

CFS Authentic 2nd Grade Curriculum Map

Trimester 1 August 26 - December 13, 2019		Trimester 2 Dec. 16, 2019 - March 20, 2020		Trimester 3 March 23 - June 19, 2020	
Themes	Community (Aug. 26 - Oct. 25)	Community (Oct. 28 - Dec. 13)	Family	Me & My Community	
	Social Justice runs constant throughout each Trimester				
<p>Yearlong Learning Products Include:</p> <p>Scientific Journal, Composting System, Garden Design and Plot, Gardeners Market, Yet to be Determined Improvements to Keney Park, Botanical Drawings and Artistic Expressions of Seeds, Plants, Leaves, Flowers, and Fruits.</p> <p>Yearlong Classroom Community Learning Overview:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students will co-create a garden, after an investigation of community gardening, vermicompost, hydroponics, pollination, seeds, plants and multiple other gardening and food distribution concepts. <input checked="" type="checkbox"/> Students will research composting worms, birds, seeds, community resources, local food economies, health and nutrition initiatives, occupations and social justice issues connected to gardening and food distribution, along with multiple concepts around community, family, and self growth. <input checked="" type="checkbox"/> Students will demonstrate expertise in observation, planning experiments, analyzing data, problem solving, and drawing conclusions through the development of a Scientific Journal. <input checked="" type="checkbox"/> Classroom community will be fostered as students learn to collaborate and establish consensus to design, build, and maintain a garden plot that results in growing healthy vegetable and fruit plants to produce a source of nutritional food. <input checked="" type="checkbox"/> Students will master the skill of civic discussion, developing a sense of community standards as they explore the academic, logistical, and political challenges of caring for a compost system, establishing a garden market, and establishing a garden plot. <input checked="" type="checkbox"/> Students will learn to use mathematic tools as they solve authentic problems associated with improvements to Keney Park, planning a garden plot, and growing and distributing healthy food. <input checked="" type="checkbox"/> Students will make an informational text, using expertise from local community members and organizations to determine what makes a good community and home, as well as how they can support existing community resources, while creating new ones to serve others. <input checked="" type="checkbox"/> Students personal growth will occur through use of leadership skills as they present projects to a community audience during regularly scheduled celebrations of learning, which include products demonstrating grade-level mastery in all academic disciplines (science, social studies, literacy, and math competence). 					

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Compelling Questions				
Questions	Compelling Questions:	Compelling Questions:	Compelling Questions:	Compelling Questions:
	What needs must be met in order for me to stay alive?	How does the Earth provide for life?	What makes a good home?	What makes me unique and special?
	What is a community?	How does the Earth provide what we need to produce food?	What is a family and what are the different roles that exist in a family?	How can I grow strong and healthy?
	What are the different roles that exist in a healthy community?	What can I do to protect, preserve, and care for the Earth?	Can a family be healthy or unhealthy and how do I function in a healthy family?	What is the difference between physical, emotional, spiritual, and other forms of growth?
	What are the assets that make up a healthy community?	What defines our school community?	What is a seed and how do seeds become plants?	How can we help our community eat healthy?
	How does a community help sustain life?	What can I do to protect, preserve, and care for my school community?	How does a family nurture its young and how does the Earth nurture plants?	What do gardeners do?
	How can we create a safe community?	How can we work as a community to care for the soil and produce healthy food?	How does a scientist develop and use models to conduct experiments?	What do gardeners need in order to succeed?
	How is a community's culture represented in its food?	How does a scientist plan and carry out investigations?	How does a scientist construct explanations and design solutions?	What are other occupations that help communities eat healthy?
	Where does food come from?	How does a scientist analyze and interpret data?	Can we grow plants without dirt?	Can a garden help me and my community be financially sustainable?
	What do plants provide and how can most things in our everyday life be traced back to plants?	What is dirt and can we make a dirt factory?	How can we collaborate to grow plants?	What are the steps in establishing a community garden?
How does observation help us learn?	How can we create visual representations of our learning?	How do animals and plants depend on each other?	How might I use math and computational thinking to build and maintain a community garden?	
How do scientists keep track of their observations?	What is organic practice, a compost system, soil test, etc? *	What is photosynthesis, habitat, ecosystem, etc? *	What is an economy, financial sustainability, life-long learning, etc? *	
What is a harvest, food web, sustainable food system, etc? *			* Teacher and Community input will provide for additional Big Idea vocabulary for each unit and lesson.	

