

Unit Design Template

Unit Title: I and the Environmental Issues Ahead
Level: School Level (Nursery – Grade x)
Unit Length: 12 Weeks
Unit Materials & Resources:

Desired Results	
Goals or Power Standards	
<ul style="list-style-type: none"> • Equip my students with the knowledge to cope on the environmental challenges by finding the solution and comply with. • Pass community awareness about environmental issues through my school students. • Collection of data at school, so that junior students may have preserved data to carry on work with timely amendments. • Collect data for the “PEEP in to the Future” another project of mine 	
Enduring Understandings	Essential Questions
<p><i>Students will understand the ...</i></p> <ul style="list-style-type: none"> • Importance of methods of preservation of culture & heritage • Responsibilities being a liable steward. • Conservation of natural resources is very much important for the healthy environment to live in. • For the sake of prosperous future we have to adopt a filtered culture with new wholesome norms of hygiene & energy conservation. • Depending on others (government/ state departments) is always bad, so we must be minds-on, hands-on, on our own. 	<ol style="list-style-type: none"> 1. How can I be useful for the society? 2. Do I know the qualities of a responsible steward? 3. Do you want your kids suffer in the polluted environment as you do?
Knowledge	Skills
<p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • The importance of good citizenship. • Qualities, basic rights and duties of stewardship in the community. • Different ways to preserve their culture & heritage. • Needful use of energy for resources’ conservation. • The intrapersonal skills those are useful for awareness of community. • The methodologies to organize 	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Design principles according to their lifestyle and culture for responsible citizenship & stewardship. • Observation of the set principium. • Convince their surrounded communities to adopt healthy habits to keep their environment spotless. • Preserve their family history and culture in spite, being a member of flat world for promotion and acquaintance to others. • Learn different skills exercising through

<p>themselves and community being a role model.</p> <ul style="list-style-type: none"> • Guide community, for responsible citizenship is their foremost duty. • Ecology of the area to bring balance in the ecosystem. 	<p>various activities.</p> <ul style="list-style-type: none"> • Interact positively among community through behavior and character model.
--	--

Assessment Evidence

Performance Tasks	Other Evidence
<ul style="list-style-type: none"> • Studying different cultural and environmental areas to modify our behavior to develop new principles for students in school to be followed. <p>Junior & Primary School level</p> <ul style="list-style-type: none"> • Puppet show quizzes • Coin and stamp collection • Paragraph /Story writing about local games and sports. • Local Birds, insects & animal albums • Leaf albums • Making family cultural diary • Drawing competitions <p>Middle School Level</p> <ul style="list-style-type: none"> • Establishing Cultural box • Folk story writing • Essay writing • Debate competition • Article writing • Biographies of different objects • Science model presentations <p>High School Level</p> <ul style="list-style-type: none"> • Debate competition • Creative writing • Developing rules for the students 	<ul style="list-style-type: none"> • Students assignments • Teamwork • Fieldwork • Research • Creativity • Attitude improvement • Comprehension and conceptuality • Students follow-ups • Research and findings <p>Note These all activities would be assessed through rubrics.</p>

Learning Plan

Learning Activities

- Brain storming
- Observation and discussion
- Face to face interaction
- Interpersonal and smaller group skills

(Leadership, Decision-making, Trust-building, Communication, Conflict-management skills)

- Group processing
- Think pair share
- Review of the work
- Presentation preparing and execution

School Project Details

VISION STATEMENT

“My vision is to instigate a positive change in the attitudes and behavior of oblivious community’s students in unprivileged locale, by sensitizing them about the preservation & conservation of natural resources, rich culture and unique legacy and responsible stewardship”

About Project

Project is designed for all the classes from Nursery class to class X based on integrated learning teaching. School is portioned in to four groups, Junior School Club, Primary School Club, Middle School Club and High School Club. Activity based contents are being designed as syllabus, for sensitizing students about environmental issues they have to be ready for.

