



Student Name: _____		
<b>Unit 1: Community Concepts</b>	<b>Unit 2: Australia</b>	<b>Unit 3: Marine Life</b>
Students will explore the <b>communities</b> , cultures and connections in their classroom community by <b>comparing and contrasting</b> it to communities outside the school in order to practice the skills of <b>self-directed learners</b> and <b>community contributors</b> . They will apply the thinking behaviors of attending while comparing and contrasting <b>animal habitats</b> . Students will also study a historical community by comparing and contrasting the life in a pilgrim community to their own.	Students will explore the communities and cultures of <b>Australia</b> in order to practice the skills of <b>effective communicators</b> and <b>collaborative workers</b> . They will learn about the geography, people, cultures and animal life (marsupials and coral reef) in Australia while using the thinking skills of <b>comparing and contrasting</b> and <b>finding patterns</b> . They will search for connections between life in Australia and their lives here. Through an author study of Mem Fox or other Australia literature, students will practice sequencing and being inquisitive.	Students will practice the skills of <b>complex thinkers</b> and <b>quality producers</b> as they study the properties of water and explore the plants and animals living in the <b>marine community</b> . The thinking skills that are emphasized are <b>observing, comparing/contrasting</b> , and <b>sorting/classifying</b> . Through an in-depth study of marine life communities that live in or on the shores of Puget Sound, students will investigate rocky shores, sandy beaches and deep water animals. They will explore marine life literature and will study our community connections to the marine life around us.
Comments:	Comments:	Comments:

### OUTCOMES AND INDICATORS: GRADE ONE

+ = Exceeds expectations      ✓ = Meets expectations      – = Needs improvement      ☐ Not Evaluated

	1	2	3		1	2	3
<b>SELF-DIRECTED LEARNER</b>				<b>QUALITY PRODUCER</b>			
Works independently				Demonstrates accuracy			
Follows directions				Produces neat work			
Completes work on time (classwork/homework)				Demonstrates originality			
Stays on task				<b>EFFECTIVE COMMUNICATOR</b>			
<b>COLLABORATIVE WORKER</b>				Clearly communicates ideas in writing			
Works well with others				Applies technology as a communication tool			
Cooperates				Contributes to discussions			
Respects rights and properties of others				<b>COMPLEX THINKER</b>			
Practices self-discipline				Self-reflects			
<b>COMMUNITY CONTRIBUTOR</b>				Willing to take risks			
Participates in class activities				Demonstrates thinking behaviors			
Actively contributes to group projects				Demonstrates an understanding of thinking skills			
Takes initiative to help others							
Cares for the classroom and school environment							

1. Parent Signature \_\_\_\_\_

2. Parent Signature \_\_\_\_\_