

**The Living Soil--The Living Plant: We are all Interconnected and Related**  
**Theme 2: Curriculum Map – Grades K–2**

**NOTE:** Codes in **RED** (e.g., **K2.2.1**) 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	CC ELA Standards	CC Math Standards	NGSS HCPS III-Science Standards	HCPS III NHES Health
Scientific Inquiry	Scientific inquiry & engineering design	<p>Make Observations. Ask questions. Collect data. Interpret data. Make conclusions.</p> <p>Design, build, and test various solutions to simple garden problems in infrastructure.</p>	<p>What is soil made of? Observe garden soil. Ask questions. Explore and classify the parts of soil. Where do these soil parts come from? Can we recombine them to make soil?</p> <p>Design a solution to a problem identified in the garden. Discuss possibilities, create a small model, build the best solution, test.</p>	<p>As challenges arise in the school garden the children share them. Keep a wall chart of problems to be solved.</p> <p>Investigate topics led by student-inquiry using scientific method.</p>	<p>K.W.7 K.SL.2</p> <p>1.W.7 1.SL.4</p> <p>2.W.7 2.SL.2</p>	<p>K.MD.2 K.MD.3</p> <p>1.MD.4</p> <p>2.MD.10</p>	<p>K-LS1-1 K-ESS3-1</p> <p>1-LS1-1 1-ESS1-2</p> <p>2-LS2-1 2-LS4-1</p>	HE.K-2.5.1
Science of Living Soil	Characteristics and components of living soil	<p>Understand how soil is created. Recognize differences among soil samples and be able to identify living and nonliving components of soil.</p>	<p>Explore different types of soil using the 5 senses</p> <p>Observe and compare soil samples collected from different sites.</p> <p>Develop a word bank and draw or write about soil descriptions. <b>K2.2.1</b></p> <p>Sort and classify soil components. Recombine to make soil. <b>K2.2.1</b></p>	<p>Senses exploration exercises. <b>K2.2.2</b></p> <p>Use the word bank developed in the garden class to integrate into the daily work.</p> <p>Discuss the different interpretative meanings of the words soil and dirt.</p>	<p>K.W.2 K.SL.4</p> <p>1.W.7 1.SL.4</p> <p>2.W.7 2.SL.2</p>	<p>K.MD.2 K.MD.3</p> <p>1.MD.4</p>	<p>1-LS1-1</p> <p>2-PS1-1 2-PS1-2 2-PS1-3</p> <p>SC.K.1.1 SC.K.1.3 SC.K.3.1 SC.K.4.1 SC.K.6.1</p> <p>SC.1.5.2</p>	

