with the school and community?

- Invite key guests (newspaper, ATC rep., superintendent, ect) for an ‘official’ unveiling of the student’s work.

Student Assessment
 How will you assess student learning? How will you know if they have met the goals for the established outcomes?

- Reflections