**California Native Plants & The Environment**

**SYLLABUS**

**Basic Information**

Drought, climate change, and increasing population place great demand on water resources. Climate change is intensifying both the frequency and the severity of dry periods. This ‘new normal’ gives urgency to water conservation as one of the ways to build drought resilience in our communities and conserve a precious resource. The success of restoration efforts also depends on how well the plants do in our semi-arid southern California climate.

Traditional landscaping at our homes, schools, and commercial areas requires an immense amount of water for plant maintenance. Native California plants have evolved to live in various California biomes, including hot and dry areas. This course provides an overview of California native community, introduction of plants, their benefits, and landscape uses. Students will be able to apply new knowledge gained through a group project.

**Instructors**: Kun Liu, Yiping Cao & Donna Chen

**In-person Inter-camp team building**: June 11, Saturday (Outdoor location TBD)

**Camp hours**: Saturday 10 am - 11am, June 18 to July 23 (via Zoom or In-person field trip)

 (Note: for the weeks where students meet in person for field trips, it may be Fridays due to field site availability. The field trip would also be about 2hrs instead of the regular 1hr)

**Final Inter-Camp presentation:** July 26, Tuesday, 7:00 – 9:00 PM

**Camp Objectives**

This camp will introduce Southern California natural plant community, common native plants species and non-native plant species. Starting with introduction on “what are native plants” and “why do we care”, this project-based learning course will lead students to think about native plants with California habit and water conservation.

The students will be provided resources to begin research on plant characteristics to select appropriate California native plants for their landscape design. Students will use their new information and knowledge to pick California native plants for a water-saving garden or restoration effort. Students from the camp will prepare a presentation (or other creative product) to attend the final inter-camp presentation on July 26, to compete for SCCAEPA&AEC 2022 Environmental Protection Summer Camp prizes/awards.

**Required Student Resources**

Presentation software

Transportation to field trip locations

**Camp Schedule/Outline/Calendar of Events**

This is a projected outline and schedule of online lectures, in-person field trip, and a final presentation.

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| **Week** | **Topic** | **Reading /Assignment** |
| 1(06/18) | * Course overview
* California Native Plants Overview: what are native plants? And why do we care?
 | Be prepared to introduce yourself in a style/format of your own choice – interests, skills, strengths, personal goals of the camp/course |
| 2(06/25) | * California Natural Community & Function

- Native plants and your garden- Native plants and ecological restoration | Find 3 common plants around your place |
| 3(07/09) | * Field Trip #1
* Native Plants & Non-Native Plants
 | Figure out the habitat type in your area |
| 4(07/16) | * Field trip #2
* Restoration site
 | Pick 3 native plants for your garden /Introduce 3 non-native invasive plants |
| 5(07/23) | * Your time to shine: Camp Presentation
 | Prepare group presentation on “Native plants, environment, and you”! |
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**Approved Academic Honesty Statement**

The following statement must appear on all syllabi: “The academic community is operated on the basis of honesty, integrity, and fair play. Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the ENVIRONMENT SUMMER CAMP.