

SECTION d
Curriculum



BOGGS



THE JAMES AND GRACE LEE BOGGS SCHOOL

Curriculum

Narrative

Place-Based Education (PBE)

With a Place-Based Model of Learning, we embed subject area content into a study of our school community—its history, geography, environmental characteristics, and culture. We begin with the common core state standard outcomes in science and social studies and then plan our units to both meet those outcomes and meet the three requirements of PBE: student inquiry, connection to place, and civic action. The combination helps us to meet our values of high levels of thought, creativity, and learning as well as meet our mission to nurture creative, critical thinkers who contribute to the well being of their communities.

Three-Year Cycle

The additional curricular requirements of place-based learning make it difficult to address all of the grade level content pieces in one year. To ensure that our students get full exposure to all content material, teachers will work as partners in three year cycles: K-2, 3-5, 6-8. The standards for each of those grade levels are spread out amongst the units in each of the cycles so that any student completing a full cycle will receive all of the content standards for those grade levels. Looking at the curriculum spreadsheet, you will be able to see the units and the standards covered in that particular unit.

Traditional Subject Area Content Curriculum

In order to meet the content standards in Math and English Language Arts, we use Investigations Math in K-3 and Wayne State Math Corps in grades 4-8. We use Orton-Gillingham and Fountas and Pinnell's Balanced Literacy for our Reading and Writing Workshop. When relevant, these subjects are integrated into the social studies and science units.

In Development

Math: We are realizing that some of the standards that are missing from the Math Corps curriculum are geometry and statistics. This summer, we'll be designing a course to include that meets these standards.

Morning Meetings and Circles: We use Responsive Classroom as our approach to culture-building and social emotional learning. To expand upon this model, we'll be adding lessons in racial literacy and skills to build resiliency and classroom social skills post-trauma. We'll also be practicing restorative justice using peer-led Healing Circles. These lessons are in development for next year.

Health and Sexuality: Our teachers are being trained in the Michigan Model of Health Curriculum next year and this will become our Health Curriculum.

										Assessment Examples:			
	Year 1 (2018-2019)	K-2	Natural World Around School	Meet the Neighbors	Sun, Moon, and Stars	Trash, Three R's, Incinerator	Water			<p>K/2 Summative Assessments: Field journals, verbal performance tasks (i.e. interviews) with student co-created rubrics, diagrams, maps, timelines, guidebooks pages, identity quilt, thinking routines, mixed media art, campaign posters, "museum" performances, informational pamphlet</p> <p>K/2 Resources: Evelyn (garden teacher and guest speaker); Paul (chickens guest speaker and teacher); Mystery Science read alouds and lessons;</p> <p>Sun, Moon, & Stars: EL curriculum, Wayne State Planetarium</p> <p>Meet the Neighbors: Ms. Evelyn, Ms. Bree, Mr. Drew, History of the Boggs Community: Boggs Center; Oral History Project; <i>Kyle's aunt recalls being at Franklin Wright</i></p>	3-5 Summative Assessments: Weather Forecaster Broadcast, models of the Solar System, community poster/speaking presentation, informational pamphlets, Design Projects, Dramatic Performances	6-8 Summative Assessments:	
		3-5	Regions: Weather and Climate	History of Michigan (Statehood and Beyond)	Stars & The Solar System	Civic Action	The American Revolution	Creating a Constitution	NWEA MAP, MSTEP				
		6-8	Forces and Motion	Waves and Energy	Space Systems	Ancient Civilizations	American Revolution	U.S. Construction					
	Year 2 (2019-2020)	K-2	Natural World Around School	Meet the Neighborhood (Spaces)	We All Belong	Bodies	Taking Care of Pets and Chickens	Gardens and Community			NWEA MAP, MSTEP		
		3-5	Colonization	Native American Life in Michigan	Structure and Function of Government	Properties of Matter	Energy	Engineering Design					
		6-8	Chemistry	Cells	Genetics and Evolution	World Religions & Night/Prisoner B-3087	Civil War Leading to Reconstruction	Detroit Rebellion & Science Fiction Novel					
	Year 3 (2020-2021)	K-2	Natural World Around School	History of the Boggs Community	Elections and Voting	Force and Motion	Transportation	Plants and Plant Science			NWEA MAP, MSTEP		
		3-5	Human / Environment Interactions	Ecojustice/Advocacy	Intro to Economics/Small & Local Business	"Detroit Keeps America Moving"	Industrialization	Life Cycles and Traits					
		6-8	Ecosystems & Freak the Mighty Middle School Ecosystem	Geology	Economics / Weather / Climate Change / Blogging / A Long Walk to Water	Government & Soap Box Speech	Time Period Research & Historical Fiction Lit. Circles						

