



**CAPITAL PREP
THEMATIC INSTRUCTION**

MISSION STATEMENT

Capital Preparatory Magnet School aspires to create a community of lifelong learners that will provide society with citizens who work toward social justice in a college preparatory environment. Capital Preparatory Magnet School staff will provide an educational environment that creates opportunities for all students to realize and fulfill their social, academic and civic responsibilities. Capital Preparatory Magnet School will develop skills necessary for students to become agents of social change.

Capital Preparatory Magnet School instructors will assess student progress towards fulfilling the mission statement through academic and behaviors of learning rubrics. Habits of learning, learner expectations, at Capital Preparatory Magnet School are:

- Students as **collaborators**
- Students as **information processors**
- Students as **problem solvers**
- Students as **knowledgeable people**
- Students as responsible and **empathetic citizens**



QUINT 1-COLLABORATOR

A collaborator cooperates to achieve individual and common goals.

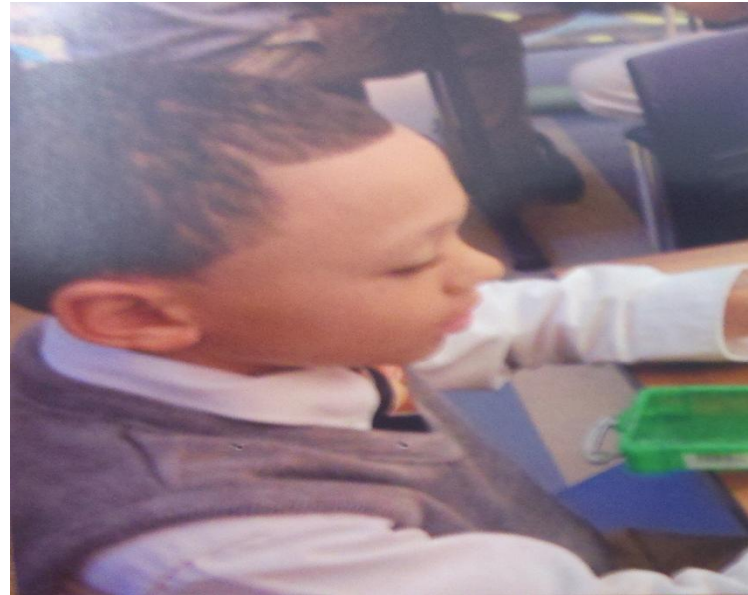
Name: Zack C. with one Date: _____
vegetable
BOO!!!  100

You will be planning a spooky party! The party will be for 20 people, your entire class. You will have a budget of \$200.00. You will be shopping from your Walgreens ad. There are many neat things in the ad, but use your money wisely to provide your guests with plenty of food and fun! Don't buy items that are not needed for your party.

Be sure to purchase multiple items to make sure everybody gets an equal amount of food or goodies. It's ok if you have leftovers, but not ok to be short on items!

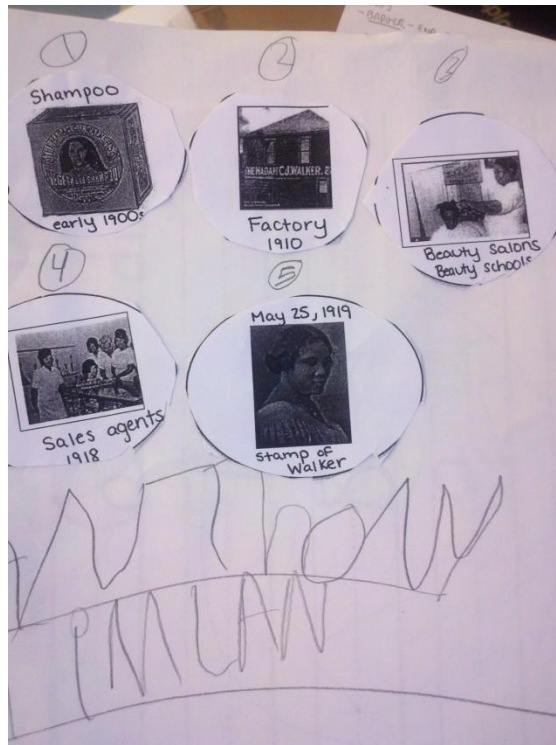
Don't forget about decorations! You want to have the best party around, right? Decorate with spooky spider webs, skeletons, or flashy orange lights!

