# Aquaponics Grade 2 Copied from: Aquaponics, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

## Aquaponics Grade 2

**Belleville Board of Education**

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## Appendix Overview

This appendix is created to be aligned with Unit 3 of the HMH science curriculum and to be used as a guide into aquaponics

Students will.....

- investigate what an aquaponics system is
- understand what plants need in the tank to grow

## Enduring Understanding

**Enduring understandings**:

- Support the claim of what an aquaponic system can do
- Understand the importance of an aquaponic tank and the role of the plants
- Support the claim that plants can be grown in other places than the ground

## Essential Questions

- What is aquaponics?
- What do plants need in the aquaponics tank to grow?

## Exit Skills

By the end of Grade 2, Aquaponics Appendix tasks, the student should be able to:

- Explain what an aquaponics tank is and does
- Discuss how plants can survive and grow in the tank

## New Jersey Student Learning Standards (NJSLS-S & NGSS)

**SEP - Developing and Using Models**

**SEP - Engaging in Argument from Evidence**

**SEP -Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena**

**SEP - Evaluating, Obtaining... Communicating Information**

**SEP - Planning and Carrying Out an Investigation**

**DCI - Organization for Matter and Energy Flow...**

**DCI - Interdependent Relationships in Ecosystems**

| | |
|---|---|
| 2-LS2 | Ecosystems: Interactions, Energy, and Dynamics |
| 2-LS2-1 | Plan and conduct an investigation to determine if plants need sunlight and water to grow. |
| | Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions. |
| | Plants depend on animals for pollination or to move their seeds around. |
| | Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. |
| | The shape and stability of structures of natural and designed objects are related to their function(s). |
| 2-LS4-1 | Make observations of plants and animals to compare the diversity of life in different |

habitats.

There are many different kinds of living things in any area, and they exist in different places on land and in water.

## Interdisciplinary Connections

| | |
|---|---|
| MA.K-12.2 | Reason abstractly and quantitatively. |
| MA.K-12.3 | Construct viable arguments and critique the reasoning of others. |
| MA.K-12.4 | Model with mathematics. |
| MA.K-12.5 | Use appropriate tools strategically. |
| MA.K-12.6 | Attend to precision. |
| LA.SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| LA.SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
| LA.SL.2.5 | Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |

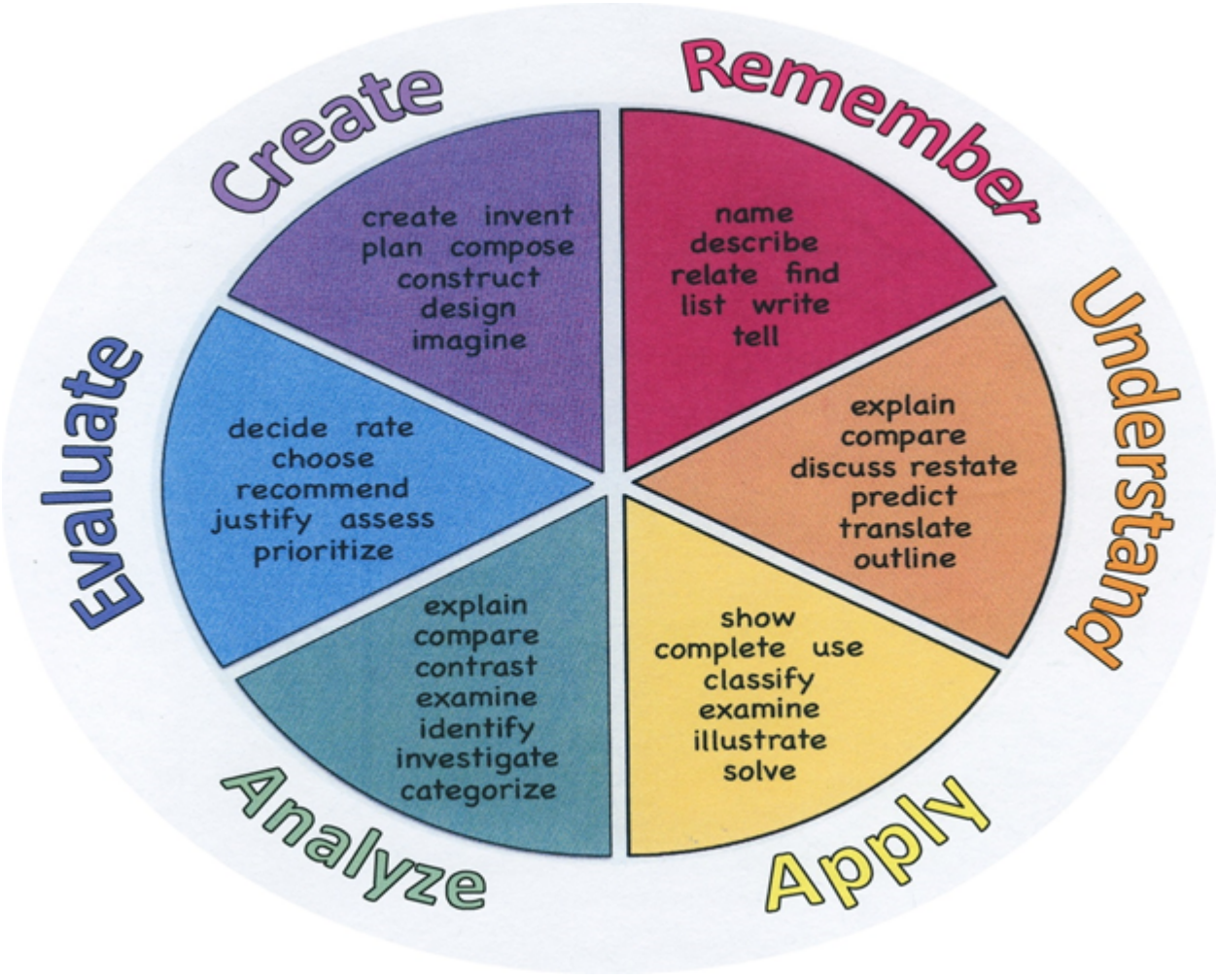
## Learning Objectives

- Learn what aquaponics is and why it is important
- To learn how the aquaponics tank environment can help plants grow

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |

| | | | | | |
|---|---|---|---|---|---|
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



## Suggested Activities & Best Practices

You Solve it Simulations on HMH Digital Platform
Brainpop Jr video and activity

## Assessment Evidence - Checking for Understanding (CFU)

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

Illustration - summative

Explaining - formative

Student journals - alternative

- Anticipation Guide
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Explaining
- Illustration
- Learning Center Activities
- Multimedia Reports
- Outline
- Question Stems
- Self- assessments
- Study Guide
- Written Reports

## Primary Resources & Materials

As a supplmental resource to go along with the aquaponics tasks teachers may use the You Solve it Simulation on the HMH Digital platform

HMH Science Dimensions S&E Leveled Readers

 On Level: How Do Living Things Survive in their Environment?

 Extra Support: How Do Living Things Survive in their Environment?

*Aquaponics task outline via Google Docs (detailing task steps)*

## Ancillary Resources

Science Weekly, Scholastic News, NewsELA, YouTube/TeacherTube, National Geographics Kids, Science Channel

https://ngss-assessment.portal.concord.org/

## Technology Infusion

HMH Digital platform

Chromebook

Google Classroom/Google resources used to create presentations (slides, docs)

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Technology;

| | |
|---|---|
| 9.4.2.CI.1 | Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). |
| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| 9.4.2.CI.2 | Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). |
| 9.4.2.CT | Critical Thinking and Problem-solving |
| | Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. |
| 9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| 9.4.2.CT.2 | Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). |

## 21st Century Skills/Interdisciplinary Themes

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

Information literacy

Creativity and Innovation

Critical thinking and Problem solving

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Please list only the **21st Century Skills** that will be incorporated into this unit.

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

**Differentiations:**

**Extra time to complete assignments**

**Problem based learning**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Repeat directions
- Scheduled breaks
- Additional time
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning

## At Risk

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

Decreasing the amount of work presented or required

Allowing students to select from given choices

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Special Education Learning (IEP's & 504's)

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

Provide modifications as dictated in student's IEP/504 plan

Modified assignment format

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner

## English Language Learning (ELL)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

Decreasing the amount of work presented or required

Using videos, illustrations, pictures and drawings to explain or clarify

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## Talented and Gifted Learning (T&G)

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

Advanced problem solving

Allow students to work at a faster pace

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge