SECTION d

<u>Curriculum</u>



## <u>Curriculum</u> <u>Narrative</u>

#### **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**

<u>Math</u>: 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.

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

Scie	nce and Social Studies	Assessments		Writing		Assessments		Reading		Assessments	Mor	ning Meeting & C	ircles	Assessments	Ma	th		Assessments	*Health
Unit Title	Standards Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions						Teachers being trained in the Michigan Model of Health Curriculum (in
Civic Action	2, P3.1.3, P3.3.1, Pagood citizen? What does it	Exit Tickets, Quick Check Assessments, Weekly Quizes, Unit Tests, Paragraph/Sasy Wring, Class Discussion and Read Alouds	Launching the Writer's Workshop	3, W.3.4, W.3.5, W	How do students write well elaborated true stories based on their own of their own	Varied Final Draft Writing Assignments	Launching Strong Reading Habits		stamina, fluency,	Daily Reflection Sheets, Discussion Group Report Outs, Book Quizzes	First Six Weeks (Responsive Classroom)		Who will we be as a community? What agreements can we make to ensure this kind of community can be achieved?	Classroom Culture		Standards  • Understand the place value system.	Assessments		development)
History of Michigan/Detroit	What is special about Michigan? What Michigan afferent than other states in our country? What are country? What are country state of the state and how do they shape out the state and how do they shape our lives? How do we protect our natural resources?		Realistic Fiction Stories				Folktales, Fables, Origin Stories												
Regions, Weather, and Climate	Where are we in the world? How do howans affect the return of the world. How h		Informational Research Writing	4, W.4.5, W.4.6, W			Informational Reading												
Stars & The Solar System	2-1, 5-ESS1-1, 5-ESS 2-1, 5-ESS1-1, 5-ESS 2-1, 5-ESS1-1, 5-ESS 2-1, 5-ESS1-1, 5-ESS 2-1, 5-ESS1-1, 5-ESS 2-1, 5-ESS1-1, 5-ESS 2-1, 5-ESS1-1, 5-ESS		Science Fiction				Mixed Genre												
The American Revolution	What is the difference between Rebellion and Revolution? How does (R) Evolution apply to our country?		Literary Essay		How do writers use mentor text to study characteristics of Literary Essay writing and generate writing and generate writing and deaft their literary essay? How do writers grow their thinking for literary essay? How do writers grow their thinking for literary essay? How do writers independently low a literary essay? How do writers independently plan and publish their literary essay?		Historical Fiction	RL4.1,	How do readers immerse themselves in the senselves interpret complex ideas in texts? How do readers analyze similarities and differences in historical fiction and history?										

Scien	nce and Social Stud	ies	Assessments	Writing	Assessments		Reading	Assessments	Mor	ning Meeting & Cir	rcles	Assessments	М	ath	Assessments	*Health
Creating A Constitution	U3.3.1, U3.3.3,	What is a constitution? What are the challenges in creating a constitution? What is distribution of power?				Informational Research										

Scie	nce and Social Stu	dies	Assessments		Writing		Assessments		Reading		Assessments	Mo	rning Meeting & C	ircles	Assessments		Math		Assessments	
Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Guiding Questions		Unit Title	Standards	Assessments		Teachers being trained in the Michigan Model of Health Curriculum (in development)
Colonization	4, U2.3.5, U2.2.1, L	How did people live before Europeans came to Africa and J America? What is the difference between exploration and colonization?		Launching the Writer's Workshop				Varies by Guided Reading Group per Fountas and Pinnell & Social Studies/Science Unit				First Six Weeks (Responsive Classroom)		Who will we be as a community? What agreements can we make to ensure this kind of community can be achieved?	Culture	Curriculum Units + Wayne State Math Corps Curriculum per diagnostic test	Convert like measurement units within a given measurement system.     represent and interpret data.     Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition. Geometry     Graph points on the coordinate plane to solve real-world and mathematical problems.     Classify two-dimensional figures into categories based on their properties.			
Native American Life in Michigan	gs, 3-H3.0.1-10, 5-	the indigenous	Unit Tests, Paragraph/Essay Writing, Class Discussion and Read Alouds	Literary Essay							Daily Reflection Sheets, Discussion Group Report Outs, Book Quizzes									
My Government, My Voice, American Symbolism (3rd); Structure & Function of Government (4th)	.0.1, 4-C3.0.2, 4-C3	What does the government have to do with me? How is our government organized? Are the symbos of our government meaningful?		Persuasive Essay	l.4, W.4.5, W.4.10,	Coop		Understanding Characters	RL.3.3,	How do readers develop strategies to connect to characters, develop theories about characters and relate the experiences and lessons characters have to their own lives?										
	1-2, 5-PS1-3, 5-PS1	How do scientists classify matter? How can matter change? What are the physical properies of matter? What are the chemical properties of matter?																		
Engineering Design																				

