

## Career & Technical Education Curriculum Framework

This framework was developed in 2023-24 by the Pacific Education Institute (PEI) with funding from Career Connect Washington. The writing team included CTE teachers representing Highline, Tukwila, and Methow Valley School Districts. Additional writing support was provided by representatives from Outdoor Schools Washington, Association of Washington School Principals, Colville Confederated Tribes, Washington Teacher Academies, ESD 112, OSPI including OSPI's Office of Native Education, and Central Washington University. This working document will be periodically updated while working with CTE teachers across Washington State to provide local resources and relevant materials and opportunities to engage youth in learning about careers in education in Washington State.

Course Information	
<b>Course:</b> Introduction to Education through Outdoor Learning	<b>Total Framework Actual Hours:</b> 180 hours
<b>CIP Code:</b> 130101	<input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>
<b>Career Cluster:</b> Education & Training	<b>Cluster Pathway:</b> Teaching and Training
<b>Course Summary:</b> In this foundational course, students will learn and practice basic education concepts and how to support student learning in outdoor settings. The course will be most relevant to students who are interested in careers in environmental education, preK-12 teaching, and outdoor education. Units include safe and healthy learning communities, connections to place, accessibility and teaching outdoors, sustainability, stewardship, and personal reflection. Unit topics reflect specific educator skills such as but not limited to projecting voice, reading audience, instructor reflection, and standing in front of a room are important as educators. This course aligns with and can be used in conjunction with the Advanced Education through Outdoor Learning framework. This course is designed to meet requirements for 1.0 of English Language Arts credit. Students will participate in Washington State's 5 <sup>th</sup> or 6 <sup>th</sup> grade Outdoor Schools or other outdoor/environmental education programming throughout this course.	
<b>Requested Course Equivalency:</b> 1.0 English Language Arts credit	<b>Total number of units:</b> 6
<b>Course Resources:</b> Online folder to be shared with teachers	

Unit Information	
<b>Unit 1:</b> Safe and Healthy Outdoor Learning Communities	<b>Total Learning Hours for Unit:</b> 30
<b>Unit Summary:</b> In this unit, students will participate in outdoor and environmental education lessons to learn about and experience the core components of safe and healthy outdoor learning communities. Students will learn how to assess and plan for physical safety in outdoor learning settings. They will reflect on their own experiences individually and with peers. <i>Students should spend significant time outdoors engaged in well-designed outdoor learning activities to fully meet course objectives.</i>	
<b>Competencies:</b>	

1. Engage in safe field and outdoor procedures (ex: pacing, adequate food, water, sleep, and use of personal protective equipment, road rights-of-way).
2. Work in a group successfully and safely (includes skills in listening, following directions, keeping other crew members safe).
3. Understand and adhere to community partner safety protocols.
4. Understand basic first aid relevant to learning and teaching outdoors.
5. Be aware of culturally sensitive sites.
6. Practice basic navigation skills.

### Components and Assessments

**Performance Assessments:** *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting of voice, reading audience, and personal and instructional reflection. Students can:

- Practice safe field/outdoor procedures (Ex: Pacing, adequate food, water, sleep, road rights-of-way, natural hazards).
- Practice safe class skills (Ex: Listening, checking in, following directions, keeping other crew members safe).
- Adhere to school and community partner safety protocols.
- Practice first aid skills relevant to outdoor learning through role play activities.
- Locate and track locations using a compass, map, and GPS.
- Read a weather report and make safety decisions based on forecast.
- Participate in orienteering course.
- Participate in geocaching activity.
- Perform site assessment to determine the risk of an outdoor activity and address those concerns (ex: Field trips, nature trails.).