Science and Social Studies			Assessments	Writing			Assessments	Reading			Assessments	*Morning Meeting & Circles			Assessments	Math			Assessments	*Health
Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards (K-1)	Assessments		Teachers being trained in the Michigan Model of Health Curriculum (in development)
Natural World Around the School	K-ESS3-1, 2-LS4-1	How do scientists use their 5 senses to observe? What natural things can we find around school? How can we compare and contrast outdoor spaces around school?		Notetaking	W.K.2, K.1.2, W.2.2, SL.K.5, SL.1.5, SL.2.5, W.K.8, W.1.8, W.2.8	How do scientists make a quick record of their observations? (Quick notes, quick sketch)? How do scientists keep their observations organized? (Next page, table, page numbers, etc)		Launching Reader's Workshop		What does it look/sound/feel like during reading time? What do I do when the teacher is reading with me? What do I do when the teacher is teaching reading to someone else?		First Six Weeks (Responsive Classroom)				Unit 1	2nd Grade- Investigations Curriculum Units	Assessments https://docs.google.com/document/d/1OTpTmbfUmN7XnZ8TDQKCC2B4KHLxhZwWYLSmq0fA/edit https://docs.google.com/document/d/1PQU0DkbkfcEEO1YA/edit		
Meet the Neighbors	2-G1.0.1, 2-G1.0.2, 2-G1.0.3, 1-G1.0.1, 1-G1.0.2, 2-H2.0.6, K-G2.0.1, 1-G2.0.1, 1-G2.0.2	Who/What is in our school neighborhood? What can we learn from our neighbors/spaces? What does it mean to be part of a community/space? What is important for people to know about our neighborhood and the people here?		Telling Other Peoples' Stories (oral storytelling for K) Potential Product: puppets for K, pokemon cards for 1/2	W.K.3, W.1.3, W.2.3, W.K.8, W.1.8, W.2.8, SL.K.4, SL.1.4, SL.2.4	What does working on writing look/sound like? What do you do when you get stuck/can't think of what to write? How can we use our 5 senses to write in a descriptive way? How do writers use adjectives to enrich their writing?		Character studies	RL.K.3, RL.1.3, RL.2.3, RL.2.6	What are character traits? What is the difference between physical traits and character traits? How do authors show, not tell, a character's traits?						Unit 2	Unit 2 AVMR Standards 0.pDice Spatial Patterns 0.aCounting forward to 10 0.lIdentification to 10 "Which number is ___?" 0.mIdentification to 10 0.hbackwards counting 10-1 0.nNumber Word Before 10-1 by dropping back 0.jNumber Word Before 10-1 without dropping back 0.vAddition Unscreened Collections 0.wAddition Partially Screened Collection 0.xAddition Screened Collections			
Sun Moon and Stars (resources: https://curriculum.leducation.org/curriculum/elementary/grade-1/module-2/unit-2)	1-ESS1-1, 1-ESS1-2, 1-PS4-2, 1-PS4-3	What determines different lengths of the day? How/why does the moon appear to change? How do people use the sun and the moon (to organize time, to tell stories)?		Narrative Writing	L.K.6, L.1.6, L.2.6, W.K.3, W.1.3, W.2.3	How do author's use their observations and knowledge to write a story? How do author's tell a story in a way that makes sense? (writing organization, beginning/middle/end)		Fables & Folktales	RL.1.2, RL.1.3, RL.1.7, RL.2.2	Why do author's write about the sun, moon, stars? How do reader's use key details in the writing or illustrations to retell a story?			1-C2.0.1, 1-CS.0.1, 1-CS.0.2, K-PS3-1, 1-ESS1-2, K-ESS3-2, K-PS3-2, K-2-ETS1-3, 2-CS.0.1, 2-CS.0.2, 2-CS.0.3, K-(A-16), K-(A-18), 1/2-(I-16), 1/2-(A-16), 1/2-(A-18), 1/2-(A-20), K-(J-16)			Unit 3	0.aCounting forward to 10 0.lIdentification to 10 "Which number is ___?" 0.vAddition Unscreened Collections 0.wAddition Partially Screened Collection 0.xAddition Screened Collections 1.mMissing Addend 0.ySubtraction Screened 1.jMissing Subtrahend 1.kAddition Bare Numbers 1.lSubtraction Bare Numbers			