Scie	ence and Social St	ıdies	Assessments		Writing		Assessments		Reading		Assessments	Mo	orning Meeting & C	ircles	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	Assessments		Teachers being trained in the Michigan Model of Health Curriculum (in development)
Energy	i3-4, 4-ESS3-1, 3-P	How is energy used to sustain our lives? What is energy? How do S we get the energy we need and keep the environment healthy?	Unit Tests,	Informational Writing: Pamphlets			Varied Final Draft Writing Assignments	Reading with Power			Discussion Group	First Six Weeks (Responsive Classroom)		Who will we be as a community? What agreements can we make to ensure this kind of community can be achieved?	Classroom Culture	3rd Grade Investigations Curriculum Units + Wayne State Math Corps Curriculum per diagnostic test beginning in 4th grade				
Ecosystems/Wate r Environment/Eco justice/Advocacy		What natural resources are available in Michigan? What is ecojustice? What is a problem in our local environment related to water?		Persuasive Essay		How do writers write a persuasive essay to convince others to agree and care about their cause?		Varies by Guided Reading Group per Fountas and Pinnell & Social Studies/Science Unit												
Industrialization in Michigan (3); Detroit Keeps America Moving (4)	.0.2, 4-E1.0.3, 4-E	How have Michigan's resouces impacted the economy and growth of the state? What was daily life like in Detroit between 1890 and 1910? What were the concerns of the concerns o		Building and Writing Personal Poetry Anthology				Interpreting Characters												
Human/Environm ent Interactions				Opinion Essay																
Life Cycles and Survival Traits	S4-2, 3-LS3-1, 4-P.	In what ways do our bodies help us to survive? How are our bodies like other llving things?		Memoir: Writing and Reflecting on Life				Poetry												

	Science		Assessments		Social Studies		Assessments		Writing		Assessments		Reading		Assessments		Advisory & Circle		Assessments	*Health	
Unit Title	Standards	Guiding Questions	ASCESSION OF THE PROPERTY OF T	Unit Title	Standards	Guiding Questions	NO COMMENTS	Unit Title	Standards	Guiding Questions	ASCSIICIO	Unit Title	Standards	Guiding Questions	ASSAULTES	Unit Title	Standards	Guiding Questions	ASSAULTIC	Teachers being trained in the Michigan Model of Health Curriculum (in development)	
			Daily Check Sheets, Weekly Quizzes, Unit Tests, Essays, Oral and Written Presentations				Daily Check Sheats, Weekly Quizzes, Unit Tests, Essays, Oral and Written Presentations	Launching Writer's Workshop		How does a writer build stamina? What are different genres of writing? Why do people write? What does a writer do when he/she feels stuck? What do we want to write this year? How do we build a culture of revision?	Varied Final Draft Writing Assignments	Varies by Guided Reading Group per Founts and Pinnell & Social Studies/Science Unit			Discussion Group	First Six Weeks (Responsive Classroom)		Who will we be as a community? What agreements can we make to ensure this kind of community can be achieved?	Classroom Culture		
Forces and Motion	MS-PS2-1, MS-PS2-2, MS-PS2-3, MS-PS2-4, MS-PS2-5	How is energy transformed from potential to kinetic energy? How is energy transferred from one place to another? How does energy affect the states of matter?		Ancient Civilizations	6-G1.1.1, 6- G1.2.1, 6-G1. 3.1, 6-G1.3.2, 6 -G1.3.3, 6-G2. 1.1, 6-G2.2.1				ELA. W.6.3, ELA. W.6.3A, ELA.W. 6.3B, ELA.W.6.3C, ELA.W.6.3D, ELA. W.6.3E, ELA.W. 6.5, ELA.W.6.6												
Waves and Energy	MS-PS3-1, MS-PS3-2, MS-PS3-3, MS-PS3-4, MS-PS3-5, MS-PS4-1, MS-PS4-2, MS-PS4-3,	How does solar energy produce heat and light on Earth? How are waves produced when energy interacts with various forms of matter? What types of waves are associated with various forms of matter?		American Revolution																	
Space Systems	MS-ESS1-1, MS-ESS1-2, MS-ESS1-3			U.S. Construction																	

