



We have found that the UBD process works in the context of creating curriculum at IslandWood. Some of the benefits of this process include:

- The Framework is very flexible and can be used with different age groups from child to adult, with different length programs, with an integrated focus and with diverse goals.
- Assessment is performance-based, formative, and embedded in particular lessons and experiences. This places less emphasis on one summative tool.
- Essential questions promote further inquiry in the lessons.
- The instructor is constantly challenged to connect lessons and activities to the big picture by remaining attentive to Desired Results and Evidence of Understanding.

It is our belief that using the UBD process, we can offer exceptional learning experiences that are engaging for children and meet both our goals for understanding and content mastery.

Inspiring Community and Environmental Stewardship

As educators, we recognize that inspiring community and environmental stewardship is a huge task and one that is not achievable solely through the School Overnight Program. For this reason, the School Partnerships Program has been developed around the ideas of connecting IslandWood curriculum with home school curriculum and inspiring schools to engage in Community Learning Projects through long-term relationships with IslandWood and other community organizations. Having recognized the enormity of the task, we make every effort to engage children in meaningful experiences that help them recognize the value of being a steward to themselves, their community, and the environment. We do this with the recognition that children come with an understanding of what it means to care, and our challenge is to help them deepen this sense of stewardship by providing them more knowledge and skills applicable to this growth, leading to care more deeply for their community and the world around them.

As a group of educators, we have worked together to define the words: *stewardship*, *community*, and *environment*. In particular, the word stewardship has been challenging for many of us because it can be interpreted in a way that promotes hierarchy and paternalism. Recognizing these challenges, we have embraced the following definitions.

STEWARDSHIP:

Stewardship is action that arises from caring and informed relationships in one's natural and cultural communities.

ENVIRONMENT:

The places where we live and the systems that support life.

At IslandWood, environment:

- *ranges in scale from very small to global in scope.*
- *includes both natural and human made, or "built," environments.*

COMMUNITY:

Gatherings that are compassionate, respectful and committed to a greater good.

At IslandWood, communities:

- *value the diversity inherent within their members*
- *range from local to global in scope*
- *Are framed around commonalities including histories, philosophies, location, etc.*

It is our hope that reflection on these words and definitions in the context of our teaching and learning will help us to both embody and inspire environmental and community stewardship.

School Overnight Program Curriculum

Introduction

Our School Overnight Program (SOP) models exceptional learning experiences that inspire students to become better stewards of themselves, their community, and their environment. By investigating ecosystems and watersheds first-hand with qualified instructors, students solidify their understanding of many concepts taught in their classrooms. With more highly-developed understanding, students are empowered and motivated to apply what they have been learning to their own lives and the roles they play in their communities.

Stage One - Desired Results

Students will develop their understanding of the following ideas:

- U1 Learning can be joyful, empowering and inspire a sense of wonder.
- U2 Environment and community require many interconnected systems.
- U3 Choices people make can have positive impacts on their environment and community.
- U4 Working well together enhances stewardship and a sense of community.

Students will progress through the following essential questions:

- Q1 What are the interacting components of environments, including watersheds (or ecosystems)?
- Q2 How is the health of communities and environments assessed and enhanced?
- Q3 How can people care for their communities and environments?

Students will know and be able to explain:

- K1 There are abiotic, biotic, and cultural elements of any ecosystem or watershed.
- K2 Abiotic factors (Light, Air, Water, and Soil) interact with one another and with biotic factors to support life.
- K3 Biotic factors *or living species or organisms* (Producers, Consumers, and Decomposers) adapt for survival in response to one another and to the abiotic factors.
- K4 People throughout history have changed and been changed by their environments and these actions affect sustainability.