#### Leadership Alignment:

- Students **use various types of reasoning as appropriate to the situation (2.A.1), assume shared responsibilities for collaborative work, and value the individual contributions made by each team member (3.B.3), and use information (4.B.1).**

### Industry Standards and/or Competencies

**Name of standards:** Family and Consumer Science National Standards, Recruiting Washington Teachers, Career Ready Practices, and Social Emotional Learning Standards

**Website:** [Family and Consumer Science National Standards](#)  
[RWT - CIE Competencies](#)  
[Career Ready Practices](#)  
[Social Emotional Learning Standards](#)

### Family and Consumer Science National Standards

- 4.6.2 Apply professional ethical standards as accepted by the recognized professional organizations.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

### Recruiting Washington Teachers

- Understand that establishing a healthy learning community is essential to supporting academic learning and social/emotional development, and that management choices reflect beliefs.
- Lay the foundation for reflective practice; observing, connecting, interpreting and applying lessons from experience to guide their own learning.
- A positive classroom environment is essential to successful learning;
- Different philosophies and techniques of management exist and teacher choices have an effect of student participation and learning;
- A healthy learning community requires planning, teaching, developing, monitoring and refining overtime;
- Common elements of classroom management often cited across sources include: relationships, expectations, rituals, routines, rules/ consequences;
- Without conscious attention to creating a positive classroom environment for all learners, some students will be left out or left behind academically

### CRP Strand (Career Ready Practices)

- CRP.01. Act as a responsible and contributing citizen and employee.
  - CRP.01.01 Model person responsibility in the workplace and community.
  - CRP.01.02 Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.
  - CRP.01.03. Identify and act upon opportunities for professional and civic service at work and in the community.
- CRP.02. Apply appropriate academic and technical skills.
  - CRP.02.01 Use strategic thinking to connect and apply academic learning, knowledge, and skills to solve problems in the workplace and community.
  - CRP.02.02 Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.
- CRP.04. Communicate clearly, effectively and with reason.
  - CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
  - CRP.04.02 Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
  - CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings.
- CRP.05. Consider the environmental, social and economic impacts of decisions.

- CRP.05.01. Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.
- CRP.05.02. Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.
  - CRP.08.01. Apply reason and logic to evaluate workplace and community situations from multiple perspectives.
  - CRP.08.02. Investigate, prioritize and select solutions to solve problems in the workplace and community.
  - CRP.08.03. Establish plans to solve workplace and community problems and execute them with resiliency.
- CRP.09. Model integrity, ethical leadership and effective management.
  - CRP.09.01. Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation. etc.).
  - CRP.09.02. Implement personal management skills to function effectively and efficiently in the workplace (e.g. time management, planning, prioritizing, etc.).
  - CRP.09.03. Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).
- CRP.12. Work productively in teams while using cultural/global competence.
  - CRP.12.01. Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.
  - CRP.12.02. Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

### Social Emotional Learning Standards

- Standard 1: Self-Awareness—Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.
- Standard 2: Self-Management—Individual can regulate emotions, thoughts, and behaviors.
- Standard 3: Self-Efficacy—Individual can motivate themselves, persevere, and see themselves as capable.
- Standard 4: Social Awareness—Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.
- Standard 5: Social Management—Individual can make safe and constructive choices about personal behavior and social interactions.
- Standard 6: Social Engagement—Individual can consider others and show a desire to contribute to the well-being of school and community.

## Aligned Washington State Learning Standards

[English Language Arts](#)

**Research to Build and Present Knowledge**

	<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Comprehension and Collaboration</b></p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<b>Environment &amp; Sustainability</b>	Click or tap here to enter text.

<b>Unit Information</b>	
<b>Unit 2:</b> Connections to Place	<b>Total Learning Hours for Unit:</b> 25
<p><b>Unit Summary:</b> In this unit, students will explore their personal relationships with nature by learning and teaching in natural and human-built places. They will learn multiple histories of those places while exploring how these human-nature relationships are connected to environmental, social, and economic systems. They will reflect on this learning to understand how personal and cultural connections impact individuals and communities.</p> <p><b>Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Describe their own nature, learner, and cultural identities.</li> <li>2. Understand how their own culture and community are impacted by environmental, social, and economic systems.</li> <li>3. Understand how other cultures and communities are impacted by environmental, social, and economic systems.</li> <li>4. Discuss basic concepts that relate to Indigenous communities' connections to place.</li> </ol>	
<b>Components and Assessments</b>	

**Performance Assessments:** *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting of voice, reading audience, and personal and instructional reflection. Students can:

- Reflect on their nature, learner, and cultural identities through role playing and creative activities (ex: Role playing, music, dance, art).
- Demonstrate their connection to a particular natural place through creative representation.
- Identify where environmental/outdoor education is being implemented in their local community.
- Reflect individually and in small groups on questions that could include:
  - *Why do the foods we eat matter to my community?*
  - *Why does healthy water matter to my community?*
  - *Why does healthy air quality matter to my community?*
  - *Why does healthy soil matter to my community?*
- Describe how students and their families connect to the places where they live, play, and work.
- Identify organizations in their community that build a stronger connection to place.
- Explore the interrelationships between local Indigenous people and the environment Since Time Immemorial to the present day:
  - Research the relationship between Indigenous communities and their traditional foods.
  - Consider the importance of a native species (ex: Salmon) to a local tribe.
  - Participate in traditional Indigenous land use practices and skills (ex. Harvesting, gathering, preparing food).