	Science		Assessments		Social Studies		Assessments		Writing		Assessments		Readin		Assessments		Advisory & 0	Circles	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	Guiding Questions		Teachers being trained in the Michigan Model of Health Curriculum (in development)
			Daily Check Sheets, Weekly Quizzes, Unit Tests, Essays, Oral and Written Presentations				Daily Check Sheets, Weekly Quizzes, Unit Tests, Essays, Oral and Written Presentations	Launching Writer's Workshop		How does a writer build stamina? What are different genres of writing? Why do people write? What does a writer do when he/she feels stuck? What do we want to write this year? How do we build a culture of revision?	Varied Final Draft Writing Assignments	Varies by Guided Reading Group per Fountas and Pinnell & Social Studies/Science Unit			Daily Reflection Sheets, Discussion Group Report Outs, Book Quizzes			Who will we be as a community? What agreements can we make to ensure this kind of community can be achieved?	Classroom Culture	
Cells	MS-LS1-1, MS-LS1-2, MS- LS1-3, MS-LS1-4, MS-LS1- 5, MS-LS1-6, MS-LS1-7, MS-LS1-8				7-W3.2.1, 7-W3.2.2, 7- W4.1.2, 6-G2.2.1, 6-G2. 2.2, 6-G2.2.3, 6-G2.2.4, 7-W2.1.1, 7-W4.2.1															
Chemistry	MS-PS1-1, MS-PS1-2, MS- PS1-3, MS-PS1-4, MS-PS1- 5, MS-PS1-6			Civil War Leading to Reconstruction																
Genetics and Evolution	M5-LS1-4, MS-LS1-5, MS- LS4-6, 7-W1.1.1, 7-W1. 1.2, W2.1, 7-W3.1.1, 7- W3.1.2			Detroit Rebellion	6/7/8-D-8, 6/7/8-J-5, 6/7/8-I-3, 6/7/8-D-9, 6/7/8-D-10, 6/7/8-D-10	What were the root causes fo the 1967 rebellion? What are some lasting effects of the 1967 rebellion? Why does it matter what we call the 1967 rebellion? How did different people see the same event? What is the same? What has changed?		Detroit Rebellion	W 6.2, W 7.2, W 8.2, W 6.2, A, W 7.2, A, W 7.2, A, W 5.2, B, W 7.2, B, W 8.2, B, W 6.2, C, W 7.2, C, W 8.2, C, W 6.2, D, W 6.2, C, W 7.2, D, W 8.2, D, W 6.2, E, W 7.2, F, W 8.2, F, W 8.2			Science Fiction: Parable of the Sower	RL 6.1 RL 7.1							

