## Education for Sustainability Understanding by Design Unit Snapshot

**UNIT TITLE:** Food & Farming & Informational Texts—Elementary

**ESSENTIAL QUESTIONS:** Where do we find cycles? What cycles can we find in our community?

### STAGE 1: Desired Results

What Big Ideas of Sustainability and other concepts should students learn as a result of this unit?

- **Community** (interdependence, members, needs being met)
- **Cycles** (Agricultural)
- **Systems** (Farming, Food, Economic)
- **Natural/Agricultural Resources**—local
- **Standards** 3.9a (Sustainability) and 4.6a (Place)
- **Reading, using, and writing** informational text/text features

### STAGE 2: Evidence

What evidence will show that students have met the Stage 1 goals?

*Students will collaborate with a group to create a poster with appropriate information text features (cut aways, labels, title, timeline, comparisons) that features a local farmer and a fruit or vegetable grown locally at the Intervale, to share their learning with the community as they present their poster at a local food market.*

### STAGE 3: Learning Plan

What key learning events will help students reach the goals and be successful on the assessments?

- **Guided Reading mini-lessons** on informational texts and text features
- **Meeting and interviewing** local farmers at the Intervale and Healthy City Youth Farm
- **Exploring ways communities can support farmers and farmers can support communities** (CSAs, healthy choices)

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Adapted from the Understanding by Design Guide to Creating High-Quality Units by Grant Wiggins and Jay McTighe, 2011