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	Soil organisms - their functions and interrelationships	<p>Understand that soil is alive and that organisms and organic matter are responsible for soil health.</p> <p>Recognize the difference between vertebrates and Invertebrates: FBI - Fungus, Bacteria, and Invertebrates</p>	<p>Investigate worms living in soil and compost systems</p> <p>Create and maintain a worm bin to investigate the role worms play in soil fertility <b>K2.2.3 STEM</b></p> <p>Sift finished compost (or garden soil) and explore, draw, and describe the organisms you see in the soil. <b>K2.2.4, K2.2.5</b></p>	<p>Keep a small classroom worm box. Use this as a prompt for writing and drawing about the life of a worm.</p>	<p>K.RI.10 K.W.2</p> <p>1.RI.10 1.SL.4</p> <p>2.RI.10 2.W.7</p>	<p>K.CC.5 K.CC.6</p> <p>1.OA.5 1.NBT.1</p> <p>2.OA.1</p>	<p>K-LS1-1 K-ESS3-1</p> <p>1-LS1-1</p> <p>2-PS1-1 2-PS1-2 2-LS4-1</p> <p>SC.K.1.2 SC.1.5.2 SC.2.3.1</p>	
	The creation and erosion of soils	<p>Identify living and nonliving components of soil and understand their sources.</p>	<p>Sort and classify the components of soil into living and nonliving things and discuss their origins.</p> <p>Experiment with combining individual soil components to create soil.</p> <p>Investigate origins of Hawai'i's soils through the story of the 'Ōhia. <b>K2: 2-6</b></p>	<p>Grandma's Seed Box Sort and Classify. <b>K2.2.3</b></p> <p>Students retell the 'Ōhia story from memory. The plight of the 'Ōhia today and the significance of this Keystone Species tree can be discussed, written about, or drawn.</p>	<p>K.W.7 K.SL.2</p> <p>1.RI.10 1.W.7</p> <p>2.RI.3 2.W.7</p>	<p>K.CC.4 K.CC.6</p> <p>1.MD.4</p> <p>2.MD.5</p>	<p>2ESS1-1 2ESS2-1 2ESS2-2</p> <p>SC.K.1.3 SC.1.2.2 SC.2.8.1</p>	
	Soil Mixtures for planting	<p>Understand the differences between potting soil and garden soil for planting seeds and plants.</p>	<p>Observe potting mix and garden soil. Compare and contrast by experimenting with germinating seeds in both mediums and record observations.</p> <p>Create a soil mixture for transplanting (½</p>		<p>K.W.3 K.W.7</p> <p>1.W.7 1.SL.1</p> <p>2.W.7 2.SL.1</p>	<p>K.CC.5 K.CC.6</p> <p>1.NBT.3 1.MD.4</p> <p>2.OA.1 2.G.3</p>	<p>2-PS1-1 2-PS1-2</p> <p>SC.2.8.1</p>	

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			<p>compost, ½ potting soil) and discuss why transplants need compost.</p> <p>Compare and contrast the soil beneath a tree with soil in a vegetable garden bed.</p>					
	The role of oxygen, carbon and nutrient cycling in the soil	Understand the role of nitrogen and carbon in the soil cycle.	<p>Students build a compost pile and identify that green material (nitrogen) and brown material (carbon), oxygen, and moisture are necessary for compost transformation. <b>K2.2.7</b></p> <p>Students apply finished compost to garden beds and observe the results.</p> <p>Sing “Dirt Made My Lunch” by Banana Slug String Band <b>K2.2.8</b></p>	<p>Practice “Dirt Made My Lunch” Song <b>K2.28</b></p> <p>Students bring samples of soil from home, observing and describing the differences and similarities.</p>			2-PS1-1 2-PS1-2	
Science of Living Plants	The relationship between weeds and soil	Recognize the advantages and disadvantages of common weeds and their names. Identify the role weeds play in soil health.	<p>*Conduct a weed identification walk to learn the names of common garden weeds <b>K2.2.9</b></p> <p>*Investigate the role of weeds in soil health (ex: identify where weeds grow to cover bare soil)</p> <p>*Sort and classify common weeds by variety, leaf size, etc.</p>	Weeds: Guardians of the Soil. Use this idea for a discussion of weeds and create a poster showing common and useful weeds of your area.	<p>K.SL.2 K.L.4</p> <p>1.SL.2 1.L.4</p> <p>2.SL.2 2.L.4</p>	<p>K.MD.3 K.G.1</p> <p>1.MD.4</p> <p>2.MD.10</p>	2-PS1-1 2-LS4-1  SC.1.5.1 SC.K.3.1	

