



Education for Sustainability - Understanding by Design (UbD) Unit Template v2.1

The Triple Bottom Line—Sustainable Economics Unit

Stage 1—Desired Results				
Established Goal(s): 1. CCSS W.4-5.1: Opinion Writing 2. CCSS W4-5.2: Information Writing 3. CCSSW4-5.6 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 <i>Students will understand that...</i> <ul style="list-style-type: none"> 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 <i>Students will keep considering...</i> <ul style="list-style-type: none"> How do our decisions affect humans, the environment, and the economy? 	
	Acquisition			
Students will have the opportunity to: <input checked="" type="checkbox"/> learn outside of their classroom <input type="checkbox"/> participate in service-learning <input type="checkbox"/> learn more about their place <input type="checkbox"/> engage in the inquiry process <input checked="" type="checkbox"/> work with a community partner <input checked="" type="checkbox"/> participate in a community event to share their learning	Students will know... <ul style="list-style-type: none"> 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... <ul style="list-style-type: none"> 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 	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	
	Transfer			
	Students will be able to independently use their learning to... <ul style="list-style-type: none"> 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) 			

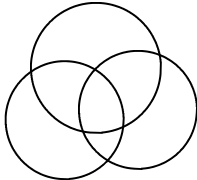
Unit developed by Emily Hoyler, Shelburne Farms' Sustainable Schools Project, based on a unit written by Aziza Malik & Kellie Smith of Sustainability Academy
 Adapted from the *Understanding by Design Guide to Creating High-Quality Units* by Grant Wiggins and Jay McTighe, 2011

Stage 2—Evidence

Code (link to Goals, Big Ideas and Lens)	Evaluative Criteria	
CCSS W.4-5.1: W4-5.2: W4-5.6 SL.4-5.1 SL.4-5.4 SL.4-5.5 VT State Standard 3.9, 6.15, 6.16	-Opinion Writing -Information Writing -Using Technology to Collaboratively Write -Collaboration -Presentation -Use of media in presentation	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of...</i></p> <p>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</p> <p>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</p>
	Writing Rubrics Collaboration Rubrics	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by..</i></p> <p>Written portions of the projects above, Participation in class discussions & activities Exit tickets Open response prompts</p> <ul style="list-style-type: none"> • 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

Unit developed by Emily Hoyer, 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 3—Learning Plan

Code (link to Goals, Big Ideas and Lens)	<p>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's connected to each of the 3 spheres</p> <p style="text-align: right;"><i>Progress Monitoring</i></p>	
<p>Interdependence Systems Interdep/Sys Systems Systems Equity Equity</p> <p>Ability to make a difference</p>	<p>Learning Events</p> <p><i>Student success at transfer, meaning, and acquisition depends on...</i></p> <p>PHASE ONE: BUILDING THE FOUNDATION</p> <ol style="list-style-type: none"> 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 <p>PHASE TWO: CLASS BUSINESS</p> <ol style="list-style-type: none"> 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 	 <p>Students will reflect after each lesson, a complete exit tickets, and make contributions to learning wall.</p> <p>Students will regularly consider the following prompt in their reflections: -What? -So what? -Now what?</p>

Unit developed by Emily Hoyer, 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