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Big Ideas				
Big Ideas	Big Ideas:	Big Ideas:	Big Ideas:	Big Ideas:
	Your life is sustained by food, water, protection from the elements, and other provisions in the community.	The Earth provides all we need to sustain life, including food.	A healthy family and home can help you live a successful life.	You are unique and special, created by design to accomplish great things.
	There are many roles within communities of humans, animals, and insects that help sustain life.	You can help preserve and care for the Earth so that it can produce healthy food for many years to come.	All families have troubles from time to time and there are ways to work together to become a more healthy family.	You can make choices that will help you grow strong and healthy.
	Communities can be different in many ways, including location, assets, and multiple other factors.	Your school community has many of the same aspects as your local community.	Offspring have characteristics that are similar to, but not exactly like their parents.	There are many ways in which you can grow as a human being. These are physically, intellectually, emotionally, spiritually, and more.
	You have the ability to influence life in your community.	You have the ability to influence your school community.	One of the major roles of a family is to nurture and support the children into adulthood.	Gardens support a variety of plants and animals that use its resources in different ways.
A plants' parts exist to meet its basic needs; these parts affect whether a plant can grow in a given climate or condition.	Communities need cooperation, responsibility, and communication to be strong and healthy.	An organism is a living thing that has physical characteristics that help it survive.	Plants and animals are affected by weather and changing seasons, and we can attract plants and animals to our garden.	
Farmers, gardeners, and others who supply food contribute to their communities by providing goods and services.	Soil has many different components of which all living things depend.	Soil supports a variety of living things that use its resources in different ways.	People, families, and communities create gardens and grow food to feed themselves and to provide food for others to eat and/or grow.	
Communities need fresh fruits and vegetables to help people maintain healthy bodies.	A worm's body parts serve different purposes that benefit the Earth.	Habitats support the plants and animals with food and shelter.	There are several occupations connected to food, food distribution, plants, animals, nutrition, and other aspects of gardening.	
People's foods reflect their culture.	Your community can work together to improve the soil and grow healthier food.	Different plants and animals need different types of homes and habitat.	Learning to think critically and utilize multiple resources are essential skills in successfully planning and implementing projects.	
Scientific observation helps us understand our community and learn.	Analyzing data helps you make informed decisions.	We can become citizen scientists.		
	You can demonstrate your learning and knowledge through artwork.			

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Relevant Performance Tasks				
Authentic Assessments - Integrating all Content Standards	Performance Tasks:	Performance Tasks:	Performance Tasks:	Performance Tasks:
	Fruit and vegetable cards including a wide variety of vocabulary words concerning growing and distributing healthy food.	“Dirty Work” classroom compost system using worms indoors and composting containers outdoors.	Non-fiction text from nature walks at Keney Park including but not limited to trees, animals, ecosystems, city planning, etc.	Trips to the North End Farmer’s Market and the Market at Billings Forge to collect data and information on best practices in growing food and taking it to market.
	Establish a Scientific Journal, which will be utilized throughout the year, supporting organizational skills and fostering scientific inquiry.	Manual of composting instructions in different forms (book, poster, brochure) to explain the classroom compost system and the standards for maintaining it.	Photo Journal capturing the nature walks at Keney Park including captions, sketches, descriptions, etc.	Gardener’s market plan with advertisements for seedlings, herbs, and other products.
	Bulletin boards demonstrating assets and threats in the local community and steps to maintain a healthy community.	Continued use of Scientific Journal, with emphasis on soil quality, soil treatments, temperature readings, and other data associated with raised bed garden plot.	Brochure with QR codes for Keney Park showing park assets, natural habitats, and maps to use for nature walks.	Establish a garden plot at one or more locations in North Hartford including community gardens, Keney Park, etc.
	Bulletin boards demonstrating how the Earth provides life to all things including human beings and our individual lives.	Classroom report card communicating the level of adherence to “Community Strong” standards, areas for improvement, and implementation of any changes.	Continued use of Scientific Journal with emphasis on a seed’s growth in dirt and in a hydroponics lab, including data, sketches, diagrams, text, and photos.	Botanical Drawings of seeds, plants, leaves, flowers, fruit, and vegetables.
	“Community Strong” standards for academic and social excellence developed by students.	Bulletin boards demonstrating the effects of seasonal climate change on plant growth, human life, and community responses.	Bulletin boards demonstrating the different types of homes used by animals and human beings and how these homes support healthy growth of children.	Presentation on “Me” with strengths, areas for growth, a personal growth plan, and a variety of artistic displays showing who I am, how I’m great, and how I plan to find or fulfill my purpose (drawings, posters, computer designs, etc).
	Artistic renditions of fruit and vegetable plants and parts of plants.	Keney Park map identifying areas within the park and potential projects to enhance it in order to benefit the local community.	Bulletin boards demonstrating human home designs in different parts of the world and how they are often shaped by climate, culture, terrain, and food supply.	Presentation of my connection to community, family, and self in the garden market plan and garden plot.
	Online recipe book reflective of cultures in the local community.	Price list a Gardener might use when selling products at a local garden market, considering expenses, marketing, and other entrepreneurial factors.	Artistic renditions of family life including housing, parents, siblings, and extended family.	Bulletin Boards demonstrating the many occupations connected to food, food distribution, plants, animals, nutrition, and other aspects of gardening.
	North Hartford community map showing garden plots and other community resources.		A guide to establishing practices to promote peace and unity amongst all people living together in community and family.	
	Small 4’ x 8’ raised bed garden plot for monitoring plants and collecting data to inform the design and build of a larger plot during the Spring.			