Resource: [Why Do the Foods We Eat Matter?](#)

**Leadership Alignment:**

- Students **use a wide range of idea creation techniques (1.A.1), develop, implement and communicate new ideas to others effectively (1.B.1), understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments (5.B.2), respect cultural differences and work effectively with people from a range of social and cultural backgrounds (9.B.1), respond open-mindedly to different ideas and values (9.B.2), and demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems (12.E.1).**

**Industry Standards and/or Competencies**

**Name of standards:** Recruiting Washington Teachers, Career Ready Practices, Social Emotional Learning, and Since Time Immemorial High School Outcomes

**Website:** [RWT – CIE Competencies](#)  
[Career Ready Practices](#)  
[Social Emotional Learning](#)  
[Since Time Immemorial High School Outcomes](#)

Recruiting Washington Teachers

- Apply theories of culture, learning and development to better understand their own identity and that of peers, professionals, family members and future students.

- Represent their cultural identity and family history in two personal narratives that explore their views of education and highlight funds of knowledge and sociocultural context.

#### CRP Strand (Career Ready Practices)

- CRP.01. Act as a responsible and contributing citizen and employee.
  - CRP.01.01 Model person responsibility in the workplace and community.
  - CRP.01.02 Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.
  - CRP.01.03. Identify and act upon opportunities for professional and civic service at work and in the community.
- CRP.02. Apply appropriate academic and technical skills.
  - CRP.02.01 Use strategic thinking to connect and apply academic learning, knowledge, and skills to solve problems in the workplace and community.
  - CRP.02.02 Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.
- CRP.04. Communicate clearly, effectively and with reason.
  - CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
  - CRP.04.02 Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
  - CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings.
- CRP.06. Demonstrate creativity and innovation.
  - CRP.06.01. Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.
  - CRP.06.02. Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.
- CRP.11. Use technology to enhance productivity.
  - CRP.11.01. Research, select and use new technologies, tools and applications to maximize productivity in the workplace and community.
  - CRP.11.02. Evaluate personal and organizational risks of technology use and take actions to prevent or minimize risks in the workplace and community.

#### Social Emotional Learning Standards

- Standard 1: Self-Awareness—Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.
- Standard 2: Self-Management—Individual can regulate emotions, thoughts, and behaviors.
- Standard 3: Self-Efficacy—Individual can motivate themselves, persevere, and see themselves as capable.
- Standard 4: Social Awareness—Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.
- Standard 5: Social Management—Individual can make safe and constructive choices about personal behavior and social interactions.
- Standard 6: Social Engagement—Individual can consider others and show a desire to contribute to the well-being of school and community.

Since Time Immemorial High School Outcomes:

- By the time Washington State high school students leave high school, they will understand that Tribal sovereignty protects Tribes' ways of life and the development of their nations.

**Aligned Washington State Learning Standards**

English Language Arts

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft & Structure**

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Text Types and Purposes**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.



	<p><b>Presentation of Knowledge and Ideas</b></p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><b>Conventions of Standard English</b></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b></p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>Vocabulary acquisition and Use</b></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><b><u>Environment &amp; Sustainability</u></b></p>	<p>Standard 1: Ecological, Social, and Economic Systems Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, tribal, and global levels. Standard 2: The Natural and Built Environment Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.</p>

<b>Unit Information</b>	
<b>Unit 3:</b> Accessibility to the Outdoors	<b>Total Learning Hours for Unit:</b> 25

**Unit Summary:** In this unit, students will engage with community partners to understand factors associated with accessibility to the outdoors. These factors may include the wide variety of what counts as an outdoor learning space and how these spaces are used and have been used differently in different communities and cultures.

