**Curriculum Topic:** Trails at China School Forest  
**Developed for:** Maine State Standards  
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**Year:** 2007  

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**Big Idea**  
What is the main idea you want your students to come away from the unit knowing?  
What can people learn about the learning stations and trails at the China School Forest?

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**State Standards/Outcomes**  
Which elements of the state framework of standards does this unit address?  
What are the skills and outcomes you are working towards?

Science & Technology – A1 (grades 6-8): Students describe and apply principles of systems in man-made things, natural things and processes…  
Social Studies – A3 (gr 6-8): Students select, plan and implement a civic action or service learning project…  
English/Language Arts – A1 (gr 6-8): Students read and make generalizations from texts…  
A3 (gr 6-8)- Students read various informational texts, making decisions about the usefulness based on purpose…  
B1 (gr 6-8)- Students use a writing process to communicate for a variety of audiences and purposes.

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**Essential Questions (Content)**  
What are the essential questions that will help guide students toward understanding the Big Idea?  
What is important for people to learn at each learning station?  
What are the different types of forest management?  
What types of habitats are in the forest?  
How does the forest impact the China Lake watershed?

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**Skills and Habits of Mind**  
What are the academic or life skills students will gain from this unit?  
What habits of mind do you expect them to demonstrate?  
Think all disciplines.

Map Reading skills  
Cooperative learning  
Writing skills – note taking, poetry, rhyming, final brochure  
Observation  
Listening  
Focusing on key concepts  
Computer skills – brochure making  
Appreciation for school forest  
Forest Ecology Concepts  
Pride in completed project

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**Community-Based Learning Opportunity**  
What opportunities exist in the school or community that could serve as an experiential and integrating focus for your students’ learning?  
Also include any opportunities for interdisciplinary learning.

Community resources to contact:  
Vite V., Steve G., Andy S. – forestry  
Philip dM & Lisa K. – animals  
Troy S. – geology  
David L. & Peter W. – watersheds  
Sue C. – local history  
Friends of Unity Wetlands  
Maine Project Learning Tree  
Maine Project Wild  
China Lake Association  
Town Line newspaper  
Town office, town libraries & local stores – places to put quest brochures  
School web site – publication

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**Vocabulary**  
What vocabulary do you expect children to learn through the unit?

Silviculture  
seed tree  
shelterwood  
Wetland  
cord of wood  
acre  
Boardfeet  
plantation  
clear cut  
Managed plot  
unmanaged plot  
habitat  
Wolf tree  
watershed  
forestry  
Tree Farm  
sustainable  
renewable resource  
non-renewable resource  
Demonstration Forest
Proposed Unit Project(s)
What project(s) could your class undertake that would actively engage your students in learning about this theme?

Students will create a QUEST to teach visitors about the different outdoor classrooms and learning stations in the China Schools Forest.

Related Texts
Which books or local source readings will you use to support this unit?

Habitat books
PLT silviculture activity
Forest books & Forests of Maine book

Models
How will students understand where they’re supposed to get? What exemplars of student work will they see? What opportunities will there be for them to critique each other’s work?

*Book Resource- Questing: A guide to Crating Community Treasure Hunts by Delia Clark and Steven Glazer
*www.valleyquest.org
*Teacher-made model of quest for school area
*Have students practice by creating a quest for the classroom or playground

Activities
What steps and individual elements or activities will your unit include?

1- Forest hikes and lessons — take students to forest to learn about area. Visit each learning station and highlight forest concepts and understanding the habitat of the area.
2- Study the Overview of each learning station. Have students sketch each area & decide what is important for others to learn.
3- Have students put up new paper signs at each learning station. Complete trail maintenance projects.
4- Arrange guest speakers (as time allows) so students can learn about the different learning stations.
5- Decide route for Quest.
6- Write clues.
7- Test run of Quest
8- Install Quest box.
9- Share Quest with community – Forest Day 2008, Town Line publication, brochures in local venues.
10- Publish Quest on school web site for visitors to use.

Create virtual Quest Power Point Presentation to share at local and state conferences to share project with others.

Analysis & Interpretation of Literature
What will you ask your students to write as a response to the literature?

Use non-fiction resources to create quest that uses accurate vocabulary & concepts

Product
What will be the final class product(s) for this unit? How will you share it with the community?

1- Completed QUEST brochure
2- Share QUEST at school forest day in June 2008
3- Publish brochure & place in town office, local libraries, stores.
4- Publish QUEST in local newspaper.

Assessment
How will you assess student learning? How will you know if they have met the goals for the established outcomes?

Student written clues – draft & final forms
Science journals
Pre & post map of school forest - label the map with learning stations & other features
# of visitors to Quest box by next fall.

Evaluation of Unit
How will you evaluate the unit and make note of what worked well and what could be improved?

Student reflection & feedback
Community feedback including Quest logbook
On-going assessment throughout unit

Final Celebration
How will you celebrate the success of your unit and share its results with the school and community?

Forest Day QUEST celebration
Publish in local paper & brochures around town