Item	Quantity	Cost	Total
Butterfinger crunch & baby's breath	2	\$9.98	\$19.98
Blue diamond Almonds	2	\$3.59	\$7.18
Arizona ice tee	2	\$5.00	\$10.00
twizlers	3	\$4.00	\$12.00
skittles and lifesavers hard candy	2	\$3.00	\$6.00
childplay fruit dip	2	\$5.43	\$10.86
Dum-Dum Pop & Waxheads	2	\$5.43	\$10.86
Stardust & bubble gum Sun	2	5.43	10.86
Rustle Steved	1	3.99	3.99
Heishay & piece & Hobbey	3	\$3.00	\$9.00



QUINT 2-RESEARCHER & INFORMATION PROCESSOR

- An information processor extends their knowledge by questioning, researching, and synthesizing information.



10/19/11

Harrowing Habitats Rubric

Grade 3

Student Briana Lambert Teacher Ms. Tommaso Score 15/16

8-EXCELLENT 6-ACCEPTABLE 4-AVERAGE 2-BELOW AVERAGE 0-UNACCEPTABLE

Score	Traits
8	Questions answered within the Presentation
7	<ul style="list-style-type: none">What is the name of your animal? <u>Dolphin</u> ✓Where is your animal from? <u>Europe</u> ✓Give a description of your animal (include what it looks like). <u>Great description! I never knew a female dolphins</u> ✓What type of habitat does your animal live in (describe the habitat)? <u>Continental shelf</u> ✓ <u>I was called a cow!</u>What environmental issues affect your animal's habitat (describe the environmental issue)? <u>Pollution, harvesting, crashing</u>Why is your animal endangered? (problem) <u>Rapidly rising ocean temperatures</u> ✓What are some ways to protect this animal from becoming extinct? (solution) <u>Donate money</u> <u>Continue protection</u> <u>Do not use the meat</u>
6	Presentation
5	<ul style="list-style-type: none">Makes eye contact <u>You need to look at your audience!</u>Speaks loudly and clearly ✓Speaks with enthusiasm ✓Speaks with expression ✓Creative Presentation (ex. Colorful, visuals, gets the attention of the audience) <u>Awesome Powerpoint!</u>
4	
3	
2	
1	
0	

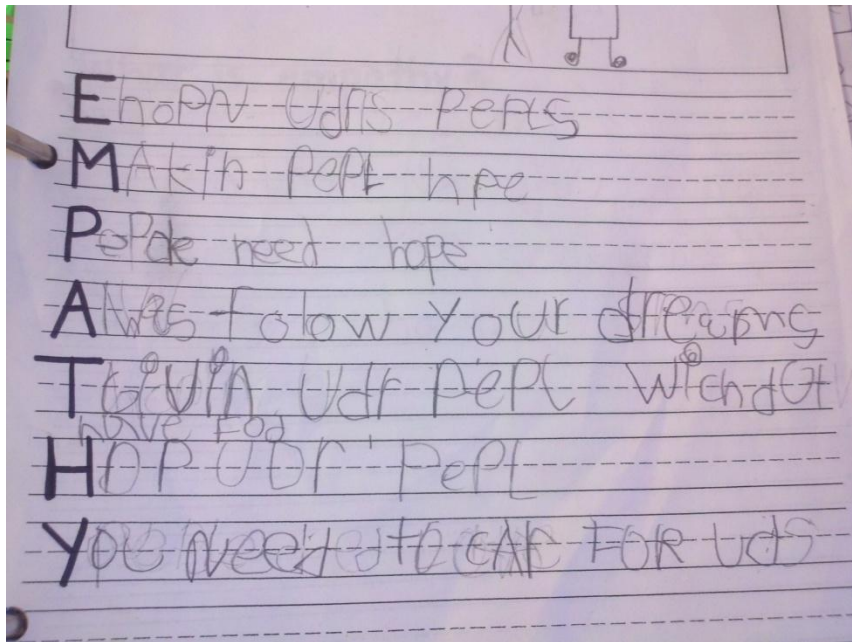
Total Score 15/16

Additional Comments: Awesome project Briana! Remember to always look at your audience and don't just read your slides!



QUINT 3-EMPATHETIC CITIZEN

- An empathetic citizen listens to and understands the experiences of others and is willing to take action.



