## Curriculum Connections

**GRADE LEVEL:** 1st  
**YEAR-LONG ESSENTIAL QUESTION:** How are people and nature a community?

### Essential Content Understandings

- **3.9 Sustainability:** Students make decisions that demonstrate understanding of natural and human communities, the ecological, economic, political, or social systems within them, and awareness of how their personal and collective actions affect the sustainability of these interrelated systems.

- **4.6 Understanding Place:** Students demonstrate understanding of the relationship between their local environment and community heritage and how each shapes their lives.

### Unit Title: Community Building

- **Unit Essential Question:** How can first graders help our school community?  

### Role Play on Community  
Q&A Booklets  
Time Capsules

### Assessment(s) & Performance Task(s)

- **Wonder, Inquiry, & Change Journals**  
- **Interviews about Lady Bug Life-cycles**  
- **Plant Life Cycle**  
- **Cycles in our Community Book**  
- **End of Year Culminating Task**  

### What we do to assess student learning

- **Icicle Story and Interview Written Report**  
- **Maple Festival (Oral Interviews)**

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**Example**

- **Compost**
- **Food Cycles in the Community**  
- **Living Things**  
- **Farming**  
- **Cycles in the Garden**  
- **Matter**  
- **Maple Sugaring**

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**Example**

- **Change Over Time**
- **What is change?**
- **What is a cycle?**
- **What cycles can we find in our community?**
- **How do we interact with matter?**
<table>
<thead>
<tr>
<th>Reading</th>
<th>Reading Response Journals</th>
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</table>
| • Read Alouds  
• Reading Response Journals | • Reader's Theatre  
• Reading Response Journals | • Nonfiction Text Features  
• Reading Response Journals | • Reading Response Journals  
• Nonfiction Text Features  
• Legends |
| Writing | Reading Response Journals | Reading Response Journals | Reading Response Journals | Reading Response Journals |
| KEY STANDARD:  
1.7 Responses to Literature | In written responses to literature, students show understanding of reading; connect what has been read to the broader world of ideas, concepts, and issues; and make judgments about the text. | Science Journals  
• Response to Literature | Science Journals  
• How-To Booklet  
• Response to Literature  
• Report (Farming) | Science Journals  
• Stories (Icicle)  
• Science Journals  
• Report (sugaring)  
• Scripts for Festival  
• Nature Poetry |
| Math | Based on the Bridges Curriculum | Science Journals  
• Addition  
• Story Problems | Science Journals  
• Sorting  
• Story Problems  
• Graphing  
• Patterns  
• Measuring  
• Mapping  
• Scale | Graphing  
• Measuring  
• Temperature |
| • Sorting  
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| Service-Learning & Community Service | Student Choices  
• Compost Stewardship | • Day of Service  
• Food for the Community | Maple Festival and Bake Sale |