	Science		Assessments		Social Studies		Assessments		Writin	3	Assessments		Readin	3	Assessments		Advisory 8	k Circles	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	Guiding Questions		Teachers being trained in the Michigan Model of Health Curriculum (in development)	
			Daily Check Sheets, Weekly Quizzes, Unit Tests, Essays, Oral and Written Presentations				Daily Check Sheets, Weekly Quizzes, Unit Tests, Essays, Oral and Written Presentations	Launching writer's workshop		How does a writer build stamina? What are different genres of writing? Why do people write? What does a writer do when he/she feels stuck? What do we want to write this year? How do we build a culture of revision?	Varied Final Draft Writing Assignments	Varies by Guided Reading Group per Fountas and Pinnell & Social Studies/Science Unit			Daily Reflection Sheets, Discussion Group Report Outs, Book Quizzes	First Six Weeks (Responsive Classroom)		Who will we be as a community? What agreements can we make to ensure this kind of community can be achieved?			
		What keeps us and other						Narratives	ELA. W.6.3, ELA.W.6.3A, ELA.W.6.3B, ELA.W.6.3C, ELA.W.6.3E, ELA.W.6.5, ELA.W.6.6.5	writing? How do story element and different parts of the plot interact? How does dialogue move a story		Freak the Mighty - Ecosystems as Schools Study	RL 6.1, RL 7.1								
Ecosystems	MS-LS1-4, MS-LS2-4, MS-LS2-1, MS-LS2-5, MS-LS2-2, MS-LS1-7, MS-LS4-3, MS-LS4-2, MS-LS2-2, MS-LS1-6	organisms alve? What makes Michigan a special place to live? How do people interact with the environment? How has been defined in the who have Michigan How have Michigan How have the make the proposition of the environment? Who has a responsibility to do people have on bidding the make the most		Time Period Research	6-G4.1.1 6-G4.1.2 6-G4. 1.3 6-G4.1.4 6-G4.3.1 6-G4.3.2 6-G4.3.3 6-G5. 1.1 6-G5.1.2 6-G5.1.3 6-G4.1.1 6-G4.2.7-H1.2.1 7-H1.2.2 7-H1. 2.3 7-H1.2.4 7-H1-2.5 7-H1.2.6 7-H1.4.1 7-	Who has power? Who makes decisions? Which groups were marginalized? Who was well as the second of th		Research Writing	W 6.1.8, W 7.1.8, W 8.1.8, W 6.2, W 7.2, W 8.2, W 6.2.4, W 7.2.4, W 8.2.4, W 7.2.4, W 8.2.4, W 6.2.4, W	along?  How do inquiry questions guide our research? What do we wonder about?		Historical Fiction Literature Circles	RL 6.1, RL 7.1	Why do poeple tell history through fiction? How can we read and talk about our reading in a safe, respectful, and reinjuyate way in groups? stand out about the protagonists in teh various stories? What themes or tipoic are present across history?							
Geology	M5-ESS1-4, M5-ESS2-1, M5-ESS2, M5-ESS2-3, M6-ESS2-6, M5-ESS2-3, M6-ESS2-6, M5-ESS2-3, G-E1.1, 6-G1.1,			Governments	W3.1.8	Why do people institute different forms of government? How do nationals of the world interact? How can aglobal perspectives help me understand my world? is América democracy? If not, how do we define our government? What are the challenges and benefits of different types of government?		Soap Box Speeches		How can people , address global or local problems?		Memoirs: Night by Elie Wiesel	RI 6.1, RI 7-1, RI 8.1, RI 6.2, RI 7-2, RI 8.2, RI 6.3, RI 7-3, RI 8.3, RI 6.4, RI 7-4, RI 8.4, RI 6.5, RI 7-5, RI 8.5, RI 6.6, RI 7.8, RI 8.7, RI 6.8, RI 7.8, RI 8.9, RI 6.9, RI 7.9, RI 8.9, RI 6.10, RI 8.9, RI 6.10, RI 8.9, RI 6.10, RI 8.9, RI 6.10, RI 8.9, RI 6.10, RI 8.10								
								Literary Analysis Essay				All American Boys and/or Ghost	RL 6.1, RL 7-1, RL 8.1, RL 6.2, RL 7-2, RL 8.2, RL 6.4, RL 7-3, RL 8.4, RL 6.3, RL 7-3, RL 8.4, RL 6.5, RL 7-5, RL 8.5, RL 6.5, RL 7-7, RL 8.7, RL 6.8, RL 7-7, RL 8.7, RL 6.9, RL 7-8, RL 8.8, RL 6.9, RL 7-9, RL 8.9, RL 6.9, RL 7-10, RL 8.9, RL 6.9, RL 7-10, RL 8.9, RL 6.9, RL 8.10 6, RL 7-10, RL 8.9, RL 6.9, RL 8.9, RL 6.10, RL 7-10, RL 8.10, RL 8.10 6, PK 8.10								
Weather/Clima	MS-ESS2-4, MS-ESS2-5, MS-ESS3-2, MS-ESS3-3, MS-ESS3-4, MS-ESS3-5,	How does Nya's experience with access to water relate to water Probate of water Probate Order of Water Order o		Economics	6-G1.2.1, 6-G1.2.2, 6-G1.2.3, 6-G1.2.4, 6-G1.2.5, 6-G1.2.6, 6-G3.1.1, 6-G3.1.2, 6-G3.2.1, 6-G3.2.2, 6-E1.1.1, 6-E1, 6-E2, F-E2, F-E2.3.1.7, 6-E4.2.1, 6-P4.2.1, 6-P4.2.2, 6-P4.2.3, F-P4.2.3, 8-P4.2.1, 8-P4.2.3, 8-P4.2	access to water? How do social or political issues relate to ecological issues locally or globally? What does the way we read, write, and learn about these issues have to do with our understanding		Blogging	W 6.2, W 7.2	ž.		Long Walk To Water									

