

**A Sense of Place: Sustainable Living Is Rooted in a Deep Knowledge of Place and Self**  
**Theme 1: Curriculum Map – Grades K–2**

***NOTE:** Codes in **RED** (e.g., **K2.1.1**) in the Learning Outcomes, Garden Activities, and Classroom Extensions columns refer to curriculum resources found in the Appendix documents.*

Strand	Topic	K–2 Learning Outcomes	Garden Activities	Classroom Extensions	Common Core ELA	CC Math Standards	NGSS Standards	HCPS III NHES Health
Weather and Seasons	Names and patterns for local and regional weather	<p>Observe and describe types and names of weather and understand how weather affects us.</p> <p>Measure, record and graph rainfall and temperature.</p>	<p>Create a daily weather journal. Observe and record weather observations, explore prior knowledge, develop a word bank. <b>K2.1.1</b></p> <p>Learn to read a thermometer and rain gauge. Collect, record and graph temperature and rainfall.</p> <p>Learn Hawaiian names for rain or wind in your area. <b>K2.1.2</b></p>	<p>Discuss the day’s weather; record on class calendar and student calendar using weather symbols. Use data at the end of the month for analysis and comparison.</p> <p>Calendar Math</p> <p>Read <i>Sun and Rain – Exploring Seasons in Hawai’i</i> by S. Feeney</p>	<p>K.W.2 K.W.8</p> <p>1.W.7 1.SL.4</p> <p>2.W.7 2.W.8</p>	<p>K.MD.3</p> <p>1.MD.4</p> <p>2.MD.10</p>	<p>K-PS3-1 K-ESS 2-1</p> <p>1-ESS1-1 1-ESS1-2</p> <p>2-ESS1-1</p>	
	Seasons and place	<p>Recognize and name the seasons of your area (rainy/dry, cool/hot, long/short day) also Winter, Spring, Summer, and Fall.</p> <p>Observe the role of the sun in daily and seasonal patterns.</p>	<p>Observe and discuss seasonal differences in the garden, school campus, and surrounding area.</p> <p>Throughout the year, observe and discuss how the hours of daylight change over the year.</p> <p>Temperature exploration; use your senses and a thermometer to explore temperature in</p>	<p>Learn verses and songs for the seasons. <b>K2.1.3</b></p> <p>Post a thermometer in the classroom and chart the temperature at the same time each day. Graph the changes quarterly.</p> <p>Read <u>The Reasons for Seasons</u> by Gail Gibbons; <u>What Makes the Seasons?</u> by Megan M. Cash</p>	<p>K.W.8 K.SL.2</p> <p>1.W.7 1.W.8</p> <p>2.W.7 2.W.8</p>	<p>K.MD.1</p> <p>1.MD.4</p> <p>2.MD.10</p>	<p>K-PS3-1 K-ESS3-2</p> <p>1-ESS1-1 1-ESS1-2</p> <p>2-ESS1-1</p> <p>SC.K.1.1 SC.1.1.1 SC.2.1.2</p>	

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			various spaces.  Observe the impact of seasons on a nearby tree.  Create a structure to reduce warming effects of sunlight.	Create a seasonal Nature Table.				
	The lunar cycle	Observe and describe changes in the moon.	Observe, discuss and draw changes in the shape of the moon over a month’s time.  Explore the moon’s influence on planting and harvesting. <b>K2.1.4</b>  Learn and use a chant, song or verse relating to the moon <b>K2.1.5</b>	Practice the song about the phases of the moon over a month.  Introduce a Moon and Tide Calendar.	K.W.2 K.SL.2  1.SL.2 1.SL.5  2.W.7 2.SL.2	K.G.1 K.G.2  1.G.2 1.G.3  2.G.1 2.G.3	1-ESS1-1	
Names, Stories, and History of Place	Local and regional place names	Know the name of the moku (district) and ahupua’a (land division) where your school is located.	Invite a kupuna (local expert) to tell local stories of your school’s place.  Ask family members to share place names.  Introduce the Ahupua’a Poster <b>K2.1.6</b>	Use these stories as rich prompts for a writing exercise. Draw or describe with words the part of the story that is most remembered.  Make a Word Bank of Family Place Names  Use the Ahupua’a Poster as a prompt for rich discussion and imagining old Hawai’i and its rich and complex land systems. How has the ahupua’a changed?	K.W.8 K.SL.2  1.SL.1 1.SL.2  2.SL.1 2.SL.3		2-LS4-1  SC.2.5.1	

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	Relationship of self to place	Share the story of how your family came to live in this place.	Students ask parents or kūpuna to share a story of how their family came to live here. Share stories with writing and pictures.	Students share stories of how their families came to this place. Stories can be told, parts of them written down and read, and drawings can accompany them.  The stories can be put together into a Class Book that can be read by the teacher or students. This can also be done with audio or digital recording.  Create a chronological timeline.	K.W.8 K.SL.2  1.W.3 1.W.8  2.W.3 2.SL.5			HE.K-2.5.1
	Local legends and stories	Retell a local story or legend about your school’s regional place.	Invite a local expert or kupuna to tell stories of your school’s area. Draw and describe parts of the story (e.g., setting, characters).	Recall the story, then draw and describe parts of the story. Share the story with another student. Who are the characters, what is the setting?	K.W.2 K.W.8  1.W.8 1.SL.4  2.W.8 2.SL.2			HE.K-2.5.1
	Local agricultural history, practices, plants, and people	Be familiar with your local farming history. <b>K2.1.7</b>  Recognize and name plants in your school garden.  Name agricultural crops from your area.	Guided garden walk (color, shape, smell, texture, amounts) <b>K2.1.8</b>  Aloha Plants-plant ID. Learn names of garden plants. Sorting/classification Scavenger hunt. <b>K2.1.9</b>  Brainstorm a list of crops grown and food gathered from your area.	Ask, “Who lives in our school garden? What are their names?”  Students collect leaves from the garden and campus then sort and classify and draw the shapes.  Make leaf rubbings or imprint leaves on clay.  Using the list generated from the garden, create a mural	K.W.7 K.W.8  1.W.7 1.W.8  2.W.7 2.W.8	K.CC.4 K.MD.3  1.NBT.1 1.G.1  2.MD.1 2.MD.2	2-PS1-1 2-LS4-1	

