



Education for Sustainability Understanding by Design Unit Snapshot

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

Example

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)*

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