**Competencies:**

1. Describe basic environmental/outdoor education concepts in relation to their experience with the outdoors.
2. Understand historical and systemic barriers people have when accessing the outdoors.
3. Understand the environmental impacts on outdoor spaces when we do have access to the outdoors.
4. Understand changes that can be made and are being made to address these systemic issues.
5. Describe how they would address biases or assumptions that interfere with learning or teaching outdoors.

### Components and Assessments

**Performance Assessments:** *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting of voice, reading audience, and personal and instructional reflection. Students can:

- Participate in a large group conversation to discuss outdoor learning concepts (ex: Outdoor education and school, environmental education, nature).
- Identify environmental/outdoor education organizations or possible sites.
- Discuss accessibility accommodations that need to be considered when planning an education activity at identified sites.
  - Learn about who owns and manages a local outdoor education site.
  - Research accessibility accommodations that the organization has, or should, consider. (Ex. Bathroom access, terrain, potable water, etc.)
- Investigate and present current and historical perspectives that impact changes in education spaces outdoors over time of their school property, neighborhood, or town. Students may:
  - Use Nativeland.ca or other resources to learn about current and historical Indigenous territories on the site.
  - Compare and contrast traditional, Indigenous, and contemporary perspectives on the concept of land ownership and recreation.
  - Identify ways in which access to, use, and "ownership" of the land have changed from pre-colonial to current times.
  - Compare this information of human impact on climate change and accessibility to nature and equitable education.
  - Discuss a local topic with peers that relates to the outdoors and accessibility to examine different stakeholders' viewpoints.
  - Choose a community organization or person from their community to conduct an interview with to learn more about outdoor topics (ex: Indigenous sovereign lands, food systems, public lands, waters, hunting).
- Through research or observation, make a list of outdoor education practices that are being utilized in an outdoor education organization.
- As a group, review and discuss best practices being used in outdoor education organizations.
- Using provided resources, describe biases and assumptions that can interfere with student and outdoor learning.
- Describe how they would identify outdoor clothing and equipment needed for a site, and how they would ensure that all students have equal access to obtain those supplies.

**Leadership Alignment:** Leadership activities should include 21st Century Skills embedded in curriculum and instruction for this unit of instruction. Include leadership skills that are being taught and assessed for all students.

Suggested skills include:

- Students **articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (3.A.1), listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions (3.A.2), use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade) (3.A.3), utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact (3.A.4), using 21<sup>st</sup> century skills to understand and address global issues (12.A.1), understanding the local and global implications of civic decisions (12.C.3), and investigate and analyze environmental issues, and make accurate conclusions about effective solutions (12.E.4).**

### Industry Standards and/or Competencies

**Name of standards:** Family and Consumer Science National Standards, Recruiting Washington Teachers, Career Ready Practices, Since Time Immemorial High School Outcomes

**Website:** [Family and Consumer Science National Standards](#)  
[RWT - CIE Competencies](#)

#### Family and Consumer Science National Standards

- 4.1.4 Analyze the impact of early childhood, education, and services occupations on individual/family, local, state, national, and global economies.
- 4.1.6 Analyze the role of professional organizations in education and early childhood.
- 4.6.6 Identify ways educators can advocate to influence policies, agencies, and institutions for the benefit of children, youth and adults and their families.

#### Recruiting Washington Teachers

- Apply theories of culture, learning and development to better understand their own identity and that of peers, professionals, family members and future students.
- Understand issues of bias and discrimination, and practice critical reflection to surface and address biases or assumptions that interfere with learning or teaching.
- Intentionally build relationships with professionals, peers, families and their students to support all students learning, agency and development of positive identity.

#### Career Ready Practices (CRP) Strand

- CRP.05.01. Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace & community.
- CRP.05.02. Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.
- CRP.08.01. Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

Since Time Immemorial High School Outcomes:

- By the time Washington State high school students leave high school, they will: explain the governmental structure of at least one Tribe in their community.

**Aligned Washington State Learning Standards**

**English Language Arts**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Craft and Structure**

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Ready and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

**Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Environment & Sustainability

Standard 3: Sustainability and Civic Responsibility: Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

### Unit Information

**Unit 4:** Sustainability & Stewardship

**Total Learning Hours for Unit:** 30

**Unit Summary:** In this unit, students will build an understanding of sustainability and stewardship of outdoor learning spaces through equitable civic engagement with community members.