				Social Studies		Assessments		Writing	/	Assessments	4	Reading	<i>i</i> /	Assessments		Advisory & C	Circles	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	Guiding Questions		Teachers being trained in the Michigan Model of Health Curriculum (in development)

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

Scie	ence and Social Stu	dies	Assessments		Writing		Assessments		Reading		Assessments	*Mo	rning Meeting & Cir	rcles	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	quick sketch)? How do scientits 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 Or Displaying Finger Patterns Os Displaying Finger Patterns in multiple ways Ot Partition to 5 with Matterials Ou Partition numbers to 5 no materials 1.1 Sequencing Numbers that cross decades	https://docs. google. com/document/d /10TpTnmbFUNN 7IKn- 28TDQKC2B4KHL xh2eWYLS- mqbfA/edit https://docs. google. com/document/d /1PUDuSEM- 4YJX152EGpCibxt yPQfUDObbkfKcE EO1YA/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, 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, S.L.K.4, S.L.1.4, S.L.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	RLK.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 froward to 10 0.LIdentification to 10 "Which number is_?" 0.Midentification to 10 0.Niabacwards counting 10-1 0.Niabacwards counting 10-1 0.Niwnber Word Before 10-1 by dropping back 0,lNumber Word Before 10-1 by dropping back 0,lNumber Word Sefore 10-1 without dropping back 0,wAddition Partially Screened Collection 0.wAddition Partially Screened Collection 0.xAddition Second Collection			
Sun Moon and Stars (resources: https: //curriculum. eleducation. org/curriculum/el a/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	LK.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	RL1.2, RL1.3, RL 1.7, RL2.2	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-C5. 0.1, 1-C5.0.2, K- PS3-1, 1-ESS1-2, K-ESS2-1, K-ESS3-2, K-PS3-2, K-2- ETS1-3, 2-C5.0.1, 2-C5.0.2, 2-C5.			Unit 3	0.aCounting forward to 10 0.Lidentification to 10 "Which number is_?" 0.midentification to 10 "Which number is_?" 0.widdition Unscreened Collections 0.widdition Servened Collections 0.xiddition Servened Collections 0.xiddition Servened Collections 0.xiddition Servened Collections 1.Missing Address 1.Missing Subtrahend 1.kiddition Bare Numbers 1.kiddition Bare Numbers			
Trash, Three R's, Incinerator	1-P3.1, 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-J.16, 1-J.16, 2-G4.0.1, K.J.13, 2-P3.1.1, 2-P3.1.2, 2P3.1.3	is the incinerator in our neighborhood? What happens to stuff we throw away? How do		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 featurse of an informational text help the reader?			U.3, K-(A-16), K- (A-18), 1/2-(I-16), 1/2- (A-18), 1/2-(A- 20), K-(J-16)			Unit 4	Unit 4 AVMR Standards Ountdentification to 10 Of Mumber word after: range 0-10 and makes a running count OeNumber Word After: Range 0-10 with no running count ObCounting forward to 30 1.g/Partitions to 10 with materials			
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 S	Owaddition Partially Screened Collection OxSubtraction Screened Occounting Forward to 30 OLFoundment Forward to 30 OLFound			
				Poetry	LK.4, LK.5, L1.4, L.1.5, L.2.4, L.2.5			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	Oc. Counting forward to 100  Of Number word after. Range 0-100 without running count On Identification to 19  InCounting forward by 10's  InCounting backwards by 10's  InGet 40 sticks  InpAddition with Materials			
																Unit 7	Oc.Counting forward to 100 (1/Number word after Range 0-100 without running count 1,00cmt by 2's 1,rCount by 5's 1,rCount Sylvible - Array 1,67cmups Visible - Array 1,uGroups Visible - Collection			

