Stage 1—Desired Results

**Established Goal(s):**
1. CCSS W.4-5.1: Opinion Writing
2. CCSS W.4-5.2: Information Writing
3. CCSS W.4-5.6 Using Technology to Collaboratively Write
4. CCSS SL.4-5.1 Collaboration
5. CCSS SL.4-5.4 Presentation
6. CCSS SL.4-5.5 Use of media in presentation
7. VT State Standard 3.9 Sustainability
8. VT State Standard 6.15 & 6.16 Economics, GES H+SS 3-6:18, 20

**Meaning**

**BIG IDEAS OF SUSTAINABILITY:**
- A) Interdependence/Systems
- B) Equity
- C) Ability to make a difference

**ENDURING UNDERSTANDINGS**
**Students will understand that...**
- The economy, environment, and humans are composed of interconnected systems
- Our decisions affect humans, the environment, and the economy
- You vote with your wallet

**ESSENTIAL QUESTIONS**
**Students will keep considering...**
- How do our decisions affect humans, the environment, and the economy?

**Acquisition**

**Students will know...**
- Factors (source, process, quality, price) to consider when purchasing a product
- The process of creating and running a business (market research proposal, business writing, production, marketing)
- They can make a difference by making thoughtful choices

**Students will be skilled at...**
- Decoding product labels to learn more about the product and the company
- Weighing the pros and cons of purchasing goods
- Writing mission statements, business plans, annual reports
- Evaluating and comparing products

**Transfer**

**Students will be able to independently use their learning to...**
- **BE THOUGHTFUL CONSUMERS & PRODUCERS**
  - As consumers, evaluate their choices to make informed decisions
  - Describe the layered and interconnected systems that reach from the economy to the environment and to the human community
  - Identify & explain cause & effect, and value & worth beyond the economic bottom line (the triple bottom line)

**Lens of Sustainability:**
Choose the most relevant

i. **Collaboration will happen through...**
   Students will work in groups, connect to local businesses

ii. **Students will make a difference by...**
   Running a business and donating profits to a student-chosen local non-profit

iii. **Students will address real-world issues through...**
   Participating in the economic systems

iv. **Students will use campus and community based learning sites when they...**
   Visit local businesses: Seventh Generation, Ben & Jerry’s, Lake Champlain Chocolates, Burton? Markey survey for their own business

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Unit developed by Emily Hoyler, Shelburne Farms’ Sustainable Schools Project, based on a unit written by Aziza Malik & Kellie Smith of Sustainability Academy
Adapted from the *Understanding by Design Guide to Creating High-Quality Units* by Grant Wiggins and Jay McTighe, 2011
## Stage 2—Evidence

<table>
<thead>
<tr>
<th>Code (link to Goals, Big Ideas and Lens)</th>
<th>Evaluative Criteria</th>
</tr>
</thead>
</table>
| CCSS W.4-5.1: | -Opinion Writing
| W4-5.2: | -Information Writing
| W4-5.6 | -Using Technology to Collaboratively Write
| SL.4-5.1 | -Collaboration
| SL.4-5.4 | -Presentation
| SL.4-5.5 | -Use of media in presentation
| VT State Standard 3.9, 6.15, 6.16 |  |

**PERFORMANCE TASK(S):**

*Students will show that they really understand by evidence of...*

**Phase 1: School Supply Purchasing Web 2.0 Project**

Assess school supply school currently uses (paper, paperclips, pencils, etc), find out budget, current source, amount used. Then, students evaluate current choice, research alternatives, use tri-venn as analytical tool, submit findings and recommendations and advocate for choice with regard. Share findings and recommendations via Web 2.0 Project/Presentation with School Purchaser.

**Phase 2: Running a Business Service-Learning Project**

Groups of 4-5 students will collaboratively conceive of a product, conduct a market survey, write a mission statement, business plan, and make a pitch/presentation to the class and investor, then the class as a whole will select one of the businesses and run it, write an annual report, and share the profits with a local non-profit of their choice.

**OTHER EVIDENCE:**

*Students will show they have achieved Stage 1 goals by...*

- Written portions of the projects above
- Participation in class discussions & activities
- Exit tickets
- Open response prompts
  - Product process posters
  - Paper Towel Inquiry worksheets and short constructed paragraph
  - Comparison of two products: short constructed paragraph
  - Field Trip Worksheet
  - Business ideas: descriptive paragraph
  - Market Survey
  - Business Plan
  - Annual Report
  - Marketing materials

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Stage 3—Learning Plan

Pre-assessment of driving knowledge, skill, understandings and attitudes using surveys and simulations

Tri-Venn: students will be asked to consider the last purchase they made, and try to see how it is connected to each of the 3 spheres

Learning Events

Student success at transfer, meaning, and acquisition depends on...

PHASE ONE: BUILDING THE FOUNDATION
1. Decision-making Activity
2. Where did my product come from (source, systems)?
3. Local store vs. non-local store (source, economy)
4. Food miles (source, environment)
5. Label Decoding (process)
6. What is Fair Trade (process/source, equity)
7. Cocoa Farmers Simulation (process/source, equity)
8. Paper Towel Inquiry (quality, decision making)
9. Ice Cream Product Comparison (quality/price, decision making)
10. Choices—Roll the Dice (synthesis—transfer, decision making)
11. The Lorax—Literacy/Assessment
12. School Supplies—Web 2.0 Project

PHASE TWO: CLASS BUSINESS
1. From Consumer to producer
2. Our Class Business
3. Market Survey & Results
4. Field Trips/Interviews
5. Mission Statements
6. Business Plan
7. Pitch to Investor
8. Starting the Business
9. Annual Report
10. Profits
11. Running the Business
12. Reflection & Closing
13. Celebrate & Share

Progress Monitoring

Students will reflect after each lesson, a complete exit tickets, and make contributions to learning wall.

Students will regularly consider the following prompt in their reflections:
-What?
-So what?
-Now what?