

## *Appendix A Newton Public Schools Curriculum Standards*

The Horace Mann teachers have provided a number of direct connections the community classroom would have to their curriculum. The following is a sample of those connections and the related curriculum areas.

### **Kindergarten**

- Bulb Unit - Planting (or just observing) bulb growth in the garden space to extend the identified curriculum (Science)
- Butterfly Unit - Opportunities for observation; identifying specific plants that attract butterflies; releasing our classroom butterflies in the community space. (Science)
- Five Senses - Visit the space to focus on the five senses; sorting objects by properties (Science, Language Arts, Math, Social Studies)
- Seasons Unit - Observational drawing in a specific space in all four seasons. (Science, Language Arts, Math, Social Studies)

### **Grade 1**

- Backyard Explorers Unit \_ Observations of Garden Habitat (Science)
- Weather/Shadows Unit \_ Cloud Observations, Measurements using thermometer, ruler (Science)
- Bird Unit \_ Bird Observations (Science, Language Arts)
- Famous Persons Unit - In studying Rachel Carson, first graders could use the space to talk about her beliefs, consider life cycles, and identify environmental issues that could effect our garden space. (Social Studies, Science, Language Arts)

### **Grade 2**

- Astronomy/Moon Unit - Use the sun dial as a means of telling time. (Science, Math)
- Open Circle \_ Meet outside once each season, particularly for the lessons involving sharing space, reflective behavior, calm breathing. (Social Studies)
- Sequence Life Cycle events (Science)

### **Grade 3**

- Tree Unit \_ Observational drawings looking at leaves and root systems; seasonal observations. (Science, Language Arts)
- Poetry Unit \_ Teachers currently use nature as a focus for some of our poetry work. Using this garden space with an area to observe and write would highly enhance the experience. (Language Arts, Science)
- Wampanoag Unit \_ Connection to the Wampanoag seasonal planting schedule. Explaining the plants' relation to each other, their growing cycles, growing times, etc. (Social Studies, Science)

#### **Grade 4**

- Demonstrate an understanding of various rock materials from igneous, sedimentary, and metamorphic rock. (Science)
- Explain how plant and animal structures are adaptations that help them survive in the environment (Science, Language Arts)
- Open Circle \_ Meet outside once each season, particularly for the lessons involving sharing space, reflective behavior, calm breathing. (Social Studies)

#### **Grade 5**

- Weather Unit - Recording and relating sky observations and weather phenomena (Science, Language Arts, Math)
- Perspective Writing \_ Write a story from the point of view of an inhabitant of the garden. (Language Arts)
- Poetry \_ Use the gazebo as a place to write and share poetry. Use the outdoor venue for a community poetry reading, inviting neighbors and residents from the elderly housing units across the street. (Language Arts)
- The natural world is important to help children say connected to the planet and observe changes in seasons. An outdoor classroom gives us another way to connect to environmental issues and provides a dedicated area for study and reflection. (Language Arts, Social Studies, Science)
- Open Circle \_ Meet outside once each season, particularly for the lessons involving sharing space, reflective behavior, calm breathing. (Social Studies)

#### **Art**

In all grades, observational drawings are a natural use for this space. Using various artistic styles to represent the garden (Impressionist, Modern, etc.) in the confines of the space with an area to draw is invaluable.

#### **Music**

Using the gazebo area to perform spring community concerts, both singing and instrumental.

#### **Library**

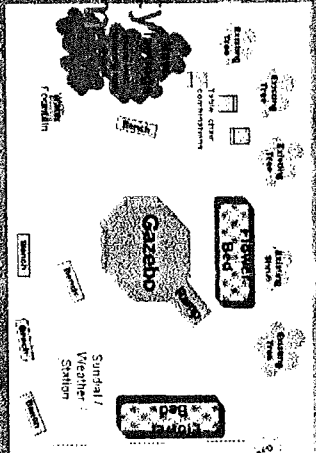
As classes study outdoor spaces, we could hold library classes in the community garden where focused book talks and authors could be discussed and highlighted.

#### **Physical Education**

During outside activities, this area could be used as a warm-up area, a space to give specific directions before expanding to the field area, and as a cool-down space at the end of a physical education class.

← To Day Middle School

Little League Field



Horace Mann School

Albemarle Road

Ball Field

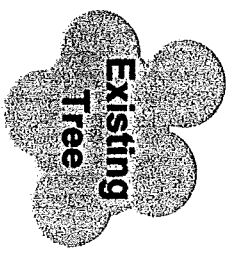
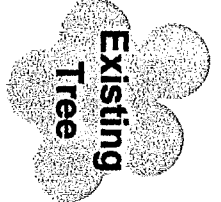
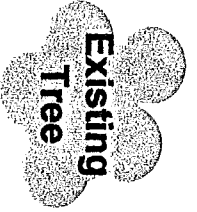
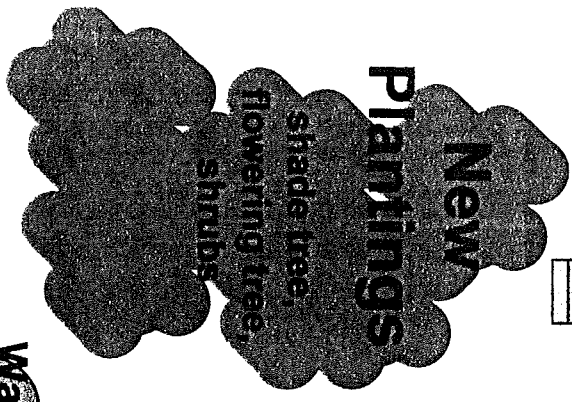