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Standards Alignment *				
Next Generation Science Standards	<p>2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of soil by their observable properties.</p> <p>2-PS1-2 Analyze data obtained from testing different soils to determine which have the properties that are best suited for growing plants and sustaining plant life.</p> <p>2-PS1-3 Make observations to construct bulletin board renditions of learning, using an evidence-based account of how objects made of a small set of pieces can be disassembled and made into a new object or rendition.</p> <p>2-PS1-4 Construct an argument with evidence that some changes caused by heating or cooling (frozen and thawed water, or plant leaves and frost) can be reversed and some cannot.</p> <p>2-ESS1-1 Use information from several sources including “Devil’s Canyon” in Keney Park, Munnisunk Brook at Community Farm of Simsbury, and other CT natural environments to provide evidence that Earth events can occur quickly or slowly.</p> <p>2-ESS2-3 Start the process to obtain information and collect data to identify where water is found in the local community and throughout the Earth and that it can be solid or liquid.</p>	<p>2-PS1-2 Analyze data obtained from testing different soils and compost to determine which have the properties that are best suited for growing plants and sustaining plant life.</p> <p>2-LS2-2 Develop a simple model that mimics the function of an animal native to Keney Park dispersing seeds or pollinating plants in the natural or garden environment.</p> <p>2-LS4-1 Make observations of plants and animals in Keney Park, North Hartford community gardens, Downtown Hartford, other CT ecosystems, and regional/national ecosystems to compare the diversity of life in different habitats.</p> <p>K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape, materials, and position of a raised bed garden helps it function as needed to grow organic vegetables and may extend the growing season.</p> <p>K-2-ETS1-1 Ask questions, make observations, and gather information about improving the problem of low nutrition and food insecurity for people in North Hartford.</p>	<p>2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p>2-ESS2-1 Compare multiple solutions designed to keep soil from eroding and other projects to decrease water damage at Community Farm of Simsbury and methods to maintain the golf course at Keney Park, limiting the forces of nature.</p> <p>2-ESS2-2 Develop a model and other items including maps, pamphlets, brochures, and bulletin boards to represent the shapes and kinds of land and bodies of water in Keney Park, North Hartford, and other areas in CT.</p> <p>K-2-ETS1-3 Analyze data from tests of two raised bed gardens, one with and one without plastic hoops and cover designed to grow organic vegetables, comparing the strengths and weaknesses of how each performs.</p>	<p>K-2-ETS1-1 Seek to provide a solution to the problem of low nutrition and food insecurity for people in North Hartford by the development of an organic garden plot and plans to provide improved health and nutrition with healthy food at a local gardener’s market or local food distribution site, and educating community members about the benefits of locally grown organic produce through the creation of online resources and print materials.</p> <p><i>* The NGSS have been listed once in this document within the quarter they are introduced. They build on each other throughout each quarter until all are met by years end. Although the number of standards listed decreases by quarter, it is expected that those in previous quarters are continually reinforced in consequent units and lessons, culminating with the final project during the fourth quarter.</i></p>