Trash, Three R's, Incinerator	1-P3.1.1, 1-P3.1.2, 1-P3.1.3, K-P4.2.1, K-P4.2.2, 1-P4.2.2, 2-P4.2.1, 2-P4.2.2, K-1.16, 1-1.16, 2-G4.0.1, K-1.13, 2-P3.0.1, 2-P3.1.2, 2P3.1.3	What is the incinerator? Why is the incinerator in our neighborhood? What happens to stuff we throw away? How do we consume responsibly?		Shared Research and Info Writing (What happens to our trash?) potential product: informational signs about where garbage goes and Don't Throw That Away Lift the Flap cards	W.K.2, W.1.2, W.2.2, W.K.7, W.1.7, W.2.7	How can I share what I've learned with words? How can I add more detail with diagrams and illustrations? Why do writers write informational texts?		Informational Text related to Trash; skills taught in leveled groups	RI.1.5, RI.1.6, RI.2.5, RI.2.6, RI.2.7, RI.2.9	Why do author's write informational texts? How do the text feature of an informational text help the reader?						Unit 4	Unit 4 AVMR Standards 0.mIdentification to 10 0.dNumber word after: range 0-10 and makes a running count 0.eNumber Word After: Range 0-10 with no running count 0.bCounting forward to 30 1.gPartitions to 10 with materials 1.hPartition numbers to 10 no materials 0.vAddition Partially Screened Collection 0.xAddition Screened Collections 0.ySubtraction Screened 0.bCounting forward to 30 0.nNumber word after: Range 0-30 without running count 0.hbackwards counting 10-1 0.jNumber Word Before 10-1 by dropping back 0.iNumber Word Before 10-1 without dropping back 1.bbackwards counting 30-1 1.cbackwards counting 100-1 1.dNumber Word Before 30-1 without dropping back 1.eNumber Word Before 100-1 without dropping back			
Water	1-G1.03, 2-ESS2-2, 2-ESS2-3, 2-PS1-1, 2-PS1-4, 2-ESS2-1, 2-ESS1-1	Why is water important in our world? Where can we find water in our community? What are the states of water? What makes water change state? How are water and land related?		Opinion	W.K.1, W.1.1, W.2.1, W.K.5, W.1.5, W.2.5,	How can I use writing to tell people what I think? What is an opinion? How can I explain my opinion?		Informational Text related to Trash; skills taught in leveled groups	n/a (leveled for groups)	n/a (leveled for groups)						Unit 5	0.cCounting forward to 100 0.fNumber word after: Range 0-100 without running count 0.nIdentification to 19 1.mCounting backwards by 10's 1.nCounting backwards by 10's 1.oGet 40 sticks 1.pAddition with Materials			
				Poetry	L.K.4, L.K.5, L.1.4, L.1.5, L.2.4, L.2.5	How do poets use their five senses to write poetry? How can I think of topics that I can use for my poems?		Poetry	L.K.4, L.1.4, L.2.4, L.K.5, L.1.5, L.2.5	What strategies can I use to understand figurative language when I read poetry?						Unit 6	0.cCounting forward to 100 0.nNumber word after: Range 0-100 without running count 1.qCount by 2's 1.rCount by 5's 1.sForm Equal Groups 1.tGroups Visible -Array 1.uGroups Visible-Collection			
																Unit 7				

