Developing a Curriculum Framework for Yellowstone’s Youth Conservation Corps

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Developing a Curriculum Framework for Yellowstone’s Youth Conservation Corps

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Objectives of the Presentation

1. Explore a Curriculum Framework
2. Create a Curriculum Action Plan
3. Question & Answer

The purpose of this session is to help strengthen interpretation programs by exploring a framework for curriculum development focused on educational components in the field of interpretation.
Defining Curriculum

“Specifies content, skills, or topics for teachers to cover; suggest a timeline; and incorporates a particular approach or offers instructional material” (p. 274-75, Kauffmann, 2002)
Yellowstone Youth Conservation Corps
What practices and processes are used to get started in Curriculum Design?
Looking Backwards - to Understand the Broader Purpose

1. Reviewing program aims and goals
2. Evaluate existing program educational materials
3. Seek insights and ideas from instructors
Curriculum Design - Starting Broad

4. Identify the bodies of knowledge
5. Develop the overall curriculum understanding
Leadership

Cultural Heritage

Stewardship

Ecological Relationships

Sustainability

Students will understand:
1. ecological processes, systems, and natural history.
2. fundamental geological concepts and processes.
3. interrelated abiotic and biotic factors

Students will know:
1. basic abiotic and biotic functions of an ecosystem.
2. basic natural history of flora and fauna.

Students will be able to:
1. articulate ecological and conservation issues.
2. skillfully use scientific practices in different settings.
3. demonstrate skills of observation through active listening, exploring, and journaling.

Essential questions:
1. What is the relationship between humans and nature?
2. What are the interacting components of an ecosystem?
3. How are species interdependent and interrelated?
4. How do organisms adapt to changes in their environments?
3. Develop Learning Experience and Instruction – Narrowing

6. Determine student UKS within each lesson
7. Arrange the overall curriculum into a progression
8. Create themes and essential questions
9. Develop the learning experiences and instruction
10. Determine acceptable evidence of understanding within each lesson
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<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Theme: Connecting to Place</td>
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<td>EQ: How do we explore our connection to this place?</td>
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<th>Week 2</th>
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<tr>
<td>Theme: The Only Constant in this Place is Change</td>
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<td>EQ: What are the driving forces in this place?</td>
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<th>Week 3</th>
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<tr>
<td>Theme: Exploring Perspective</td>
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<td>EQ: What factors influence perspective?</td>
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<th>Week 4</th>
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<tr>
<td>Theme: Building Relationships</td>
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<td>EQ: How do we function symbiotically in this place?</td>
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<th>Week 5</th>
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<tr>
<td>Theme: Transferring the Learning</td>
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<td>EQ: How have I been empowered by these experiences?</td>
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<tr>
<th>Monday</th>
<th>Speaker Series &amp;</th>
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<td>Wednesday</td>
<td>Cultural Heritage: Voices from the Past</td>
<td>Stewardship: Connecting to the Land</td>
<td>Leadership: Judgment &amp; Decision Making</td>
<td>Sustainability: The Big Ideas of Sustainability</td>
<td>All Bodies of Knowledge: Emphasizing Stewardship: Reflection-Transference</td>
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<td>Thursday</td>
<td>Leadership: Understanding Leadership Styles</td>
<td>Cultural Heritage: Yellowstone in Time</td>
<td>Stewardship: Thinking Like a Mountain</td>
<td>Cultural Heritage: It’s a Dilemma-You Decide</td>
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<td>Friday</td>
<td>Leadership: Communication with Clarity</td>
<td>Sustainability: Perspective on Sustainability</td>
<td>Leadership: Peer Coaching-Finding Resolution</td>
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4 Finishing Touches – Providing consistent organization and evaluation

11. Develop a Lesson Plan Format
12. Initial Evaluation of Curriculum
13. Pilot an Implementation of the Curriculum
Curriculum Design Evaluation

Using the workbook as a self-evaluation tool, please “score” your curriculum in each of these areas. In addition to a numerical score, provide the descriptions of the specific task(s) you plan to accomplish and areas of current strength(s).
Curriculum Design Action Plan

Using the list of tasks generated in your Curriculum Design Evaluation, please list your top 4-7 priorities for the next 3-6 months. In each case indicate the timeline and resources needed to accomplish the specific task, project, or refinements needed.
Questions
References


Contact Information

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Resource Education Curriculum
http://repository.uwyo.edu/ycc_rec/