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Standards Alignment *				
Social Studies Standards - Making a Difference	<p>INQ K-2.1-2.5 Explain why the CFS compelling questions are important by connecting them to community, family, and individual physical, social, economic, and spiritual needs, and how to identify disciplinary ideas, facts, and concepts associated with them. Additionally, make connections between supporting questions and compelling questions, and determine the kinds of sources that will be helpful in answering compelling questions and supporting questions.</p>	<p>HIST 2.1-2.3, 2.6-2.9 Research the history of North Hartford through monuments and places such as the Keney Clock Tower, churches, cemeteries, the Artists Collective, Albany Avenue, parks, and gardens to create a chronological sequence of events, comparing life in the past to life today, and generating questions about those who have shaped history.</p>	<p>ECO 2.1-2.2 Research family structures in different cultures comparing them to our U.S. culture, and identifying the role scarcity plays in family life and how multiple factors influence family and individual decisions and the benefit or costs of these decisions.</p>	<p>GEO 2.4-2.6 Explain how the political, social, and physical environment affects peoples live in terms of food distribution and health and nutrition for people living in North Hartford and around the world, using that knowledge to produce multiple projects including bulletin boards, a composting system, gardener's market materials, and a community garden.</p>
	<p>INQ K-2.6 Gather relevant information about the local North Hartford community from multiple sources including interviews with local community members of different ages, U.S. census data, observed evidence, and other sources.</p>	<p>HIST 2.4-2.5, 2.10-2.11, CIV 2.7 Converse with long-time local residents to gain perspectives of the history of Keney Park, comparing accounts of the go cart track, riding stables, zoo, nature trails, and golf course, generating possible reasons for the changes, and which factors are most likely to explain the changes while also identifying attempted improvements and evaluating their success or failure.</p>	<p>ECO 2.3 Describe the goods and services within the food distribution and health and nutrition industries produced in the local community and those produced in other communities.</p>	<p><i>* The CT Social Studies Frameworks have been listed once in this document within the quarter they are introduced. They build on each other throughout each quarter until all are met by years end. Although the number of standards listed decreases by quarter, it is expected that those in previous quarters are continually reinforced in consequent units and lessons, culminating with the final project during the fourth quarter.</i></p>
	<p>INQ K-2.7, CIV 2.1 Evaluate community data to determine the difference between facts and opinion, identify the common tasks and roles present in community, and begin to identify assets and threats to community sustainability.</p>	<p>GEO 2.1.-2.2 Begin the process of constructing maps, pamphlets, and brochures that represent Keney Park, showing nature trails and other landmarks, while identifying the cultural and environmental characteristics of the park.</p>		
	<p>INQ K-2.10-2.17, CIV 2.2-2.6 Use the identification of school and community assets, threats, and current problems, to begin the process of constructing an argument, developing explanations using proper sequence, producing a summary with multiple presentations, and building skills to evaluate conclusions, build consensus, and follow agreed upon rules to identify potential ways to improve community in and out of school, and create a classroom and school code of ethics.</p>			

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Standards Alignment *

CCSS English Language Arts				
	<p>RL RI 2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in CFS anchor texts.</p> <p>RL 2.2 RI 2.6 Define the main purpose of a text and/or recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL 2.3 Describe how characters in CFS anchor texts respond to major events and challenges.</p> <p>RL 2.6 During read aloud, acknowledge differences in the points of view of characters, including by speaking in a different voice for each character.</p> <p>RL 2.7 Use information gained in the illustrations and words of CFS anchor texts to demonstrate understanding of characters, setting, or plot.</p> <p>RL RI 2.9 Compare and contrast two versions of gardens, one in a city similar to Hartford and one in a different city and or rural setting, locally or globally, showing differences in culture, etc.</p> <p>SL 2.1 While developing “Community Strong” classroom standards for academic and social excellence, decide upon and follow agreed-upon rules for discussion and build upon others’ talk in conversation, linking comments to the remarks of others.</p>	<p>RL 2.5 Describe the overall structure of the story, City Green, by DyAnne DiSalvo, Rain School, by James Rumford, and other CFS anchor texts including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RI 2.3 Describe the connection between a series of historical events, and scientific ideas or concepts in CFS anchor texts while reading about and researching compost and dirt.</p> <p>RI 2.4 Define the meaning of words and phrases in relevant texts.</p> <p>W 2.1 2.2 Students write opinion pieces and informative/explanatory texts in which they introduce the topic or book they are writing about, use facts and definitions to develop points, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W 2.3 2.8 SL 2.4 Students write narratives or tell stories in which they recount a well elaborated event, such as exploratory work in Keney Park, North Hartford community gardens, or visits to other community assets including details to describe actions, thoughts, and feelings, use temporal words and signal event order, speak audibly, and provide a sense of closure.</p>	<p>RI.2.8 Describe how reasons support specific points the author makes in Blackout by John Rocco, The Story of Ruby Bridges by Robert Coles and other CFS anchor texts.</p> <p>RI 2.5 Know and use various text features, building them into student created brochures and pamphlets for Keney Park including, captions, bold print, subheadings, etc.</p> <p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers on Keney Park brochures and pamphlets, informational texts, and a photo journal with captions.</p> <p>W 2.7 Participate in shared research and writing projects, producing displays of knowledge, scientific journaling, and other reports, recording scientific observations.</p> <p>SL 2.1 Ask for clarification and further explanation as needed while discussing CFS anchor texts and also during the development of collaborative performance tasks.</p> <p>SL 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL 2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences where appropriate to clarify ideas, thoughts, and feelings.</p>	<p>SL 2.3 During authentic field experiences and relevant performance tasks students ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL 2.6 Use complete sentences when appropriate in order to provide requested detail or clarification.</p> <p>RL RI 2.10 By the end of the year, read and comprehend literature, including stories and poetry, and read and comprehend informational texts including history/social studies, science, and technical texts,</p> <p>* Foundational Reading Standards are built into the Foundational Literacy Block, briefly described under the CFS Anchor Texts chart on the next page.</p> <p>* Each CFS unit and lesson plan seeks to incorporate these and additional Language Standards according to the lesson activities for any given day. This chart serves as a guide aligned with big ideas, relevant performance tasks, and anchor texts.</p>