Science and Social Studies			Assessments	Writing		Assessments	Reading			Assessments	*Morning Meeting & Circles			Assessments	Math		Assessments	*Health		
Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards (K-1) 2nd Grade= Investigations Curriculum Units	Assessments		Teachers being trained in the Michigan Model of Health Curriculum (in development)
Natural World Around the School	K-ESS3-1, 2-L54-1	How do scientists use their 5 senses to observe? What natural things can we find around school? How can we compare and contrast outdoor spaces around school?		Notetaking	W.K.2, K.1.2, W.2.2, SL.K.5, SL.1.5, SL.2.5, W.K.8, W.1.8, W.2.8	How do scientists make a quick record of their observations? (Quick notes, quick sketch)? How do scientists keep their observations organized? (Next page, table, page numbers, etc)		Launching Reader's Workshop		What does it look/sound/feel like during reading time? What do I do when the teacher is reading with me? What do I do when the teacher is teaching reading to someone else?		First Six Weeks (Responsive Classroom)					Unit 1 AVMR Standards 0.r Displaying Finger Patterns in multiple ways 0.s Displaying Finger Patterns in multiple ways 0.t Partitions to 5 with Materials 0.u Partition numbers to 5 no materials 1.f Sequencing Numbers that cross decades	https://docs.google.com/document/d/1OTpTnmbfUnN7XnZ8TDQK2B4KkLh2eWYLS-mqbFA/edit		
Meet the Neighborhood Spaces	1-G2.0.1, 1-G2.0.2, 2-G1.0.1, 2-G1.0.2, 2-G1.0.3, 2-G2.0.1, 2-G2.0.2, 2-G4.0.1, GS.0.1, GS.0.2	What are the spaces around our school? What spaces are important to us around our school? How is space used/not used in our school neighborhood? Who decides how spaces is used?		Informational Writing - Potential Product: Interactive Map	W.K.2, W.1.2, W.2.2, W.K.7, W.1.7, W.2.7	What are the features of a map? How can I add detail to teach people about the spaces in our neighborhood?		Narrative Text: Studying Settings, (reading narrative texts where setting plays a central role)	RL.K.3, RL.1.3, RL.2.3, RL.K.10, RL.1.10, RL.2.10	How does the time/place of a story affect what happens? Why is place important to story?						Unit 1	Unit 2 AVMR Standards 0.pDice Spatial Patterns 0.aCounting forward to 10 0.lIdentification to 10 "Which number is ___?" 0.mIdentification to 10 0.hBackwards counting 10-1 0.iNumber Word Before 10-1 by dropping back 0.jNumber Word Before 10-1 without dropping back 0.wAddition Unscreened Collections 0.wAddition Partially Screened Collection 0.xAddition Screened Collections			
We All Belong	K-(I-1), 1/2-(I-1), 1/2-(I-11), K-(J-11), K-H2.0.1, K-H2.0.2, K-H2.0.3, 1-G4.0.1, 1-H2.0.1, 1-H2.0.2, 1-H2.0.3, 1/2-(D-7), 1/2-(D-8), K-(D-7)	What makes me special? (What are the different parts of my identity?) How are families similar and different? How can I share the special things about me/my family (timelines, identity quilt, family narratives, family trees)		Telling My Own Stories (Small Moment)	L.K.6, L.1.6, L.2.6, W.K.3, W.1.3, W.2.3	What is a small moment story? What strategies can I use to remember details to add to my writing?		Narrative Text: Studying story structure (K - beginning, middle, end; 1-2 - Rising action, falling action)	RL.2.5	How does the beginning introduce a story and end conclude the story?						Unit 2	0.aCounting forward to 10 0.lIdentification to 10 "Which number is ___?" 0.mIdentification to 10 0.wAddition Unscreened Collections 0.wAddition Partially Screened Collection 0.xAddition Screened Collections 1.iMissing Addend 0.ySubtraction Screened 1.jMissing Subtrahend 1.kAddition Bare Numbers 1.lSubtraction Bare Numbers			