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			<p>*Chop and drop weeds, add to compost, or make tea from weeds (only use weeds that are not vines and are not seeding). <b>K2.2.10</b></p>					
	The life cycle of a plant, from seed to seed, structure and function	<p>Identify the structure and function of the 6 plant parts.</p> <p>Identify and describe patterns of what plants and animals need to survive.</p>	<p>Grow a plant from seed to seed; observe, measure, and record/graph growth.</p> <p>Identify the stages of the life cycle and six plant parts as plants grow in the garden. <b>K2.2.11</b></p> <p>Learn the Six Plant Part Song. <b>K2.2.12</b></p> <p>Grandma's Seed Box: sort and classify. <b>K2.2.3</b></p> <p>Grow and prepare a salad using ingredients from all six plant parts.</p> <p>Identify the edible and nonedible parts of plants in the school garden.</p>	<p>Germinate a bean seed on a moist paper towel in the classroom and observe over 1-2 weeks. Draw what you see over time.</p> <p>If your school has the USDA FFVP Program use the weekly snack as another way to talk about the edible parts of fruits and vegetables</p> <p>Practice the Six Plant Part Song.</p> <p>Ask students to draw the six plant parts of one type of plant. Label the parts with words. Share.</p> <p>Read <i>It's Harvest Time</i> by Jean McElroy</p> <p>Read <i>Stems</i> by Vijaya K. Bodach.</p> <p>Experiment with showing absorption and uptake of water and nutrients by using celery stalks placed in mixture of water and food coloring.</p>	<p>K.W.2 K.SL.2</p> <p>1.W.2 1.SL.2</p> <p>2.W.2 2.SL.2</p>	<p>K.MD.1 K.MD.3</p> <p>1.MD.2 1.MD.4</p> <p>2.MD.4 2.MD.9</p>	<p>K-LS1-1 1-LS1-1 2-LS2-1</p> <p>SC.K.1.1 SC.1.4.1 SC.2.4.1</p>	

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	Photosynthesis	Understand the role of the sun in the plants' ability to make their own food.	While standing in the garden, observe and identify where plants get energy- Feel the sun  Play Photosynthesis Tag <b>K2.2.13</b>  Conduct an experiment comparing plants grown with and without sunlight  Introduce the science of photosynthesis.	Read about how the sun provides energy for plants and people.	K.W.8 K.SL.2  1.W.8 1.SL.2  2.W.8 2.SL.2		K-PS3-1 K-PS3-2  2-LS2-1  SC1.3.1 SC.1.4.1	
	Propagation of plants	Propagate plants via seed, transplanting, and vegetative propagation.	Experiment sowing seeds directly into garden soil and into pots. Observe, compare and chart days to germination, flowering and fruiting. <b>K2.2.14</b>  Transplant potted seedlings into garden soil. <b>K2.2.15</b>  Plant via vegetative propagation (kalo, banana, sugar cane, sweet potato, or pineapple). <b>K2.2.16</b>	Explore re-sprouting plants from pieces (celery stalk, green onion bottoms, carrot top, sweet potato).  Provide seedlings for distribution to students and growing at home; then compare growth notes.  Discuss what and how student families grow for their homes.	K.W.7 1.W.7 2.W.7	K.CC.4 K.MD.2  1.OA.7 1.MD.4  2.MD.9 2.MD.10	K-LS1-1 K-ESS3-1  1-LS1-1 1-LS3-1  2-PS1-2 2-LS4-1  SC.1.5.2 SC.2.4.1	
	Polynesian introduced, endemic, and indigenous plants	Identify and name main forest trees (koa, 'ōhi'a) and canoe crops (banana, kalo, 'uala, kō, 'ulu, 'olena, ti leaf).	Teacher conducts a guided garden walk; identify introduced, endemic, and indigenous plants.	Students identify and share information on what kinds of different plants grow in their own yards.	K.W.8 K.L.4  1.W.8 1.L.4	K.CC.4 K.CC.6  1.NBT.1 1.MD.4	K-LS1-1 1-LS1-1 2-LS2-2 2-LS4-1  SC.K.1.1	

