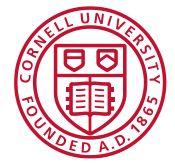


Project S.O.W. Learning Standards

Unit One: Cultivating Community						
Subject Learning Standards	Activity Connections to Learning Standards					
	1.1 Group Bingo	1.2 Community Agreements	1.3 The Importance of Land	1.4 Raisin Imagination	1.5 Growing Microgreens	1.6 The World Under Our Feet
English						
Reading			1,4,6			
Writing						
Speaking and Listening	1	1	1	1		
Language						
Family and Consumer Science	3	1,3			3	3
Health	2	1,2,3		2		
Mathematics						
Physical Education					1	1
Science				MS-PS1-3	MS-LS1-4; MS-LS1-5	MS-LS1-5
Social Studies			3	1,3		3

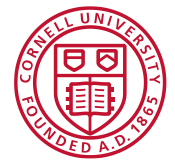
Unit Two: Gardening with Gratitude						
Subject Learning Standards	Activity Connections to Learning Standards					
	2.1 Gratitude Circle	2.2 Appreciation in the Garden	2.3 Markers of Inspiration	2.4 Connecting with Elders	2.5 Reading a Seed Packet	2.6 Imagine, Plan, Plant
English						
Reading					1	1
Writing		2,4				
Speaking and Listening			1	1,4,6		1,4
Language				1,3	6	4,6
Family and Consumer Science	1,3	1,3		3		3
Health	1	1,2	2			2
Mathematics						1
Physical Education						1,4
Science					MS-LS1-4; MS-LS1-5	MS-LS1-6; MS-LS1-4; MS-LS1-5
Social Studies		1,3		1		3



Project S.O.W. Learning Standards

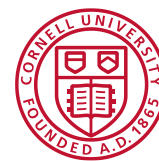
Unit Three: Sowing Seeds of Curiosity							
Subject Learning Standards	Activity Connections to Learning Standards						
	3.1 Complexities of Strength	3.2 Where do You Land?	3.3 Journeying Through Our Food System	3.4 Food System Influences	3.5 What is Justice?	3.6 Let's Talk about Food Justice	3.7 Planting the Garden
English							
Reading				7	1,4	1,4	
Writing							
Speaking and Listening	1	1	1,4	1,2,3	1	1	
Language			6	6		6	
Family and Consumer Science	1,3			3	3	3	3
Health	1,2	2	2	2,3	1,2	1,2,3	
Mathematics							
Physical Education		4				4	1,4
Science			MS-PS1-3	MS-PS1-3; MS-LS2-2; MS-LS1-5; MS-ESS3-5; MS-ESS3-4			MS-LS1-6; MS-LS1-4; MS-LS1-5
Social Studies			3	1,3,4,5	1,3	1,3,4,5	

Unit Four: Rooting Resilience					
Subject Learning Standards	Activity Connections to Learning Standards				
	4.1 Step in	4.2 Voices in Justice	4.3 Reimagine Our Food System	4.4 Rooting Ourselves	4.5 Garden Celebration
English					
Reading		1,4,6			
Writing			2,4	2	
Speaking and Listening	1	1,4	1,4	4	1
Language					
Family and Consumer Science	1,3	3	3	1,3	3
Health	1		2,3	1,2,3	2
Mathematics					
Physical Education	4				
Science			MS-LS2-2; MS-LS1-5		
Social Studies		1	3		



Project S.O.W. Learning Standards

Subject	Standards
<a href="#">English</a>	
<b>Reading</b>	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape, meaning or tone.
	STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
	STANDARD 7: Integrate and evaluate content presented in diverse media and formats.
<b>Writing</b>	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
<b>Speaking and Listening</b>	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations, with diverse partners; express ideas clearly and persuasively, and build on those of others.
	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
	STANDARD 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
	STANDARD 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of academic English when indicated or appropriate.
<b>Language</b>	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b><a href="#">Family and Consumer Science</a></b>	Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
	Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.



Project S.O.W. Learning Standards

Subject	Standards
<a href="#">Health</a>	Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
	Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
	Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.
<a href="#">Math</a>	Standard 1. Make sense of problems and persevere in solving them.
<a href="#">Physical Education</a>	Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.
	Standard 4: Exhibits responsible personal and social behavior that respects self and others.
<a href="#">Science</a>	MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
	MS-LS1-6. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
	MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.
	MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively.
	MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
	MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
	MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
<a href="#">Social Studies</a>	Standard 1: History of the United States and New York. Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
	Standard 3: Geography. Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.
	Standard 4: Economics. Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
	Standard 5: Civics, Citizenship, and Government. Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.