Students will hone their skills in the following areas:

- S1 OBSERVING: five senses and emotional
- S2 COLLECTING & RECORDING quantitative & qualitative data, using varied tools
- S3 PREDICTING, ANALYZING, INTERPRETING and REPRESENTING information using creative, scientific, and verbal approaches
- S4 DEVELOPING & EXPRESSING perspective, empathy, & self-knowledge
- S5 APPLYING what has been learned to new situations

Stage Two - Evidence

IslandWood is committed to ensuring that our School Overnight Program provides a meaningful learning experience. Our Desired Results have grown out of work and reflection by our educators to stay true to our mission and stay realistic in light of the short time we have with students here at IslandWood. We are currently in the midst of ascertaining what assessment tools are most useful to provide evidence that the students we serve achieve our desired outcomes. From the outset, our goal is to use assessment that is embedded into the experience of the School Overnight Program rather than putting children through additional tests.

Through a grant from the Allen Family Foundation, we are in the early stages of a three-year plan for a comprehensive assessment of our school programs. This grant will allow us to explore how both formative and summative assessment tools can be used in the context of our curriculum to assess student learning. Based on our research, we have learned that there is a narrow range of tools (primarily tests) currently used to assess student learning in environmental and experiential education. We hope that in the context of this study, we can develop authentic assessment tools that further promote student learning and explore new terrain in our field.

We will begin the academic year with several assessment tools developed and refined during the 2005-6 academic year. These tools include a Solo Hike Poem and the ABC (Abiotic, Biotic and Cultural Factors) Image Lesson. During the 2006-7 academic year, additional assessment tools will be field tested to determine what framework our formal study will take during the 2007-8 academic year.

Stage 3 - Learning Plan

Based on our commitments to experiential, integrated and inquiry-based education, our learning plan is focused on using the IslandWood Campus as the context for learning. The IslandWood site offers exceedingly rich cultural and natural history with many ecosystems and a watershed to discover. For this reason, our curriculum flows focus on exploring either Ecosystems or Watersheds as the context and framework for our learning plans. By choosing Ecosystems and Watersheds, IslandWood is able to match common science and social studies pursuits dictated by the Essential Academic Learning Requirements (EALRs) set forth by the Office of the Superintendent of Public Instruction (OSPI) for the State of Washington and to provide a context for developing our essential understandings, knowledge, and skills.

During the course of the four days at IslandWood, children will explore either the ecosystems at IslandWood or the IslandWood watershed. This exploration will be guided by the concepts of Nature's ABC's (Abiotic, Biotic and Cultural Factors), Interconnections, Healthy Systems, and Making a Difference. Our approach integrates science, technology, and the arts and encourages inquiry. Through exploration and thoughtfully guided experiences, children can experience meaningful learning at IslandWood while gaining understandings, skills and knowledge that can be transferred to their homes.

Essential Experiences for Every SOP Student

DAILY	WEEKLY
<ul style="list-style-type: none"> ✓ Assessment of group and individual concept comprehension ✓ Expectations set at start of day ✓ Preparedness check... journal, bottle, gear, etc. ✓ Journaling (used enough to make the journal itself a treasured memento) ✓ Team-building challenge ✓ Structured observation/journaling ✓ Connections of experiences to the whole/theme ✓ Active game/learning activity ✓ Free exploration time ✓ Sense of wonder/joy/fun ✓ Music ✓ Closure at the end of each day 	<ul style="list-style-type: none"> ✓ Assessment of each individual's attitudinal shifts towards learning, the environment, and his or her home community ✓ Scientific process: macroinvertebrates, water quality, field identification, ✓ New technology exposure: probes, palms, microscopes, binoculars, digital cameras, weather station ... ✓ Creative/artistic expression: water colors, quick sketches, collage, ... ✓ Using the team-building in real-life situations ✓ Cultural/human history connection ✓ Solo experience: sit, walk, etc. ✓ Sustainable design elements ✓ Explanations of places/structures: pond dam, suspension bridge, trails, bird blind... ✓ Clear relevance to students' lives: transferable knowledge, skills, and attitudes, with opportunities to apply new ideas to anticipated return home.