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				that tells the story of the crops that are grown and foods that are gathered in your regional area.  Collect flowers to string into a lei or twist ti leaves to make lei.				
Geography & Direction	Direction and orientation	Identify mauka/makai (inland/toward the ocean), the 4 cardinal directions, and position words (in front of/behind, next to, right/left, front/back, above/below, over/under etc.).	Teacher models words of directionality.  Play directionality game. <b>K2.1.10</b>  Learn a directionality verse and song.  Have a position word scavenger hunt. <b>K2.1.11</b>  Create and learn to read a school garden map.  Make a map of a single garden bed; place it on a larger garden map of the entire garden.	Create word bank of directional words.  Develop mapping skills; learn how to read maps by understanding keys and proportions of scale.	K.L.5  1.L.5  2.L.5	K.G.1  1.G.1  2.MD.1		HE.K-2.5.1
	Major geographical features	Identify and name geographical features you can see from the garden.	Observation game: What do you see when you look to the north, south, etc.? Name these places and add to a large classroom map. <b>K2.1.12</b>  Generate a word bank to describe what you see.	Post a large map of your area/island showing topographical features.  Keep a large Earth globe for students to access when identifying where we are in relation to the rest of the world.	K.W.8 K.L.4  1.W.7 1.L.4  2.W.7 2.SL.3	K.G.1  1.G.3  2.G.3		

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			Use your body to show the geographical features.					
Values	Relationship of family to “place”	Identify and describe the value of the school garden.	Describe the school garden using drawing or writing.  Describe or draw your favorite plant.  Describe or draw your favorite job in the garden.	Using the list of identified garden “values,” write a sentence that describes the value. Collect student sentences into a garden story. Students read the garden story to each other. Create a title for this story.	K.SL.2 K.SL.4  1.SL.2 1.SL.4  2.SL.2 2.SL.4			1.2.1 2.2.2  HE.K-2.5.2
	School values	Incorporate school values into the garden.	What are our school’s values? (example: Being Pono) Identify and discuss how we can model these values in the garden class.	Can our school values also be modeled in the classroom? Is the classroom different than the garden? Are there differences?	K.W.8  1.W.8  2.W.8			1.2.1 2.2.2  HE.K-2.5.2
	Hawaiian values	Practice and describe aloha ‘āina, mālama ‘āina.	Teacher models and names concepts including: aloha ‘āina, mālama ‘āina, asking permission, taking only what you need, leaving enough to make more, reducing waste, etc.  Teacher uses the wise sayings from ‘Ōlelo No‘eau as small stories to illustrate these practices. <b>K2.1.13</b>	Students create a personal goal where they can model one of these values at school and at home. Write the goal into a sentence. Read the goal to a friend. Draw a picture of the value.  <i>Read Pulelehua and Māmakī by Janice Crowl</i>	K.SL.2 K.L.4  1.SL.3 1.L.4  2.SL.3 2.L.4			1.2.1 2.2.2 6.2.1  HE.K-2.6.2

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	Best practices	Follow garden agreements in order to ensure a respectful, safe and cooperative learning environment.	<p>Students will learn a verse, song, or ‘oli and use it to ask permission to enter the garden.</p> <p>Establish garden agreements with students at the beginning of the year, using “value words” and refer back to them (Hawaiian cultural values and GLOs).</p> <p><b>K2.1.14</b></p> <p>Using the Best Practices in School Gardens Poster, students model and remind each other of good garden safety practices.</p>	<p>Practice verse, ‘oli, or song in class.</p> <p>Review Garden Agreements before students come to the garden.</p> <p>Hang the posters of the Hawaiian GLOs in the classroom. Use the sayings as they are applicable.</p> <p>Hang a copy of the Best Practices in School Gardens Poster in the classroom.</p> <p>Follow the Food Safety Practices when preparing food in the classroom.</p> <p><b>K2.1.15</b></p>	<p>K.SL.2</p> <p>K.SL.6</p> <p>1.SL.1</p> <p>1.SL.4</p> <p>2.SL.1</p> <p>2.SL.4</p>			<p>1.2.1</p> <p>1.2.3</p> <p>2.2.2</p> <p>4.2.3</p> <p>7.2.1</p> <p>HE.K-2.1.4</p>
		Working together	<p>Using rope for a tug of war, discuss forces and interactions, pushes and pulls.</p> <p>Students practice addition or subtraction sentences while jumping rope</p>	<p>Students can always take a break from classroom work to jump rope together and practice number sentences, times tables, or ELA, such as: describing words, action words, names of places, people, things, etc.</p>	<p>K.W.8</p> <p>1.W.8</p> <p>2.W.8</p>	<p>K.CC.1</p> <p>1.NBT.1</p> <p>2.NBT.2</p>	K-PS2-1	<p>1.2.2</p> <p>7.2.1</p> <p>HE.K-2.1.2</p>