Bodies		What are the purposes of the different parts of my body? How do they work together? What do I need to do to take care of them?		Narrative	W.K.3, W.1.3, W.2.3, W.K.5, W.1.8, W.2.8, SL.K.4, SL.1.4, SL.2.4	What are the parts of a story? What tools can I use to generate story ideas?		Story and informational text related to gardens and community.	n/a (leveled for groups)	n/a (leveled for groups)						Unit 3	Unit 4 AVMR Standards 0.mIdentification to 10 0.dNumber word after: range 0-10 and makes a running count 0.eNumber Word After: Range 0-10 with no running count 0.kCounting forward to 30 1.gPartitions to 10 with materials 1.hPartition numbers to 10 no materials			
Taking Care of Pets and Chickens	K-ESS3-3, K-ESS1-1, 1-ESS1-2, 1-ESS1-1, K-CS.0.1, K-GS.0.1, 1-GS.0.1, 1-GS.0.2, 2-GS.0.1, 2-GS.0.2, 1/2-(D-10)	How can we take care of the living things in our community? What do different living things need to survive? What do chicks need to hatch and grow? What is water important? How can we take care of water?		How To Writing	W.K.2, W.1.2, W.2.2, W.K.7, W.1.7, W.2.7, L.K.6, L.1.6, L.2.6	What are the parts of how to writing? Why is it important to sequence steps in the right order? What am I an expert in and how can I teach people?		Informational texts related to pets and chickens and leveled reading groups	n/a (leveled for groups)	n/a (leveled for groups)						Unit 4	0.wAddition Partially Screened Collection 0.wAddition Screened Collections 0.ySubtraction Screened 0.bCounting forward to 30 0.fNumber word after: Range 0-30 without running count 0.hBackwards counting 10-1 0.iNumber Word Before 10-1 by dropping back 0.jNumber Word Before 10-1 without dropping back 1.bBackwards counting 30-1 1.cBackwards counting 100-1 1.dNumber Word Before 30-1 without dropping back 1.eNumber Word Before 100-1 without dropping back			
Gardens and Community	K-ESS2-2, K-ESS3-3, K-GS.0.1, 1-E1.0.1, 1-E1.0.2, 1-E1.0.3, 1E1.0.4	Why are gardens important for communities? Where can we find gardens in our school community?		Opinion	W.K.3, W.1.3, W.2.3, W.K.5, W.1.8, W.2.8, SL.K.4, SL.1.4, SL.2.4	What are the parts of a story? What tools can I use to generate story ideas?		Story and informational text related to gardens and community.	n/a (leveled for groups)	n/a (leveled for groups)						Unit 5	0.c Counting forward to 100 0.f Number word after: Range 0-100 without running count 0.n Identification to 19 1.mCounting forward by 10's 1.nCounting backwards by 10's 1.oGet 40 sticks 1.pAddition with Materials			
																Unit 6	0.c Counting forward to 100 0.fNumber word after: Range 0-100 without running count 1.qCount by 2's 1.rCount by 5's 1.sForm Equal Groups 1.tGroups Visible -Array 1.uGroups Visible-Collection			
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Science and Social Studies			Assessments	Writing			Assessments	Reading			Assessments	*Morning Meeting & Circles			Assessments	Math			Assessments	*Health	
Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards (K-1)	2nd Grade- Investigations Curriculum Units	Assessments		Teachers being trained in the Michigan Model of Health Curriculum (in development)