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		Recognize that plants have arrived at different times in different ways: waves, wind, and wings.	<p>Conduct a biodiversity scavenger hunt. <b>K2.2.17</b></p> <p>Investigate how plants arrived in Hawaii. Seeds are dispersed (wind, water, wings).</p> <p>Harvest and prepare native plants for a craft, cordage, food, medicine, beverage, or lei. <b>K2.2.18</b></p>		2.W.8 2.L.4	2.OA.1 2.MD.10	SC.K.1.2 SC.1.5.2 SC.2.5.1	
	Inheritance, genetic variation, and diversity in plants	Observe differential traits of varieties of a plant species.	<p>Sort, classify, and count different traits among multiple varieties within a particular plant species (e.g., beans, lettuce).</p> <p>Generate questions about the variations they see in the garden. Have students hypothesize explanations of why variations happen.</p> <p>Observe how a young plant is like but not exactly like the parent plant.</p> <p>Look for plants in the garden that can be divided off the parent plant and harvest keiki. Explore how these plants resemble their parents.</p>	<p>Read stories about the garden and plant types.</p> <p>Identify and compare similarities and differences of genetically inherited traits in animals and humans.</p>	<p>K.SL.2 K.SL.3</p> <p>1.W.8 1SL.2</p> <p>2.W.8 2.SL.3</p>	<p>K.CC.4 K.MD.3</p> <p>1.NBT.3 1.MD.4</p> <p>2.OA.3 2.MD.10</p>	<p>K-ESS3-1</p> <p>1-LS3-1</p> <p>2-PS1-1</p> <p>SC.K.5.1 SC.K.6.1 SC.1.1.1 SC.1.5.1</p>	

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Science of Soil Fertility	Creating compost systems	Describe the components of composting (green and brown, decomposers, air, water, time).	<p>Identify and collect green (nitrogen) and brown (carbon) materials for compost pile.</p> <p>Build, tend, and record observations of a compost pile over time. <b>K2.2.7</b></p> <p>Observe nature’s composting (i.e. a rotting apple, leaves decomposing under a tree).</p> <p>Build and tend a garden worm bin. <b>K2.2.3</b></p> <p>Make and use compost tea.</p>	<p>Build and tend a classroom worm bin. <b>K2.2.3</b></p> <p>Read <i>Compost Stew - An A to Z Recipe for the Earth</i> by Mary M. Siddals</p>	<p>K.W.3 K.W.7</p> <p>1.W.7 1.W.8</p> <p>2.W.7 2.W.8</p>	<p>K.G.1 K.G.3</p> <p>1.G.3</p> <p>2.G.3</p>	<p>K-ESS3-3</p> <p>1-LS1-1</p> <p>2-LS4-1</p> <p>SC.2.6.1</p> <p>SC.2.8.1</p>	
	Natural soil fertility systems	<p>Understand that compost feeds the soil and plants.</p> <p>Mulch protects, cools, and retains moisture in the soil.</p>	<p>Apply finished compost and/or vermicompost to the garden.</p> <p>Investigate and gather different materials from the nearby environment and use to mulch around garden plants.</p> <p>Grow plants that make good mulch sources. <b>K2.2.19</b></p> <p>Observe and record temperature of mulched and un-mulched soil. <b>K2.2.20</b></p>	<p>Use the temperature collection log as a prompt for graphing data and thinking about temperature differences. <b>K2.2.20</b></p>	<p>K.W.7 K.SL.2</p> <p>1.W.7 1.SL.2</p> <p>2.W.7 2.SL.3</p>	<p>K.G.1 K.G.4</p> <p>1.MD.4</p> <p>2.MD.9</p>	<p>K-ESS3-3 K-PS3-2</p> <p>2-PS1-2 2-PS1-4</p> <p>SC.K.1.2 SC.2.6.1 SC.2.8.2 SC.1.2.2</p>	