Table /chair combinations

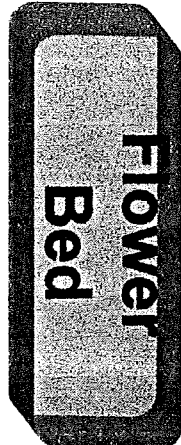


New Plantings

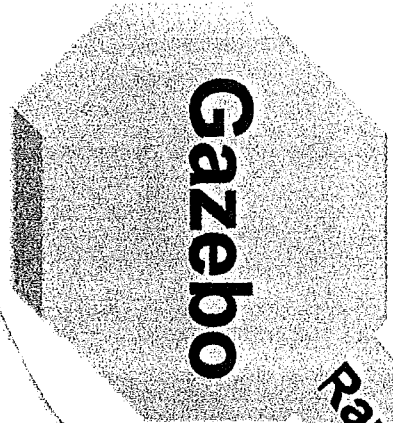
shade tree, flowering tree, shrubs

Bench

Water Fountain

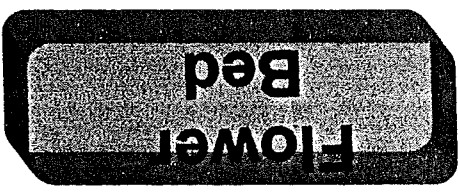


Flower Bed

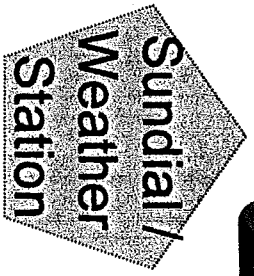


Gazebo

Ramp



Flower Bed



Sundial / Weather Station

Bench

Bench

Bench

Bench

Sidewalk

Gate

Playground

Albemarle Road Parking



UCLA - 18' Majestic on tile pad, 6 x 6 turned posts, turned spindles, access ramp



# CONTOUR BENCHES



Model ZZXX1462 shown with Hunter Green seat/back and Forest Green armrest/leg supports.



Model ZZXX1462 with ZZXX1463 shown with Blue seat/back and Black armrest/leg supports.

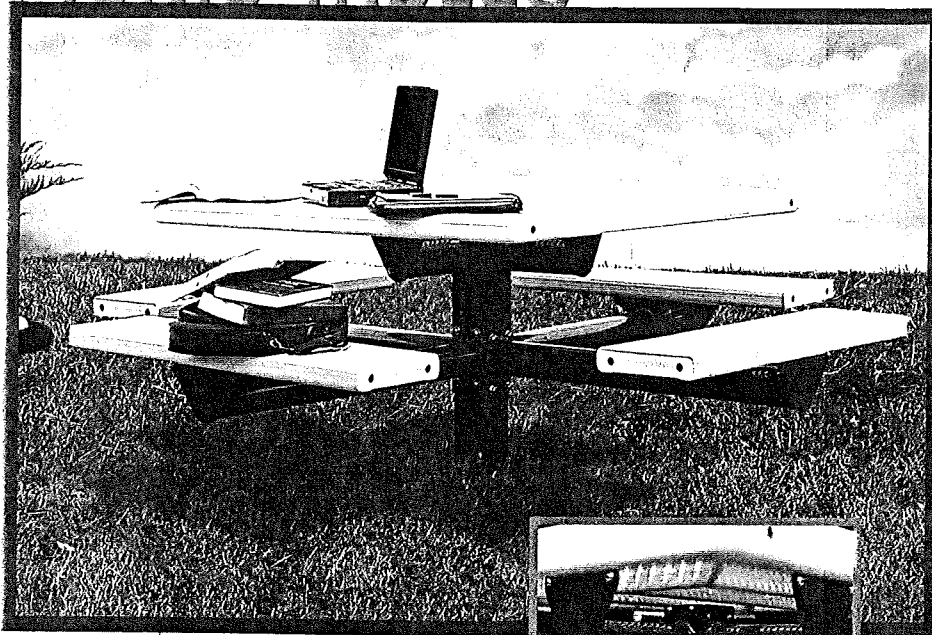
Featuring diamond-patterned perforated-steel contoured seats and cast aluminum armrest/leg supports, these contoured benches are the ideal combination of extraordinary comfort and traditional elegance.



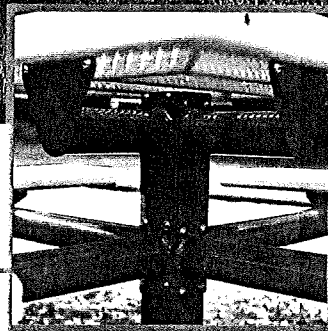
#### Features

- Meets all ASTM/CPSC head-entrapment criteria for use in and around playgrounds
- Easy to assemble and install
- Cast aluminum armrest/leg supports with sturdy 6-bolt attachment
- Easy add-on capability allows unlimited expansion for unique applications
- One-piece seat/back made of 12-gauge perforated steel encased in durable PlayArmour™ coating
- Fully rolled top and bottom edges for comfortable seating
- Seat/back in your choice of 7 PlayArmour™ colors; armrest/leg supports in your choice of 22 powder-coated paint finishes (see page 145)

# PICNIC TABLES



Model ZZXX1420 shown with Beige tops and Blue frame.



## IN-GROUND SQUARE PEDESTAL PICNIC TABLE

Size 74" x 74" x 30"  
(LxWxH): (1,90m x 1,90m x 0,76m)

ZZXX1420