Scie	ence and Social Stu	ıdies	Assessments		Writing		Assessments		Reading		Assessments	*M	orning Meeting & Ci	rcles	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	quick sketch)?		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 0.s Displaying Finger Patterns in multiple ways 0.1 Partitions to 5 with Materials 0.u Partition numbers to 5 no materials	https://docs.google.com/document/d/10Tp TnmbFUnN7IXn- 28TDQKC2B4KHLxh2eW YLS-mqbfA/edit https://docs.google.		ceesparenty
Meet the Neighborhood Spaces	0.2, 2-G1.0.1, 2- G1.0.2, 2-G1.0.3,	school? How is space used/not		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?			RLK.3, RL.1.3, RL 2.3, RLK.10, RL 1.10, RL2.10	How does the time/place of a story affect what happens? Why is place imporant to story?						Unit 2	Unit 2 AVMR Standards O,Dicks Spatial Patterns O.aCounting forward to 10 O.Lidentification to 10 "Which number is"? O.Midentification to 10 O.Hibackwards counting 10-1 by dropping back O,Number Word Before 10-1 without dropping back O,Windentification to 10 O. Waddition Partially Screened Collections O. wAddition Partially Screened Collection So			
We all Belong	K-(i-1), 1/2-(i-1), 1/2-(i-11), K-(i- 11), K-H2.0.1, K-H2.0.2, K-H2.0.3, 1-G4.0.1, 1-H2. 0.1, 1-H2.0.3, 1/2-(0-7), 1/2-(0-8), K-(0-7)	are families similar and different? How can I share the		Telling My Own Stories (Small Moment)	LK.6, L1.6, L2.6, 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)	RL2.5	How does the beginning introduce a story and end conclude the story?			1-C2.0.1, 1-C5. 0.1, 1-C5.0.2, K- P53-1, 1-E551-2, K-E552-1, K-E552-1, K-E55			Unit 3	0.aCounting forward to 10 0.Lidentification to 10 "Which numb Omidentification to 10 .widdition Inserted Collections 0.widdition inserted Collections 0.widdition inserted Collections 0.yidentifications 0.yidentifications 1.yidentifications 1.yidentifications 1.kiddition Bare Numbers 1.kiddition 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.8, 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)			27, K-93-2, K-2- ETS1-3, 2-C5.0.1, 2-C5.0.2, 2-C5. 0.3, K-(A-16), K- (A-18), 1/2-(J-16), 1/2- (A-18), 1/2-(A-20), K-(J-16)			Unit 4	Unit 4 AVMR Standards  O.midentification to 10  Off. Number word after: range 0-10 and makes a running count  O.eNumber Word After: Range 0-10 with no running count  O.bCounting forward to 30  LePartitions to 10 with materials  1.Partition numbers to 10 no materials			
Taking Care of Pets and Chickents	K-ESS3-3, K-LS1-1, 1-LS1-2, 1-LS3-1, 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-(0-10)	different living things need to survive? What do		How To Writing	W.K.2, W.12, W. 22, W.K.7, W. 1.7, W.27, L.K.6, L.1.6, L.2.6	sequence steps in		Informational texts related to pets and chickens and leved reading groups	n/a (leveled for groups)	n/a (leveled for groups)						<u>Unit 5</u>	O wAddition Partially Screened Collection  0.xAddition Screened Collections  0.x6ddition Screened Collections  0.y6ubtraction Screened  0.bCounting forward to 30  without running count  0.hBackwards counting 10-1  0.Number Word Before 10-1 by  dropping back  1.bBackwards counting 10-1  1.bBackwards counting 10-1  1.bBackwards counting 10-1  1.bBackwards counting 10-1  1.bBackwards without dropping 13-0-1  1.bBackwards without dropping 13-0-1  1.bBackwards without before 10-1  without dropping back  1.eRumber Word Before 10-1  without dropping back  1.eRumber Word Before 10-1  without dropping back  1.eRumber Word Before 10-1  without dropping back			
Gardens and Community	K-ESS2-2, K-ESS3-3, K-G5.0.1, 1-E1.0.2, 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.8, 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 6	Oc. Counting forward to 100 O.f Number word after: Range O-100 without running count O.n Identification to 19 I.m.Counting forward by 10's I.m.Counting backwards by 10's I.m.Gouthus to the state of th			
																Unit 7	Oc. Counting forward to 100 O.f.Number word after: Range 0-100 without running count 1.4,Count by 2's 1.4,Count by 5's 1.5 form Equal Groups 1.tGroups Visible -Array 1.uGroups Visible-Collection			