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Anchor Texts*				
Grade Level Texts aligned with CFS Themes	<p>Literary Read Aloud: City Green, by DyAnne DiSalvo</p> <p>Student Reading: El Barrio, by Debbi Chocolate Community Soup, by Alma Fullerton Counting on Community, by Innosanto Nagara Vegetables, by June Loves Ada Twist Scientist, by Andrea Beaty</p> <p>Other Anchor Texts: Diary of a Time Traveler, by Nicholas Stevenson Gardening Lab for Kids: 52 Fun Experiments to Learn, Grow, Harvest, Make, Play, and Enjoy Your Garden, by Renata Brown If the World Were a Village, by David J. Smith The Next Time You See a Sunset, by Emily Morgan Math for All Seasons, by Greg Tang</p>	<p>Literary Read Aloud: Rain School, by James Rumford</p> <p>Student Reading: Diary of a Worm by Noreen Crowne Inch by Inch, by Leo Leonni From Bird Poop to, by Ellen Lawrence Dirt, by Ellen Lawrence</p> <p>Other Anchor Texts: Mr. Robin and The Very Clever Worm, by Susan Rocha Little Robin Redbreast, by Shari Halpern Compost by Gosh, by Michelle Eva Portman Worms Eat My Garbage: How to Set Up and Maintain a Worm Composting System, by Mary Appelhof The Man Who Made Parks: The Story of Parkbuilder Fredrick Law Olmsted, by Frieda Wishinsky</p>	<p>Literary Read Aloud: Blackout, by John Rocco</p> <p>Student Reading: Duck for Turkey Day, by Jaqueline Jules My Family: Love and Care, Give and Share, by Lisa Bullard It's Not the Stork, by Robie H. Harris Chicken Sunday, by Patricia Polacco</p> <p>Other Anchor Texts: Look Inside a Robin's Nest, by Megan C. Peterson A Nest is Noisy, by Mina Hurts Aston and Sylvia Long Birds Build Nests, by Yvonne Owens Families Around the World, by Margriet Ruurs Big Tracks, Little Tracks: Following Animal Prints, by Millicent Selsam One Well, The Story of Water on Earth, by Rochelle Strauss</p>	<p>Literary Read Aloud: The Story of Ruby Bridges, by Robert Coles</p> <p>Student Reading: Mufaro's Beautiful Daughters, by John Steptoe The Year of Billy Miller, by Kevin Henkes The Secret Garden, by Frances Hodgson The Gardener, by Sarah Stewart</p> <p>Other Anchor Texts: The Three Questions, by Jon J. Muth Henry's Freedom Box: A True Story from the Underground Railroad, by Ellen Levine Beatrice's Goat, by Page McBrier</p> <p><i>* Additional Anchor texts may be added by CFS teaching and support staff as they create their safe and inspirational classrooms and identify individual student interests and ability levels.</i></p>
	<p>The Foundational Literacy Block for reading and language instruction includes whole class, skills-based groupings, and literacy centers including readers and writers workshops. A typical reading plan at CFS is comprised of, Read Aloud (20 mins), Phonics (25 mins), Comprehension Skills (25 mins), Guided and Independent Reading (25-50 mins).</p>			