Natural World Around the School	K-ESS3-1, 2-LS4-1	How do scientists use their 5 senses to observe? What natural things can we find around school? How can we compare and contrast outdoor spaces around school?		Notetaking	W.K.2, K.1.2, W.2.2, SL.K.5, SL.1.5, SL.2.5, W.K.8, W.1.8, W.2.8	How do scientists make a quick record of their observations? (Quick notes, quick sketch)? How do scientists keep their observations organized? (Next page, table, page numbers, etc)		Launching Reader's Workshop		What does it look/sound/feel like during reading time? What do I do when the teacher is reading with me? What do I do when the teacher is teaching reading to someone else?		First Six Weeks (Responsive Classroom)				Unit 1	Unit 1 AVMR Standards 0.r Displaying Finger Patterns in multiple ways 0.t Displaying Finger Patterns in multiple ways 0.i Partitions to 5 with Materials 0.u Partition numbers to 5 no materials 1.f Sequencing Numbers that cross decades	https://docs.google.com/document/d/1J0TPtNmmbFunN7kx--Z8TDQKCB4KHLxh2eWYLS-mqbfA/edit	https://docs.google.com/document/d/1PUDuSEM-4YXJ1s2zGpCibxtpYQIU0DkbfKcCE01YA/edit		
Elections and Voting	2-C3.0.1, 2-C3.0.2, 2-C3.0.3, K-C1.0.1, 1-C1.0.1, 1-C1.0.2, 2-C1.0.2, K-C2.0.1, 2-Cs.0.2, K-P3.1.1, K-P3.1.2, K-P3.1.3, 2-P3.3.1, 1-P3.3.1, 1/2-(J-13), 1/2-(J-14)	What does it mean to vote? Who gets to vote? Why? How does our voting system work? How do we choose government officials?		Persuasive Writing	W.K.1, W.1.1, W.1.2.1, W.K.5, W.1.5, W.2.5,	What is persuasive writing? How can hook the reader and get them interested in my ideas? How can I back up my opinion?		Point of View/Perspective	SL.K.3 SL.K.4 RL.2.6	What is a character's point of view? How does the author show a character's point of view? How do different perspectives shape the character's actions?						Unit 2	Unit 2 AVMR Standards 0.dDice Spatial Patterns 0.aCounting forward to 10 0.lIdentification to 10 "Which number is ___?" 0.mIdentification to 10 0.hBackwards counting 10-1 0.nNumber Word Before 10-1 by dropping back 0.jNumber Word Before 10-1 without dropping back 0.wAddition Unscreened Collections 0.wAddition Partially Screened Collection 0.xAddition Screened Collections				
History of the Boggs Community	1-H2.0.4, 1-H2.0.5, 1-H2.0.6, 2-H2.0.1, 2-H2.0.2, 2-H2.0.3, 2-H2.0.4, 2-H2.0.5, 1-H2.0.3	What makes the Boggs Community special? Who are the people that make the Boggs community special? What is the history of our school? How can we share our school history?		Informational Writing: Biography (puppets and oral storytelling for K, using theatre for 1/2) + interviews	W.K.3, W.1.3, W.2.3, W.K.8, W.1.8, W.2.8, SL.K.4, SL.1.4, SL.2.4 SL.K.3 SL.1.3 SL.2.3	How do writers use their voice to retell story? (together or alone)		Biographies	RI.K.2 RI.1.2 RI.2.2 RI.K.9 RI.1.9 RI.2.9	What is a biography? What are the features of a biography and how can I use them to learn about important people?						Unit 3	0.aCounting forward to 10 0.lIdentification to 10 "Which number is ___?" 0.mIdentification to 10 0.wAddition Unscreened Collections 0.wAddition Partially Screened Collection 0.xAddition Screened Collections 1.iMissing Addend 0.ySubtraction Screened 1.jMissing Subtrahend 1.kAddition Bare Numbers 1.lSubtraction Bare Numbers				