Greg's Dilemma Response

Vocabulary-**empathy**, abandoned

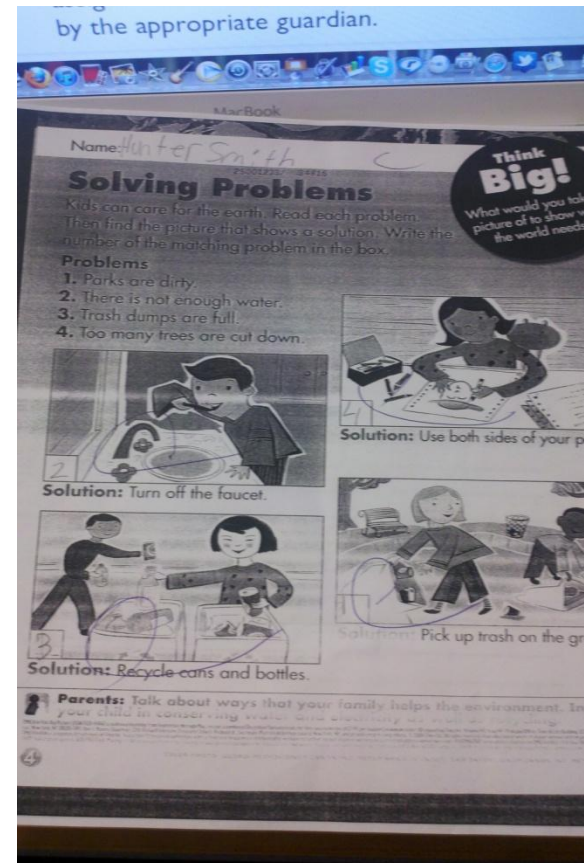
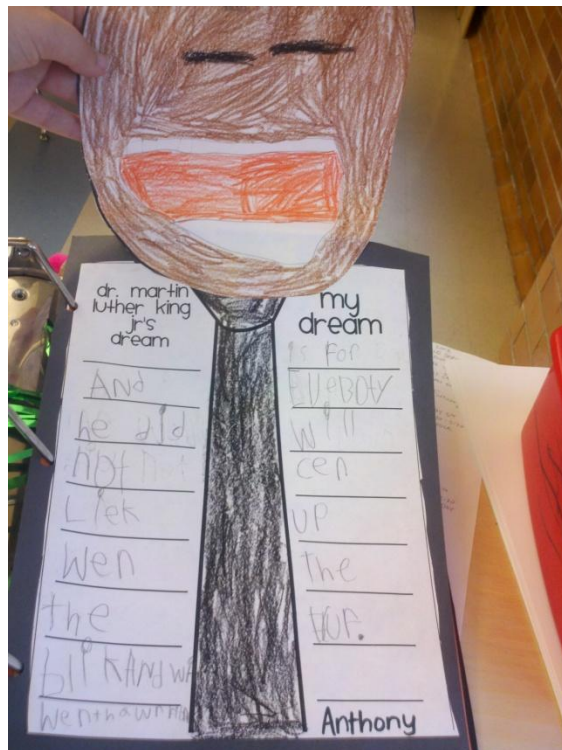
After reading the story, write a paragraph about what YOU would do if you were Greg. Explain why.

If I were Greg I would go to the vet. I would get scared because there could be poison in Jessa's tummy.



QUINT 4-PROBLEM SOLVER

- A problem solver identifies and analyzes problems to develop solutions.



QUINT 5-COMMUNICATOR & KNOWLEDGEABLE PERSON

- A knowledgeable person communicates their ideas, research, and experiences through various formats.





**SOCIAL JUSTICE: *SERVICE,*
*LEARNING, ACTION.***

Teaching our children how to connect to our community and the world around us. Identifying problems in our community and how to address it.

SOME EXAMPLES OF SOCIAL JUSTICE

- Connecting to our community

Our community service enrichment reached out to a women and children shelter. We held a toy and clothing drive and were able to donate toys to children who didn't have any and we also donated clothing to prepare the shelter for the upcoming winter months.

Begins with class projects and service opportunities and builds up to Seniors designing and planning their own programs for social change.



SOCIAL JUSTICE IN OUR CURRICULUM

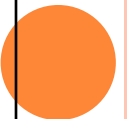
- **Quint 3: Equity / Power**
- **Kindergarteners Show Kindness**
- **Enduring Understandings** – Students will understand that:
 - All humans have basic needs.
 - We can ask for help in different ways.
 - We all have a role in society.
 - Opinions are different than facts.
 - You can count, identify, write, represent, order and compare numbers zero to ten.
 - Living things require air, food, water and shelter or space; non-living things do not.
 - All living things go through life cycle stages: baby to adult, seed to plant.