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Standards Alignment *

CCSS Mathematics	<p>2.OA.A.1 When designing the prototype 4' x 8' raised bed garden, use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>2.OA.B.2 Through the use of foundational items including vegetable cards and other manipulative items students will work up to fluently adding and subtracting within 20 using mental strategies.</p> <p>2.OA.C.3 When building models, bulletin board displays of knowledge, or during other scientific experiments, determine whether a group of objects has an odd or even number of members by pairing objects or counting them by 2s. Write an equation to express an even number as a sum of two equal addends.</p> <p>2.NBT.A.1.A & B When students begin recording observations in their Scientific Journals they will understand 100 can be thought of a bundle of 10s, and that the numbers 100 through 900 refer to one through 9 hundreds.</p> <p>2.NBT.A.2 & 3 Count within 1000, skip count within 100, skip-count by 5s, 10s, and 100s, and read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p>	<p>2.NBT.A.4 When working with the data recorded in student Scientific Journals, compare two three-digit numbers based upon means of the hundreds, tens, and ones using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>2.NBT.B.6 While studying dirt, building a composting system, and solving other relevant problems, add up to four two-digit numbers using strategies based on place value and properties of operations.</p> <p>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>2.NBT.B.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.</p> <p>2.MD.A.2 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>2.MD.A.3 & 4 During an authentic field experience estimate lengths using units of inches, feet, centimeters, and meters. And, measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p>	<p>2.OA.C.4 When creating brochures and pamphlets for Keney Park use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns. Write an equation to express the total as a sum of equal addends. Reason with shapes and their attributes.</p> <p>2.NBT.B.7 In preparing to start a gardener's market and community garden plot, add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</p> <p>2.MD.B 5 & 6 When reviewing authentic field experiences back in the school building, Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. And, represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p>	<p>2.MD.D.9 & 10 Throughout the year while preparing for relevant performance tasks, generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. And, Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p> <p>2.G.A.1, 2 & 3 Throughout the year while preparing for relevant performance tasks, recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. And, partition a rectangle into rows and columns of same-size squares and count to find the total number of them. Lastly, partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p>* The Math standards listed here are aligned to specific big ideas or relevant performance tasks, yet teacher and staff will align them to other tasks as well, giving each student an individualized learning experience.</p>
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Standards Alignment

Social Emotional Learning	<p>A Community of Learners:</p> <p>Provide students with academic choice. Give them a voice in the how and why of learning and grant them the autonomy to explore, from setting up the classroom in a way that is student centered and safe through decisions about how and what to establish as “Community Strong” classroom academic and social standards.</p> <p>Establish a Daily Morning Meeting all school assembly to emphasize the collective greatness of the whole school community working together and the individual greatness within each child.</p> <p>Engaging Families:</p> <p>Create a welcoming environment for all parents and guardians through the CFS Family Welcome Center, regular personalized communication with home, and family back to school and stay in school gatherings.</p> <p>Myself as a Learner:</p> <p>Identify and name emotions, ways to calm oneself, and how to share feelings with others in a safe way.</p> <p>Identify things I like to do things that make me, me! Identify how I like to feel in school.</p> <p>Recognize the needs of others and identify behaviors sensitive to the needs of others, Identify how I can help create the best community environment.</p> <p>Prepare for Student Led Conferences by co Individualized Learning Plan, creating rubric with students, a communication in small groups.</p>	<p>A Community of Learners:</p> <p>Establish Quiet Time and Mindfulness activities to help children transition into academic work, make productive choices, and improve focus and engagement for completing academic work.</p> <p>Initiate a series of cultural celebrations (at least one per quarter) for students and families.</p> <p>Continue the development and practice of morning greetings, daily “check ins”, mindfulness activities, end of day and whole class family team building strategies.</p> <p>Engaging Families:</p> <p>Compare and contrast various family structures, seeking the best relationship and communication strategies to meet the needs of each unique family.</p> <p>Establish regular parent coaching sessions in the Responsive Classroom, and Systematic Training for Effective Parenting (STEP) approach.</p> <p>Myself as a Learner:</p> <p>Recognize the relationship between short and long term goal setting and what you want to accomplish.</p> <p>Describe situations at school, home, or in the local community when people might experience conflict, and distinguish between constructive and destructive ways of resolving conflict.</p> <p>Identify foods and behaviors that keep the body and mind healthy.</p>	<p>A Community of Learners:</p> <p>High capacity to understand and regulate the behaviors that are acceptable and those that are not, from yourself and those around you.</p> <p>Solidify Responsive Classroom strategies including Morning Meeting, Quiet Time, and Closing Circles.</p> <p>Recognize the differenced in cultural groups, yet even people who share cultural tradition differ from one another in other ways. And, recognize how diversity enriches a community of learners.</p> <p>Engaging Families:</p> <p>Continue at least weekly communication between school staff and parents through email, text, or phone to share student progress.</p> <p>Continue to engage in the ILP process, identifying progress toward learning targets, adjusting where necessary, and fully implementing student-led conferences.</p> <p>Myself as a Learner:</p> <p>Participate in group decision making, volunteer for classroom tasks, and participate in enforcing “Community Strong” classroom academic and social standards.</p> <p>Continue building capacity to identify adverse experiences in the community, family, or school environment and strategies to communicate about them, and avoid continued exposure to them.</p>	<p>A Community of Learners:</p> <p>By the end of the year all the following Responsive Classroom competencies will be fully established and part of the community of learners mindset including cooperation, assertiveness, responsibility, empathy, self-control, academic excellence, perseverance, multiple learning strategies, and a full array of successful academic behaviors.</p> <p>A deep understanding of how people in communities, families, and classrooms experience conflict, and how to use strategies to constructively resolve disagreements.</p> <p>Engaging Families:</p> <p>Create a year-end celebration for all families, students, and community partners including a Rite of Passage ceremony as students move onto the next stage of their life-long development and next grade level.</p> <p>Myself as a Learner:</p> <p>Explain why it is important to treat others the way I want to be treated, and analyze how I can come up with ways to promote this idea in the local community, my family, and our school.</p> <p>Analyze how my behaviors including tone of voice, reflective listening, how I spend my free time, work ethic, and other character traits effect my personal growth and the growth of those around me including community and family.</p> <p>Communicate the results of my self-growth and the growth of my community and family during student-led conferences and in other forms.</p>
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CFS Authentic 2nd Grade Curriculum Map