Force and Motion	K-PS2-1, 1-PS4-1, K-PS2-2, K-2-ETS1-2	What makes things move? What makes things stop? Where do I see forces in my world?		Letter Writing		Why do people write letters? What are the parts of a letter? What are different kinds of letters?		Letter Books	RL.K.5 RL.1.5 RL.2.5	Why do people write letters? What are the parts of a letter? What are different kinds of letters?						Unit 4	Unit 4 AVMR Standards 0.mIdentification to 10 0.dNumber word after: range 0-10 and makes a running count 0.nNumber Word After: Range 0-10 with no running count 0.bCounting forward to 30 1.gPartitions to 10 with materials 1.hPartition numbers to 10 no materials				
Transportation	2-G4.0.1, 2-G4.0.2, 2-G4.0.3, 2-G2.0.1, 2-G2.0.2, 2-PS1-2, 2-PS1-3, K-ESS2-2, K-2-ETS1-1, 1/2-(J-14)	How do people access spaces in their community?		Opinion Writing: Reviews	W.K.1, W.1.1, W.2.1, W.K.5, W.1.5, W.2.5,	How can I use writing to tell people what I think? What is an opinion? How can I explain my opinion?		Poetry	L.K.4, L.1.4, L.2.4, L.K.5, L.1.5, L.2.5	What do poets write about? How do poets play with language?		First Six Weeks, Circles and Classroom Jobs, Weather and Climate Routines, Empathy and Fairness	1-C2.0.1, 1-CS.0.1, 1-CS.0.2, K-PS3-1, 1-ESS1-2, K-ESS2-1, K-ESS3-2, K-PS3-2, K-2-ETS1-3, 2-CS.0.1, 2-CS.0.2, 2-CS.0.3, K-(A-16), K-(A-18), 1/2-(J-16), 1/2-(A-16), 1/2-(A-18), 1/2-(A-20), K-(J-16)				Unit 5	0.wAddition Partially Screened Collection 0.wAddition Screened Collections 0.ySubtraction Screened 0.bCounting forward to 30 0.nNumber word after: Range 0-30 without running count 0.hBackwards counting 10-1 0.nNumber Word Before 10-1 by dropping back 0.jNumber Word Before 10-1 without dropping back 1.bBackwards counting 30-1 1.cBackwards counting 100-1 1.dNumber Word Before 30-1 without dropping back 1.eNumber Word Before 100-1 without dropping back			
Plants and Plant Science	2-LS2-1, 2-LS2-2, 1-LS1-1, 2-E1.0.1, 2-E1.0.2, 2-E1.0.3, 2-E1.0.4, 2-E1.0.5, 1-E0.0.6, K-E1.0.3, 1/2-(J-14)	What is the life cycle of a plant? What do plants need to grow?		Explanatory/How to writing:	W.K.2, W.1.2, W.2.2, W.K.7, W.1.7, W.2.7, L.K.6, L.1.6, L.2.6	What are the parts of how to writing? Why is it important to sequence steps in the right order? What am I an expert in and how can I teach people?		Informational Texts related to plants and plant science	n/a (leveled for groups)	n/a (leveled for groups)						Unit 6	0.c Counting forward to 100 0.f Number word after: Range 0-100 without running count 0.n Identification to 19 1.mCounting forward by 10's 1.nCounting backwards by 10's 1.oGet 40 sticks 1.pAddition with Materials				
																Unit 7	0.cCounting forward to 100 0.nNumber word after: Range 0-100 without running count 1.qCount by 2's 1.rCount by 5's 1.sForm Equal Groups 1.tGroups Visible - Array 1.uGroups Visible-Collection				

Science and Social Studies			Assessments		Writing			Assessments		Reading			Assessments		*Morning Meeting & Circles		Assessments		Math			Assessments		*Health



BOGGS 
 THE JAMES AND GRACE LEE BOGGS SCHOOL

Courses Offered at The James and Grace Lee Boggs School 2018-2019

	English Language Arts	Math	Wayne State University Math Corps	Science	Social Studies	Art	Spanish	Physical Education/ Health	Music
K									
1/2									
3/4									
4/5									
6/7									
7/8									