Interdisciplinary Projects

Kindergarten students will hold a nonperishable food drive at Capital Prep in order to collect food items for the Immaculate Conception Shelter in Hartford. Students will count the nonperishable items and sort them based on a variety of attributes. Additionally, representatives from the Immaculate Conception Shelter will come to the school to speak to students at our All School about the shelter. Students will have the opportunity to ask questions to our guest speakers in order to learn more about the shelter. Moreover, students will perform a song at All School and present our collected items to the visitors.

This is an example of a Kindergarten project that directly relates to our Social Justice Curriculum. They identified a need in the questions above and held a food drive to help out a local shelter. A volunteer came to the school and spoke to the children about what a shelter is and how we can help homeless people in our community.



SOCIAL JUSTICE

CONNECTING TO THE WORLD AROUND US

- In April we held a moment of silence for Trayvon Martin during one of our All School events. We spoke about how his murder was unfair and holding a moment of silence is a way to honor his memory.



SOCIAL JUSTICE

CONNECTING TO THE WORLD AROUND US

- **Third Grade Interdisciplinary Unit:**
- **Quint 3: Equity and Power**
- **If I Were a Child Laborer: Imagining Life as a Child Laborer**
- **Estimated Time Range: 8 weeks**
- **Enduring Understandings – Students will understand that:**
 - 1. Multiplication is repeated addition
 - 2. Multiplication and division are opposite operations that are linked through fact families.
 - 3. Decisions made by individuals can impact the global supply of many resources.
 - 4. Our social differences affect our relationships between each other.
 - 5. Child labor exists in many places around the world, sometimes in conditions that threaten their lives and health.
 - 6. Child labor exists for many reasons, mainly for economic gain.
 - 7. Products we use have possibly passed through the hands of a child laborer in the process of being made.
 - 8. Children who are forced into labor do not go to school or participate in recreational activities.



SOCIAL JUSTICE

CONNECTING TO THE WORLD AROUND US 3RD GRADE

- You have the privilege of coming to school to learn and better yourself for the future. Some children at your age are working long hours. How would life be different if you were a child laborer working in a cocoa plantation, tobacco field, cotton farm or fruit-picking? How would life be different if you were working in a factory with hazardous working conditions? You have to pretend you are an 8 or 9 year old child that is working to provide for your family. Imagine your typical day and how you would feel. Would you go to school? Would you enjoy hobbies? Would you get chance to watch television? Compare your life now to the life of your pretend “character” through a journal entry, story, role-play, or skit.



SOCIAL JUSTICE

CONNECTING TO THE WORLD AROUND US PREK

- **Pre-K Interdisciplinary Unit:**
- **Quint 3: Equity/Power**
- **Passport Around the World**
- **Enduring Understandings – Students will understand that:**
 - 1. Each country has new and engaging information to offer us.
 - 2. Foods are different around the world
 - 3. Animals, bugs and flowers are unique to the climate of each country.
 - 4. Music and books about different countries can help us understand more about their culture.
- **Learner Expectations – Empathetic Citizen**
- **Social Justice Strand – Equity & Power**



SOCIAL JUSTICE CONNECTING TO THE WORLD AROUND US PREK

- Students will create a passport- As they learn about each country they will select an artifact to put in their passport.
- Students will also help count and measure the distances between US and the countries of focus.
- Students will participate in making a diorama for each country.
- Passports as well as the dioramas will be presented to parents at the potluck dinner. There will be time for families to share with all about their heritage; we will encourage families to bring music as well as food from their country.