Summary

At Sanjan Nagar Public Education Trust High School, Lahore, the theme for **the Open House** would be “I and The Environmental Issues Ahead”

Each of the class would be divided in to three groups and would work on three different areas of Environmental issues i.e.

Responsible Citizenship

Conservation of Energy and Natural Resources

The preservation of Cultural Heritage

Teachers will design their own implementation plans and assessment rubric according to their projects’ demands.

Later after going through the activities students work would be displayed on the open day, in form of chart, model or play presentations, in the classes for the community of the area.

Note

This project is an experimental one in nature which is aimed on drawing such cluster of activities which can be more affective for stewardship and less time consuming based on hands on in nature.

Implementation Plan

Duration of Work	Job description
Week 1	<ul style="list-style-type: none"> ❖ Permission from Head Teacher of Institute ❖ Sharing of the project with Head teacher and Coordinators ❖ Conference with teachers about project ❖ Teachers feedback and suggestions
Week 2	<ul style="list-style-type: none"> ❖ Teachers presentation about their project with the class ❖ Estimation of the resources in hand and required ❖ Demands and requirements of the teachers.
Week 3	<ul style="list-style-type: none"> ❖ Supply and provision of the demanded material ❖ Group division in classes ❖ Duty division ❖ Teachers presentations to students about their Projects (containing objectives, duties and assessment criteria)
Week 4, 5,6,7	Hands on time (Data collection time)
Week 8,9	Hands on time (Data Editing time)
Week 10	Hands on (presentation preparations) Presentation of Project on Open House Day
Week 11, 12	Evaluation of the topics and activities for making kit and syllabus for the workshop or field trips with other schools.

Curriculum

Activity based content

The curriculum is designed, keeping in mind the levels and interests of the students so that they may learn about environmental stewardship for practice.

It is the model curriculum along with the activities and objectives for the teacher guild line with comprehensive details about the nature of contents that they may chose for their class projects with students.

This design includes three civics, history and geography parts but with new terms and paradigms, as follow

School Clubs & Class	<p style="text-align: center;">Stewardship and responsible Citizenship</p> <p style="text-align: center;">Leaders & Planners</p>	<p style="text-align: center;">Cultural & Heritage Preservation</p> <p style="text-align: center;">Archeologist & Anthropologist Scientists</p>	<p style="text-align: center;">Energy & Natural Conservation</p> <p style="text-align: center;">Conservators and</p>
<p>Junior School Club</p> <p>Nursery One Two</p>	<p>Topics:</p> <p style="text-align: center;">Human Health Cleanliness Importance of Time</p> <p>Activities: Through the instruction and practice at school wile recess, and in certain periods as, games, social studies.</p> <p>Story telling (Mina Ki Kahani) Teachers own story Puppet Shows Fun Games Color books Sketch books</p>	<p>Topics:</p> <p style="text-align: center;">My Self My Family My Neighbor My Street My City</p> <p>Activities:</p> <p>Self introduction. Friends @ Home / Class/ School Family tree Field trips Story telling Picture story illustrations Map drawing</p> <p>Objectives: Students' interaction/</p>	<p>Topics:</p> <p style="text-align: center;">Water Usage</p> <p>Details: When and where should we water or other material for cleaning different things.</p> <p>Activities:</p> <p>Instruction, demonstrations and practice.</p> <p>Through worksheets</p> <p>Drawing / Color books</p> <p>Objectives:</p>