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			Grow a plant in amended (with compost) and non-amended soils; record observations and formulate questions based on observations.					
	Decomposition	Understand that decomposition includes organic materials, air, water, organisms, and time.	<p>Build, turn, and sift a compost pile and observe decomposition. <b>K2.2.7</b></p> <p>Conduct a visual investigation of fungi, bacteria, and invertebrates (FBI) in compost using our eyes and a magnifying glass. Tell the story of the compost pile as the ultimate resort getaway (ideal habitat) for the FBI, a place with all their favorite food, enough air, water, etc. <b>K2.2.21</b></p> <p>FBI &amp; Decomposition songs <b>K2.2.4</b></p> <p>Observe decomposition of mulch on the soil over time (compost in place).</p> <p>Experiment with the decomposition of organic and inorganic materials. Bury and dig up to observe over time. Rank them.</p>	Students create a visual report of decomposition of organic & inorganic materials over time. Can utilize digital photos to create a slideshow or Powerpoint for presentation.	K.W.2 K.W.7  1.W.2 1.W.7  2.W.2 2.W.7	K.MD.2 K.MD.3  1.MD.4  2.MD.5	K-LS1-1 K-ESS3-1  2-PS1-1  K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3  SC.2.6.1	

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Biodiversity and interdependent relationships	The effects of weather on the earth, soil, and plants	Understand how sun, rain, and clouds affect soil and plants.	<p>Observe changes in the garden after a weather event (rainfall, heavy wind, cloudy day).</p> <p>Investigate how temperature changes with clouds and rainfall.</p> <p>Observe and discuss how plants are affected by rain, sun, drought, and temperature. <b>STEM</b></p>	<p>Get a classroom thermometer, observe temperature and record at 3 points or more during the day.</p> <p>Students can record data to compare and analyze results.</p>	<p>K.W.7 K.SL.1</p> <p>1.W.7 1.SL.1</p> <p>2.W.7 2.SL.1</p>	<p>K.MD.2 K.G.1</p> <p>1.NBT.3 1.MD.4</p> <p>2.MD.4 2.MD.9</p>	<p>K-ESS2-1 K-ESS3-2</p> <p>1-ESS1-2</p> <p>2-ESS2-1 2-ESS2-3</p> <p>SC.1.1.2 SC.1.8.1 SC.2.1.2</p>	
	Biodiversity within the garden environment	Diversity creates strength and health in a living system, plant and animal interdependence.	<p>Conduct a nature walk to identify trees and plants on the school campus. What is biodiversity?</p> <p>Observe and/or draw different types of seeds or leaves and describe their differences; have students sort them based on their observations.</p> <p>Count and name the different types of trees students can see from the garden.</p> <p>Biodiversity Survey: Who lives in our garden, what are their names? How many of each can you count? <b>K2.2.22</b></p> <p>Compare biodiversity of the campus to the</p>	<p>Ask students to share what they saw on the campus nature walk. Can they remember the names of any of the trees or plants?</p> <p>Where is there the most biodiversity, campus or garden? Why?</p> <p>Read <i>On One Flower - Butterflies, Ticks and a Few More Icks</i> by Anthony D. Fredericks</p> <p>Offer for reference non-fiction texts such as <i>What Lives in the Garden?</i> by John Woodward</p>	<p>K.W.8 K.SL.3</p> <p>1.W.8 1.SL.2</p> <p>2.W.8 2.SL.2</p>	<p>K.CC.5 K.CC.6</p> <p>1.MD.4</p> <p>2.MD.10</p>	<p>K-LS1-1 K-ESS3-1</p> <p>1-LS1-1 1-LS3-1</p> <p>2-PS1-1 2-LS2-2</p> <p>SC.K.1.1 SC.1.4.1 SC.2.3.1</p>	

