A Trail To Every Classroom (TTEC) Curriculum Development Tool

UNIT DESIGN COVER SHEET

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School name, state and town: 

Title: Hearing Impaired Specialist

Abstract/Vignette: YO-HI (Yoga and Hiking Club)

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

Year Developed: 2015

Period (month long unit vs. week long): Month long

Teaching environment:

☑ In the Classroom (indoors) ☑ On the Trail

☑ In the Community ☑ Online/Virtual
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Curriculum Development Tool

UNIT DESIGN TEMPLATE

| Unit Title: | YO-HI |
| School: | West Carteret High School |
| Grade level/s: | 9-12 |
| Discipline/s: | Health/PE, Geography, History, Science, Writing |
| Unit Designer/s: | |

**Stage 1 – Desired Results**

- 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?
- What real community needs and opportunities are we trying to address?

**A. Big Ideas**
The high-level ideas, concepts, principles or processes for my TTEC unit include: YO-HI club yoga hiking - a place where students will find and build community, learn to be mindful and present in their distracted lives, build mental, emotional and physical strength, learn to enjoy nature, to protect it and to experience it. YO-HI will be a place to learn Leave No Trace Principles hiking basics at school, on local trails, and on the Appalachian Trail

**B. Enduring Understandings**
*Students will understand that:* 1) Being present in our lives is an important skill and focus that must be practiced away from all the “noise” in our lives. 2) Conservation and stewardship are our civic responsibility. 3) Physical and mental strength are individual responsibilities and directly affect each other. 4) We are built for community 5) Research shows most people are happiest when serving.

**C. Essential Question(s):**
*Students will keep considering:* 1) What is the meaning of being present in our lives? 2) What are the physical and mental benefits of yoga and hiking paired or as individual activities? 3) What are the basics of yoga and hiking? 4) What are Leave No Trace Principles? 5) What local trails are part of my community? 6) What is the Appalachian Trail, its culture, geography, history, distance, and resources? 7) How can I build community through YO-HI? 8) How can I give back to my community through education and service?

**D. Content Standard(s):** Not applicable as this is a club and not a class.

**D. 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? Our coastal area is rich in nature with its beaches, Cape Lookout National Seashore, the Croatan Forest, *Real* and local hiking trails. There is a plethora of opportunity to give back locally and educate students in protecting the environment and being actively engaged in their environment.
**What authentic, real-world need or opportunity exists in your community that students will address through their project?**  
Beach Sweeps (Cleaning up our local beaches and national seashore)

**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? Students will decide how extensive they would like for their project to be by deciding where they will conduct beach sweeps and if they would like to involve other clubs or the entire high school.

**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. Students will work directly with our local beach governments. Cape Lookout National Seashore, and Rachel Carson Preserve.

### F. Acquisition:
**Students will know:**  
Yoga and hiking basics, backpacking basics, and Leave No Trace Principals.

**Students will be skilled at:** Same as the above

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

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<tr>
<th>Performance Task(s):</th>
<th>Evaluative Criteria</th>
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| **Learners will show that they really understand by:**  
Completing pre and post assessments for hiking, yoga, and Leave No Trace Principles  
Perform and practice basic yoga poses, and participate in local hikes and a culminating hike on the Appalachian Trail. |  |

**Students will know…**  
Same as above

**Students will be skilled at…**  
Same as above

Students are participating in club activities. This is NOT a classroom based activity.
**Other Evidence:**
*Students will show they have achieved Stage 1 (Desired Outcome)*
goals by…

Students will participate in a culminating overnight backpacking trip inclusive of yoga on the trail and practicing Leave No Trace Principles./Post Assessment

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**Evaluative Criteria** (score sheets, rubrics, observation check-lists, grading key)

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<tr>
<th><strong>Stage 3 – Learning Plan</strong></th>
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<tbody>
<tr>
<td><strong>What learning experiences will enable students to learn this?</strong></td>
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**Learning Activities:**

- I have attached a powerpoint with our timeline of activities.
- Progress monitoring is not applicable.

We are following the activities in the Yoga in Schools manual. Leave No Trace Principles are being taught from their manual and hip pocket activities. Hiking basics and backpacking practices are being taught by Mountains to Sea Trail members local in our community who will attend our club as guest speakers.

**Progress monitoring through pre-assessments, simulations, formative & summative assessments**
### Adaptations

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

Adaptations and modifications for students will be addressed as needed. Currently no adaptations or modifications are needed.
**Reflections**

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

I have been very grateful to be part of this program. I appreciate being chosen and have traveled many miles to attend the workshops. I have made new friends and am excited to share my passions with a purpose. I did become a little burdened with the bureaucracy of getting something started in public school and encountered many obstacles in the way. As always time has been my friend and the patience has paid off. I was hoping this program would have not been so burdened with assessment, content standards, etc. that had to be written up as if you were a first year teacher. I made a conscious decision to free myself from some of this for two reasons/ I am an experienced teacher, and this is a club and not classroom curriculum. All that said, I will be the best at leading these students in my passions and hopefully lead them to some lifelong loves!

**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