#### Competencies:

1. Recognize the historical and systemic human impacts on outdoor learning spaces.
2. Describe the importance of cultural, educational, and ecological awareness in their community.
3. Describe their personal definition of sustainability.
4. Describe how “Leave No Trace” (LNT) guidelines and low ecological impact practices can be integrated into outdoor learning.
5. Understand how to use outdoors and nature to reach learning objectives and goals.
6. Demonstrate ability to consider various aspects of an outdoor space for learning (ex: Level of noise/ability to hear teacher, outdoor classroom availability, accessibility, weather, equipment, or clothing needed).

### Components and Assessments

**Performance Assessments:** *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting of voice, reading audience, and personal and instructional reflection. Students can:

- Read and reflect on definitions of sustainability and stewardship that include a variety of perspectives.
- Participate in a group conversation with the topic “What does sustainability mean to us?”
- Present an education activity that focuses on sustainability for maintaining outdoor spaces of a local site.
  - Research and integrate concepts that relate to Indigenous connections to place to the plan.
  - Integrate LNT concepts into plan.
- Plan and implement an outdoor activity at a local outdoor site using LNT guidelines for themselves and their peers.
- Monitor the effectiveness of LNT in an area where it is being implemented. Suggest revisions, if necessary.

#### Leadership Alignment:

- Students **know when it is appropriate to listen and when to speak (9.A.1), respond open-mindedly to different ideas and values (9.B.2), set and meet goals, even in the face of obstacles and competing pressures (10.A.1), prioritize, plan, and manage work to achieve the intended result (10.A.2), use interpersonal and problem-solving skills to influence and guide others toward a goal (11.A.1), leverage**

**strengths of others to accomplish a common goal (11.A.2), demonstrate knowledge and understanding of society’s impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) (12.E.2), and investigate and analyze environmental issues, and make accurate conclusions about effective solutions (12.E.4).**

**Industry Standards and/or Competencies**

**Name of standards:** Family and Consumer Science National Standards, Recruiting Washington Teachers, and Career Ready Practices

**Website:** [Family and Consumer Science National Standards](#)  
[RWT - CIE Competencies](#)  
[Career Ready Practices](#)

Family and Consumer Science National Standards

- 4.1.2 Analyze opportunities for employment, entrepreneurial endeavors, and emerging careers.
- 4.6.5 Examine entrepreneurial and management skills to planning businesses in early childhood, education, and services.

Recruiting Washington Teachers

- Draw on research, theory, observations and practice to develop and identify elements of and strategies to promote a culturally responsive and productive learning community.
- Apply their personal definitions of a healthy learning community to collaborate with others to establish, monitor and refine a healthy learning community in the high school and in practicum placements.

CRP Strand (Career Ready Practices)

- CRP.02.01. Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.
- CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings.
- CRP.09. Model integrity, ethical leadership and effective management.

**Aligned Washington State Learning Standards**

English Language Arts

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Craft and Structure**



	<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b><u>Environment &amp; Sustainability</u></b></p>	<p>ESE Standard 1: Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.</p> <p>ESE Standard 2: The Natural and Built Environment: Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.</p> <p>ESE Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.</p>

Unit Information	
<p><b>Unit 5:</b> Exploring Education Concepts</p>	<p><b>Total Learning Hours for Unit:</b> 40</p>
<p><b>Unit Summary:</b> In this unit, students will apply their understandings of healthy learning communities, outdoor safety, outdoor learning, and stewardship while they explore and practice basic educational and teaching concepts with their peers.</p> <p><b>Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Understand how elementary students' previous outdoor and learning experiences may impact their behaviors.</li> </ol>	

2. Recognize ways to express expectations of learners.
3. In small groups, practice basic teaching concepts and activities.
4. Exhibit ability to reflect on teaching.
5. Exhibit positive ways of giving and receiving feedback.
6. Describe basic techniques and methods that could be used while teaching K-6<sup>th</sup> graders.

