

WSD Curriculum Map Template

[Example](#)

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	ORS: Ecology					
Author	Rachel Howes					
Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	Students will develop an understanding of key concepts that will help them make sense of our environment and the natural world. Students will experience the curriculum through a variety of hands-on learning activities completed in cooperative learning groups in the classroom, during outdoor explorations on school property and through data collection during off site field investigations throughout the school year.					
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	The Environment & Sustainability 4 weeks	Pollinator Power 6-7 weeks	From Seeds to Flowers 5-6 weeks	Soil Sleuths 3-4 weeks	Environmental Factors 5 weeks	Pollinator Garden 5 -6 weeks
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	In this unit, students use scientific reasoning to determine what happened on Easter Island that led to the collapse of the ecosystem. They practice evaluating hypotheses, creating arguments, and using evidence to explain the concept of the tragedy of the commons, and they apply a model of sustainability to modern-day environmental issues.	In this unit, students will explore how to support pollinators, insects crucial to human survival, by focusing on creating safe habitats, as many species are under threat from habitat loss, disease, and pesticide use. In Vermont, local pollinators are best supported by planting native species like Goldenrod, Joe Pye Weed, New England Aster, and milkweed, which are adapted to the state’s cold winters and “mud season”.	In this unit, students investigate how seeds grow into flowering plants by learning and conducting the cold moist stratification process. After stratifying seeds, students plant them in starter trays and observe the germination process. Throughout the unit, they monitor plant growth while investigating how variables such as light, water, and temperature affect development.	In this unit, students explore the importance of soil, its nutrients, texture, and the impact on plants and animals. They will conduct soil tests, determine soil texture and describe the role of living organisms all in an effort to better understand and know how to prepare the soil for the ORS pollinator gardens.	In this unit, students investigate the environmental factors that influence plant growth and development. They explore the important role water plays in plant growth, including how plants respond to both shortages and excess water and how water can be used efficiently in plant production. Students also examine how light, its color, intensity, and duration, affects plant growth and how plants respond to different lighting conditions. In addition, they learn how temperature influences plant development and how plants react to extreme temperatures. The unit also introduces the impacts that diseases and insects can have on plant health and growth.	In this final unit, students apply their knowledge of plant growth to install a pollinator garden in the ORS courtyard. They begin by preparing the soil and landscape to create healthy growing conditions for plants. Students then develop and map out the garden design, carefully planning the placement of flowers based on spacing, appearance, and growing needs.
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>	Critical Thinking	Critical Thinking	Critical Thinking & Persistence	Critical Thinking & Persistence	Critical Thinking & Persistence	Persistence
GP- Content Indicators <i>Clarification: These are the performance</i>	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue from Evidence	- Plan and Carry Out Investigations - Design & Understand Models	- Plan and Carry Out Investigations - Design & Understand Models	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue	- Plan and Carry Out Investigations - Design & Understand Models - Construct Explanations & Argue from Evidence	

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<i>indicators you will teach, assess and report on.</i>	Analyzing and Interpreting Data	- Construct Explanations & Argue from Evidence - Analyzing and Interpreting Data	- Construct Explanations & Argue from Evidence - Analyzing and Interpreting Data	from Evidence - Analyzing and Interpreting Data National Agricultural Education Standard(s) addressed: ESS.03.02. Performance Indicator: Apply soil science principles to environmental service systems. NRS.01.02. Performance Indicator: Classify natural resources. PS.02.01. Performance Indicator: Determine the influence of environmental factors on plant growth.	Analyzing and Interpreting Data	
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>		Students will design a pollinator garden for the ORS courtyard. It will be tailored to Vermont, featuring a succession of blooms from early spring to late fall as well as nesting habitats like leaf litter and dead wood.	The unit culminates with seedlings that are healthy and strong enough to be transplanted outdoors into the ORS Pollinator Garden.	Students will be tasked with analyzing the soil for the ORS pollinator garden, adjusting the pH, N, P, & K levels (if necessary) for optimal plant growth. Once the soil is prepared, ORS will move forward and plant the wild flowers.		The unit concludes with students planting the flowers in the ground according to their design, bringing their garden plan to life.
Link to Unit Clarification: <i>This is the link to your unit plan.</i>						