Standards Alignment *

Cultural Relevancy & Responsiveness	<p>Students:</p> <p>Assume responsibility for your role in relation to the well-being of the local cultural community and your life-long ability to participate as a community member.</p> <p>Recount your community and family history, and the value of your cultural heritage and ethnicity.</p> <p>Acquire insights from other cultures without diminishing the integrity of your own.</p> <p>Make effective use of the knowledge, skills, and ways of knowing from your own cultural traditions to learn about the larger world in which you live.</p> <p>Acquire in-depth cultural knowledge through active participation and meaningful interaction with your Elders who live or work in your community.</p> <p>Teachers:</p> <p>Regularly engage students in appropriate projects and experiential learning activities in the surrounding community.</p> <p>Provide integrated learning activities organized around themes of local significance and across subject areas.</p> <p>Become an active member of the North Hartford community in which you teach and make positive and culturally-appropriate contributions to the well being of that community.</p> <p>Collaborate with school leaders to involve parents, students, and community members in the development of the mission, goals and content of the educational program.</p>	<p>Students:</p> <p>Learn the life skills that enable you to live in accordance with the cultural values and traditions of the local community and integrate them into your everyday behavior.</p> <p>Understand the significance of your cultural background, including the 7 Principles of Kwanzaa, Cultural values and proverbs of Puerto Rico, including Three King's Day and the celebration of days up to January 6, and other cultural heritages and celebrations of the cultures represented in the school population.</p> <p>Demonstrate an understanding of the relationship between your cultural world view and the way knowledge is formed and used in various cultures and communities.</p> <p>Recognize how and why cultures change over time.</p> <p>Teachers:</p> <p>Recognize the validity and integrity of traditionally accepted cultural knowledge systems within African, Caribbean, and Hispanic cultures, as well as other cultures represented in the student body.</p> <p>Utilize community Elders' expertise and other community based organizations in multiple ways in order to create meaningful and purposeful hands-on projects for students.</p> <p>Continually involve yourself in learning about the local community, its assets, and its cultures.</p> <p>Facilitate your and student involvement in community activities and recognize the local environment as an important curriculum resource for your classroom.</p>	<p>Students:</p> <p>Continue to interact with your community Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community.</p> <p>Reflect through your own actions the critical role you play in fostering a sense of family and community and how your cultural background can help you understand the world around you, empowering you to play that role.</p> <p>Make constructive contributions to the well-being of your family and the governance of your classroom, school, and local community.</p> <p>Determine how cultural values and beliefs influence family values and how people from different cultural backgrounds interact with each other.</p> <p>Anticipate the changes that occur when different cultural systems come in contact with one another.</p> <p>Teachers:</p> <p>Promote extensive community and parental interaction and involvement in each child's education.</p> <p>Involve parents and when appropriate local community partners and community Elders in the aspects of instructional planning, implementation, and the ILP process.</p> <p>Continue to provide opportunities for students to learn through observation and hands-on demonstration of local history, community assets, and cultural knowledge.</p>	<p>Students:</p> <p>Learn to enter into and function effectively in a variety of cultural settings.</p> <p>Identify and appreciate who you are and your unique and purposeful place in the world.</p> <p>Demonstrate and communicate an understanding of your world view and how it has been influenced by your cultural heritage and background.</p> <p>Participate in a Rite of Passage ceremony where you demonstrate your understanding of the importance of moving up within your school and local community into an increased role of responsibly, seeking ways to improve society through your unique gifts, talents, and purpose.</p> <p>Teachers:</p> <p>Continue to seek ways to ground all units and lessons in a constructive process built on local historical and cultural foundations.</p> <p>Continue to affirm the importance of local community by learning about and building upon the cultural knowledge that students bring with them from their homes and community, and promoting its use in your teaching.</p> <p>* Each standard listed here is a guideline for students and teachers. CFS expects to continually develop the standards through meetings with community members, parents, students, and school staff. The Alaska Standards for Culturally Responsive Schools helped inform the standards.</p>
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CFS Authentic 2nd Grade Curriculum Map