### Components and Assessments

**Performance Assessments:** *These can be locally developed or use the suggested assessments below.*

Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting of voice, reading audience, and personal and instructional reflection. Students can:

- Watch, discuss, and compare online teaching example videos.
- Read and discuss a teaching example case study using provided resources.
- Learn about relevant educational standards (ex: Social and Emotional Learning, Since Time Immemorial).
- Reflect on and discuss how they would interact with K-6<sup>th</sup> graders while leading an educational activity, including if there were behavioral issues.
- Use creative methods (ex: Role-playing, music, dance, art) to describe a teaching concept.
- Complete a strengths-based individualized educational plan or 504 plan to reflect on personal learning in the course.

In small groups, sequentially:

- Analyze environmental/outdoor instructional materials in relation to how to support diverse student learning (ex: the 5E learning cycle; intergenerational learning & potential connections to students' culture, interests, places, and experiences; community building; physical and emotional safety; opportunities for productive student talk, active engagement, and reflection on learning.)
- Adapt a lesson for peers, ensuring that the lesson has the qualities that support learning outdoors.
- Provide feedback (including strengths and areas for improvement) to other groups on their lessons.
- Provide productive feedback to your peers about how you learned during their outdoor lesson or provide constructive feedback to your peers after analyzing their modified lesson plan.
- Individually reflect on the experience of planning and teaching your lesson.
- Plan a strategy to accommodate special needs (ELL, learning and physical disabilities, etc.) in your outdoor classroom.

### Leadership Alignment:

- Students **use information accurately and creatively for the issue or problem at hand (4.B.1), understand and utilize the most appropriate media creation tools, characteristics and conventions (5.B.1), incorporate feedback effectively (7.B.1), deal positively with praise, setbacks, and criticism (7.B.2), reflect critically on past experiences in order to inform future progress (8.C.4), conduct themselves in a respectable, professional manner (9.A.2), and leverage social and cultural differences to create new ideas and increase both innovation and quality of work (9.B.3).**

## Industry Standards and/or Competencies

**Name of standards:** Family and Consumer Science National Standards, Recruiting Washington Teachers, and InTASC Core Teaching Standards

**Website:** [Family and Consumer Science National Standards](#)  
[RWT - CIE Competencies](#)  
[InTASC Core Teaching Standards](#)

### Family & Consumer Science Standards

- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.4.1 Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
- 4.5.1 Apply developmentally appropriate and culturally responsive guidelines for behavior.

### Recruiting Washington Teachers

- Apply concepts related to learner differences and development to understand and identify strategies to holistically support a student with whom they work.
- Apply ELL theory in practice using a variety of appropriate strategies to support academic and language development with ELL students.
- Identify and selectively apply the best practices for the inclusion of children and adolescents with special needs.
- Plan, teach and reflect on a lesson they created to develop a reading comprehension strategy in the context of a culturally relevant read aloud.

### Career Ready Practices (CRP)

- CRP.01. Act as a responsible and contributing citizen and employee.
  - CRP.01.01 Model person responsibility in the workplace and community.
- CRP.01.02 Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.
  - CRP.01.03. Identify and act upon opportunities for professional and civic service at work and in the community.
- CRP.02. Apply appropriate academic and technical skills.
  - CRP.02.01 Use strategic thinking to connect and apply academic learning, knowledge, and skills to solve problems in the workplace and community.
  - CRP.02.02 Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.
- CRP.04. Communicate clearly, effectively and with reason.
  - CRP.04.01. Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.
  - CRP.04.02 Produce clear, reasoned and coherent written and visual communication in formal and informal settings.
  - CRP.04.03. Model active listening strategies when interacting with others in formal and informal settings.
- CRP.05. Consider the environmental, social and economic impacts of decisions.
  - CRP.05.01. Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

- CRP.05.02. Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.
  - CRP.08.01. Apply reason and logic to evaluate workplace and community situations from multiple perspectives.
  - CRP.08.02. Investigate, prioritize and select solutions to solve problems in the workplace and community.
  - CRP.08.03. Establish plans to solve workplace and community problems and execute them with resiliency.
- CRP.09. Model integrity, ethical leadership and effective management.
  - CRP.09.01. Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation. etc.).
  - CRP.09.02. Implement personal management skills to function effectively and efficiently in the workplace (e.g. time management, planning, prioritizing, etc.).
  - CRP.09.03. Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).
- CRP.12. Work productively in teams while using cultural/global competence.
  - CRP.12.01. Contribute to team-oriented projects and builds consensus to accomplish results using cultural global competence in the workplace and community.
  - CRP.12.02. Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).