Scie	ence and Social Stu	dies	Assessments		Writing		Assessments		Reading		Assessments	*Mc	orning Meeting & C	ircles	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 scientits 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 O.f Displaying Finger Patterns O.s Displaying Finger Patterns in multiple ways O.t Partitions to 5 with Materials O.u Partition numbers to 5 no materials 1.f Sequencing Numbers that cross decades	https://docs. google. com/document/d /10TpTnmbFUnN 7IXn- 28TDQKC2B4KHL xh2eWYLS- mqbfA/edit https://docs. google. com/document/d		
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-P3.1.3, 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. 2.1, W.K.5, W. 1.5, W.2.5,	What is persuasive writing? How can I 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,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.lNumber Word Before 10-1 by dropping back 0,jNumber Word Before 10-1 without dropping back 0,wAddition Unscreened Collections 0.wAddition Varsity is considered to Collection 0.wAddition Screened Collections			
History of the Boggs Community	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-	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 to tell story for 1/2) + interviews	W.K.3, W.13, W.2.3, W.K.8, W.1.8, W.2.8, SLK.4, SL1.4, SL2.4 SLK.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.ldentification to 10 'Which numbe 0.mdentification to 10 'Which numbe 0.mdentification to 10 0.wAddition Unscreened Collections 0.wAddition Partially Screened Collect 0.wAddition Screened 1.iMissing Addend 0.ySubtraction Screened 1.iMissing Subtrahend 1.kAddition Bare Numbers 1.kJubtraction 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 O.mldentification to 10 Od.Number word after: range 0-10 and makes a running count O.eNumber Word After: Range 0-10 with no running count O.bCounting forward to 30 1_gPartitions to 10 with materials 1_bPartition numbers to 10 no materials			
	2-G4.0.1, 2-G4. 0.2, 2-G4.0.3, 2- G2.0.1, 2-G2.0.2, 2-P51.2, 2-P51.3, K-ESS2-2, K-2- ETS1-1, 1/2-(J-14)	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	LK.4, L1.4, L2.4, LK.5, L1.5, L2.5	What do poets write about? How do poets play with language?		Circles and Classroom Jobs, Weather and Climate Routines,	2, K-PS3-2, K-2- ETS1-3, 2-C5.0.1,			Unit 5	0.wAddition Partially Screened Collections Oxedition Screened Collections 0.ySubtraction Screened Collections 0.DSubtraction Screened Collections 0.DSubtraction Screened Collections 0.DSubtraction Screened without running count 0.hBackwards counting 10-1 0.hNumber Word Before 10-1 by dropping back 0.pNumber Word Before 10-1 without dropping back 1.bBackwards counting 30-1 1.cBackwards counting 100-1 1.cHownber Word Before 30-1 without dropping back 1.eNumber Word Before 30-1 without dropping back 1.eNumber Word Before 30-1 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	sequence steps in		Informational Texts related to plants and plant science	n/a (leveled for groups)	n/a (leveled for groups)						Unit 6	Oc. Counting forward to 100 O.f. Number word after: Range 0- 100 without running count O.n. Identification to 19 1.mCounting forward by 10's 1.nCounting backwards by 10's 1.0Get 40 sticks			
																Unit 7	Oc.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.rGoung Groups 1.fGroups Visible -Array 1.uGroups Visible-Collection			

Science and Social Stu	udies	Assessments	Writing	Assessments	Readir	Assessments	*Mc	orning Meeting & Ci	ircles	Assessments	Math	Assessments	*Health



# 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									