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	Interrelationships between soil, plants, animals, humans, and environment	Describe how living things are interconnected with each other and with the environments they live in.	<p>garden.</p> <p>Explore plant relationships with companion planting (ex: 3 sisters-corn, beans, squash). <b>K2.2.23</b></p> <p>Investigate, observe and identify plant/animal relationships in the garden. Draw a picture or describe one relationship.</p> <p>Observe and discuss the activity and interaction of birds, mammals, and invertebrates in the garden.</p> <p>Use the garden as a model to observe and identify how soil, plants, animals, insects, and humans interact; draw or describe one of these relationships</p>	<p>Tell or read the story of The Three Sisters.</p> <p>Students write or draw a story about an interrelationship they have observed in the garden. Share.</p> <p>Read <i>Jo MacDonald Had a Garden</i> by Mary Quattlebaum; <i>Molly's Organic Farm</i> by Carol L. Malnor &amp; Tina L. Hunner</p> <p>Read <i>Pulelehua and Māmaki</i> by Janice Crowl; show native plant and native Kamehameha butterfly (including life cycle phases).</p>	<p>K.RI.10 K.SL.2</p> <p>1.RI.3 1.SL.2</p> <p>2.RI.3 2.SL.2</p>	<p>K.CC.5 K.CC.6</p> <p>1.MD.4</p> <p>2.MD.10</p>	<p>K-ESS3-1 K-LS1-1</p> <p>1-LS1-1</p> <p>2-LS4-1</p> <p>SC.K.1.1 SC.1.5.2 SC.2.3.1</p>	
	Beneficial organisms and pests (IPM, pollination)	Understand the role of the 3 P's of a garden system: Pests, Pollinators, and Predators.	<p>Identify and draw common garden insects. <b>K2.2.24</b></p> <p>Identify evidence of pests in the garden. (Example: holes in leaves, aphids on leaves)</p> <p>Identify garden pollinators and</p>	<p>Ask the students to share what they know or remember about pests, pollinators, and predators.</p> <p>Read short stories about the insects that are important to our food system like bees and butterflies, etc.</p> <p>Design an enclosed habitat for an insect to</p>	<p>K.W.8 K.SL.2</p> <p>1.W.8 1.SL.2</p> <p>2.W.8 2.SL.2</p>	<p>K.G.1 K.G.4</p> <p>1.MD.4 1.G.1</p> <p>2.MD.3 2.MD.9</p>	<p>K-LS1-1 K-ESS2-2</p> <p>1-LS3-1</p> <p>2-LS4-1 2-LS2-2</p> <p>SC.K.1.2 SC.1.5.2 SC.2.3.1</p>	

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			<p>beneficial insects and the plants that attract them. <b>K2.2.25</b></p> <p>Grow a butterfly garden.</p> <p>Observe and ask questions about the roles of pests, pollinators, and predators in the garden system.</p> <p>Play the Pests, Pollinators, &amp; Predators Tag Game. <b>K2.2.13</b></p>	<p>observe closely and study.</p> <p>Create a scarecrow out of recycled materials to help scare away some garden pests.</p>				
Science of Best Garden Practices	Preparation for planting	Know how to prepare a garden bed or a pot for planting a seed or plant.	<p>Prepare a bed for planting. Remove weeds, add amendments, and smooth the soil with a rake.</p> <p>Fill pots with potting mix and plant seeds.</p>	<p>Children can describe, write, or draw the steps to make a bed.</p> <p>Design a visual plan to create garden beds; teach about shapes, how to measure length/width, perimeter, or how to partition into fractional parts.</p> <p>Read <i>Jack’s Garden</i> by Henry Cole; <i>Water, Weed, and Wait</i> by Edith H. Fine</p>	<p>K.RI.1 K.SL.2</p> <p>1.RI.1 1.SL.2</p> <p>2.RI.3 2.SL.2</p>	<p>K.G.1 K.G.6</p> <p>1.MD.2 2.G.3</p> <p>2.MD.1 2.G.3</p>	<p>K-LS1-1 1-LS1-1 2-LS1-1</p> <p>K-2-ETS1-1 K-2-ETS1-2 K-2-ETS1-3</p>	
	Safely use, maintain, store, and repair garden tools	Demonstrate proper use, safety, and maintenance of garden tools.	<p>Learn the names of the tools, how to use them safely and when to use them, how to clean them and put them away. <b>K2.2.26</b></p>		<p>K.SL.4 K.L.4</p> <p>1.SL.4 1.L.4 2.W.8 2.SL.2</p>		<p>K-2-ETS1-1</p>	<p>7.2.2 HE.K-2.1.4</p>

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			Some tools are not appropriate for K-2.					
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