InTASC:

- 1(e) essential knowledge: The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.
- 2(j) essential knowledge: The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 3(q) critical disposition: The teacher seeks to foster respectful communication among all members of the learning community.

**Aligned Washington State Learning Standards**

**English Language Arts**

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure**

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Text Types and Purposes**

- 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Environment & Sustainability**

ESE Standard 1: Ecological, Social, and Economic Systems. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

ESE Standard 2: The Natural and Built Environment: Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

ESE Standard 3: Sustainability and Civic Responsibility. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

**Unit Information**

**Unit 6:** Personal Learning Reflection and Career Pathways

**Total Learning Hours for Unit:** 30

**Unit Summary:** In this unit, students will analyze themselves in learning settings. They will journal about their own experiences in and out of the classroom where they have had learning experiences and analyze their experiences. Unit will also expose students to various formal and non-formal education career pathways, indoors and outdoors.

**Competencies:**

1. Represent their cultural identity and family history in two personal narratives that explore their views of education outdoors.
2. Lay the foundation for reflective practice by observing, connecting, interpreting, and applying lessons from experience to guide their own learning.
3. Describe individual strengths and areas for improvement as a learner.
4. Identify personal interests that relate to education.
5. Describe individual skills and experiences that are relevant to education jobs.
6. Understand the soft and hard skills that contribute to success in formal and non-formal education settings.
7. Understand the required skills, certifications, and degrees required for various educational jobs.
8. Review and discuss a variety of formal and non-formal related job descriptions.

**Components and Assessments**

**Performance Assessments:** *These can be locally developed or use the suggested assessments below.*  
Assessments will be formal and informal, written, verbal and practical. They will also provide opportunities for students to practice peer teaching, role playing, facilitating in front of a room, projecting of voice, reading audience, and personal and instructional reflection. Students can:

- Reflect in writing and through peer discussion on what makes them feel part of a community.
- Reflect in writing and through peer discussion about how they take care of their well-being.
- Write and entries in their nature journals and research to develop one story about how nature/the local environment is important/impactful to them personally or to their family or friends.
- Write two personal narratives that represent their cultural identity and family history exploring their view of education outdoors.
- Formalize their nature, learner, and cultural identities. Write about the importance of nature to their communities.
- Verbally reflect on learning experiences that supported them in understanding personal and cultural connections to the environment/place and how they learn, including personal and familial biases.
- Journal about their own lived learning experiences. Learning experiences could be in a classroom, at work, with family, etc.
- Analyze why they think they have perceived their experiences in certain ways and use research to create and support a presentation on their lived experiences and why they think they learn the way they do.
- Experience and analyze soft and hard skills within different education settings and how to attain these different positions.

#### Leadership Alignment:

- Students **elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts (1.A.3), analyze how parts of a whole interact with each other to produce overall outcomes in complex systems (2.B.1), effectively analyze and evaluate evidence, arguments, claims and beliefs (2.C.1), analyze and evaluate major alternative points of view (2.C.2), synthesize and make connections between information and arguments (2.C.3), interpret information and draw conclusions based on the best analysis (2.C.4), reflect critically on learning experiences and processes (2.C.5), articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (3.A.1), listen effectively to decipher meaning, including knowledge, values, attitudes and intentions (3.A.2), and monitor, define, prioritize and complete tasks without direct oversight (8.B.1).**

#### Industry Standards and/or Competencies

**Name of standards:** Family and Consumer Science National Standards, Recruiting Washington Teachers

**Website:** [Family and Consumer Science National Standards](#)  
[RWT Competencies](#)

#### Family and Consumer Science National Standards

- 4.6.1 Explore opportunities for continuing training and education.
- 4.6.4 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements.

#### Recruiting Washington Teachers Competencies

- Lay the foundation for reflective practice; observing, connecting, interpreting, and applying lessons from experience to guide their own learning.
- Represent their cultural identity and family history in two personal narratives that explore their views of education and highlight funds of knowledge and sociocultural context.



- Explore higher education options and connect the type of institution to educational and career opportunities.

### Aligned Washington State Learning Standards

#### English Language Arts

#### **Text Types and Purposes**

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary acquisition and Use**

	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Production and distribution of Writing</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>
<b><u>Environment &amp; Sustainability</u></b>	Click or tap here to enter text.