Authentic Field Experiences				
Performance Task Alignment	<p>Locations:</p> <ol style="list-style-type: none"> 1. KP Sustainability Project (Part 1) 2. Keney Park Tour (Part 1) 3. Gifts fo Love Farm (Part 1) 4. North End Farmer’s Market 5. North Hartford Asset Tour (Part 1) <p>Projects:</p> <p>Record observations, questions, and hypothesis in Scientific Journal for how the Earth provides life to all living things (1,2,3).</p> <p>Prepare bulletin boards demonstrating how the Earth provides life to all things including human beings and our individual lives (1,2,3).</p> <p>Collect plant specimens from the field in order to develop an understanding of what lives in our North Hartford environment. Then create artistic renditions of fruit and vegetable plants and parts of plants, including fruit and vegetable vocabulary cards (1,2,3,4).</p> <p>Create a map of North Hartford showing garden plots and other community resources/assets (4,5).</p> <p>Choose location and build a 4’ x 8’ raised bed garden plot for monitoring plants and collecting data to inform the design and build of a larger plot during the Spring (1,2,4,5).</p>	<p>Locations:</p> <ol style="list-style-type: none"> 1. Knox Inc. 2. Gifts fo Love Farm (Part 2) 3. Winter Market at Billings Forge 4. KP Sustainability Project (Part 2) 5. North Hartford Asset Tour (Part 2) <p>Projects:</p> <p>Continued use of Scientific Journal with emphasis on soil quality, soil treatments, temperature readings, and other data associated with the raised bed garden plot (1,2,3,4).</p> <p>Build a “Dirty Work” classroom compost system using worms indoors and composting containers outdoors (1,2,4).</p> <p>Research economic factors associated with a Garden Market and develop a price list a Gardener might use when selling products, considering expenses, marketing, and other entrepreneurial factors (1,2,3).</p> <p>Prepare bulletin boards demonstrating the effects of seasonal climate change on plant growth, human life, and community responses (2,3,4,5).</p> <p>Create a map of Keney Park identifying areas within the park and potential projects to enhance it in order to benefit the local community (4,5).</p>	<p>Locations:</p> <ol style="list-style-type: none"> 1. Northwest Park (Windsor) 2. Gifts fo Love Farm (Part 3) 3. The Artists Collective (Part 1) 4. KP Sustainability Project (Part 3) 5. The Peace Center of CT <p>Projects:</p> <p>Continued use of Scientific Journal with emphasis on a seed’s growth in dirt and in a hydroponics lab, including data, sketches, diagrams, text, and photos (4).</p> <p>Prepare bulletin boards and create artistic renditions demonstrating the different types of homes used by animals and human beings, how homes support healthy growth of children, and different homes in different parts of the world and how they are often shaped by climate, culture, terrain, and food supply (1,2,3).</p> <p>Create a non-fiction text, brochure, and Photo Journal from nature walks at Keney Park including but not limited to trees, animals, ecosystems, city planning, etc (1,2,4).</p> <p>Create a guide to establishing practices to promote peace and unity amongst all people living together in community and family. (3,5).</p>	<p>Locations:</p> <ol style="list-style-type: none"> 1. The Artists Collective (Part 2) 2. Gifts fo Love Farm (Part 4) 3. Center for Africana Studies, CCSU 4. Keney Park Tour (Part 2) 5. KP Sustainability Project (Part 4) <p>Projects:</p> <p>Use the skills developed through the Scientific Journal to create a Pre-Business Plan Journal, collecting data and information on best practices in growing food and taking it to market. Ultimately creating a Gardener’s Market Plan with advertisements for seedlings, herbs, and other products (2,5).</p> <p>Establish a garden plot at one or more locations in North Hartford including community gardens, Keney Park, etc (2,4,5).</p> <p>As part of the Rites of Passage concept, create a presentation on “Me” with strengths, areas for growth, a personal growth plan, how community has shaped me, how I will give back, and a variety of artistic displays showing who I am, how I’m great, and how I plan to find or fulfill my purpose. The presentation may include drawings, posters, computer designs, etc (1,3).</p>