	<p>Objectives: Enhancement of social norms.</p> <p>Habit building for stewardship.</p>	<p>knowledge & comprehension for relation and areas around</p> <p>Buildup self-expression Learning, walking on the road Behaving while travelling or at bus stop Following queue rules</p>	<p>Sensitize students about the usage of water according to need. (when & where from)</p> <p>Proper usage of water while drinking from tap, cooler or any other place.</p>
<p>Primary School Club</p> <p>Two Three Four Five</p>	<p>Topics: Human health & Health habits Importance of Time (Grads II & III)</p> <p>Controlling oneself Why to be self reliable Importance of self-reliance</p> <p>Know how of the public places usage i.e. hospital, bus stop, park, picnic spots, church/ mosque etc. (Grads IV & V)</p> <p>Activities: Story telling Instruction and practice MCQs, Worksheets Interviews Creative writing. Group discussions Community visits Presentation books/charts & through models. Field trips</p> <p>Objectives:</p>	<p>Topics: What people do in my area? The tools they work with. (professions) What people Eat? What people ware? Local dresses in different seasons and description. (grade II & III)</p> <p>Local Sports & Games Local traditional cooking utensils and recipe</p> <p>Activities:</p> <p>Through a multiple choice question.</p> <p>Objectives:</p>	<p>Topics: Human health & Health habits Treating animals Growing & caring plants</p> <p>Album of vegetables, fruit & crops with in the country and your state. (Grads II & III)</p> <p>Waste & Recycling Album of local Animals, trees leave, birds, Insects Their foods and habits. (Grads IV & V)</p> <p>Activities:</p> <p>Objectives:</p>

<p>Middle Section Club</p> <p>Six Seven Eight</p>	<p>Titles: Country /World map reading</p> <p>My rights & responsibilities My role in society</p> <p>Planning events</p> <p>Activities Objectives:</p>	<p>Titles: Folk stories</p> <p>Sufism in Country</p> <p>Historical sights inventory with significance</p> <p>Activities: Objectives:</p>	<p>Titles:</p> <p>Climatic changes Their causes, threats and cautions.</p> <p>Forests and Water Habitat</p> <p>Pollution and Garbage deposits</p> <p>Activities: Objectives:</p>
<p>High school Club</p> <p>Nine Ten</p>	<p>Titles: Leadership and management elements, qualities & functioning</p> <p>Taxation system in Pakistan</p> <p>Its present status, utilization and how can we make it more effective (after studying taxation system other countries)</p> <p>Activities Objectives:</p>	<p>Titles: Effective School Trip Planning</p> <p>How can we make it meaningful for the students? How we have to behave at different places and what caution should we take during visit? Ways to maintain cleanliness and community awareness.</p> <p>Woven Relation with other cultures <i>compare and contrast</i></p> <p>Activities: Objectives:</p>	<p>Titles:</p> <p>Climatic changes Their causes, threats and cautions.</p> <p>Forests and Water Habitat</p> <p>Pollution and Garbage deposits</p> <p>Activities: Objectives:</p>

SAMPLE PROJECT RUBRIC FOR TEACHERS

Scoring Guide (1-10)

8-10 - exceeds requirements	4-6 – falls short of requirements
6-8 - meets requirements	2-4 – you only touched the requirements

Scoring Guide (1-5)

4-5 - exceeds requirements	2-3 – falls short of requirements
3-4 - meets requirements	1-2– you only touched the requirements

Requirements	Score	Teacher Comments
Understanding of the topic & the clarity of thought.	5	
A clear opinion about the issue addressed in the project.	5	
Co-operation in the group	10	
Showing responsibility while doing individual or group activities	10	
Data and material Collected about the issue.	10	
Summarizing survey and data findings	5	
Analysis and compilation of the data	5	
The presentation was interesting and helped others understand the information.	10	
Total score	60	
Overall Grade		

For individual's assessment in group Scrap Book

Team Name:	Task:	
Team Members:	Date:	
CRITERIA	POINTS	EARNED
<u>Members participating:</u> Each member of the team submits her work on time.	2	
<u>Points discussed:</u> The work is relevant, linked with the topic and up to the mark.	2	
<u>Time management:</u> Each member finishes her points in time and doesn't interrupt the other team member.	2	
<u>Overall behavior of the participants:</u> Includes regularity, body language ,confidence ,style and the standard of the material	10	
TOTAL POINTS	16	
Teacher Comments:		