ORGANIZATIONAL MATRIX

	QUINT 1	QUINT 2	QUINT 3	QUINT 4	QUINT 5
GRADE 12	SJP Essential Question				
GRADE 11	HOW DO SOCIAL INJUSTICES AFFECT COMMUNITIES? WHAT CAN I/WE DO ABOUT IT?				
GRADE 10	WHAT ARE THE EXTERNAL FACTORS AFFECTING PERCEPTIONS OF SOCIAL DIFFERENTIATION?				
GRADE 9	HOW DOES SOCIAL DIFFERENTIATION AFFECT THE RELATIONSHIP AMONG SOCIAL INSTITUTIONS?				
GRADE 8	HOW DOES THE STUDY OF OTHER SOCIAL INSTITUTIONS HELP YOU UNDERSTAND THE COMMUNITIES WITH WHICH YOU IDENTIFY?				
GRADE 7	WHAT SOCIAL INSTITUTIONS DO I IDENTIFY WITH?				
GRADE 6	WHO AM I?				
GRADE 5	HOW DO SOCIAL INJUSTICES AFFECT COMMUNITIES? WHAT CAN I/WE DO ABOUT IT?				
GRADE 4	WHAT ARE THE EXTERNAL FACTORS AFFECTING THE WAY GROUPS DEFINE THEMSELVES?				
GRADE 3	HOW DOES THE WAY GROUPS DEFINE THEMSELVES AFFECT THE RELATIONSHIP AMONG COMMUNITIES?				
GRADE 2	HOW DOES THE STUDY OF OTHER GROUPS HELP ME UNDERSTAND THE COMMUNITIES I BELONG TO?				
GRADE 1	WHAT GROUPS DO I BELONG TO? WHAT GROUPS DO PEOPLE THINK I BELONG TO?				
KINDERGARTEN	WHO AM I?				
Pre-K	WHO AM I?				
LEARNER EXPECTATIONS	<i>Collaborator</i>	<i>Researcher/Info Processor</i>	<i>Empathy</i>	<i>Problem Solver</i>	<i>Communicator/Knowledgable Person</i>
Social Justice Strand	Human diversity * Age * Race/Ethnicity * Religion * Sexual Orientation * Gender *Ability	Globalization * Environmental Issues, Population * Science, Technology * War, Conflict	Equity/Power * Class *Poverty * Work/Employment * Access to Education * Urbanization	Problems of Well-being * Personal Health, Illness/Disease, Health Care * Alcohol/Substance Abuse * Crime, Violence, Justice system * Family issues	Presentation/Answering the EQ
Products	Artifacts	Artifacts	Artifacts	Artifacts	Portfolio
State Standards					
How we teach					
Assessments					
Academic Enrichment					
CTY					
College Courses					

QUINT 3 PRE-K THEMATIC UNIT

Empathy

Equity/Power
** Class *Poverty*
** Work/Employment*
** Access to Education*
** Urbanization*

Artifacts

For example: Quint 3 Pre-K students learned about countries around the world. We included countries that our students were from including (US, Dominican Republic, Trinidad, Jamaica, Sweden, Ireland etc.)

Quint 3 Pre-K Content

Math



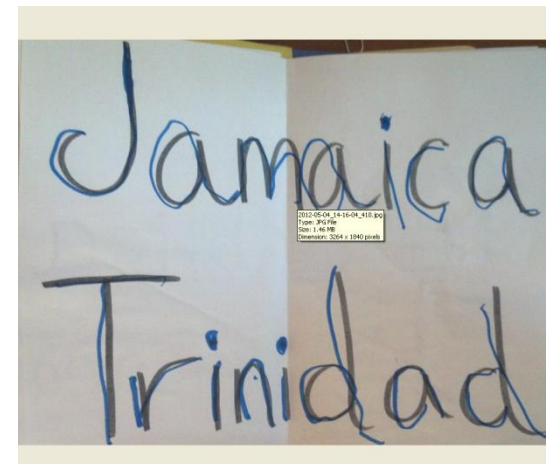
Humanities



Science



Language



QUINT 4 2ND/3RD THEMATIC UNIT

Problem Solver
Problems of Well-being * Personal Health, Illness/Disease, Health Care * Alcohol/Substance Abuse * Crime, Violence, Justice system * Family issues
Artifacts

2nd and 3rd Grade students created a campaign about an environmental issue including (Recycling, littering, planting more trees, conserving water, or pest-control) After determining your environmental issue, you need to find a solution. What will you do to help stop this?

Quint 4 2nd/3rd Content Areas

Name Mehki Stallions Quick Check **8-2**

Use connecting cubes and the workmat. Add.

1. $38 + 7$
 (A) 35
 (B) 38
 (C) 45
 (D) 48

2. $24 + 9$
 (A) 33
 (B) 29
 (C) 24
 (D) 23

3. $46 + 5$
 (A) 41
 (B) 45
 (C) 46
 (D) 51

4. $63 + 2$
 (A) 75
 (B) 65
 (C) 62
 (D) 55

(Handwritten circled answer: 4/5)

5. Writing to Explain Write a 2-digit number and a 1-digit number in the table. Add. Use connecting cubes and your workmat. Tell the steps you used.

Tens	Ones
5	3

$53 + 5 = 58$

First I Add Five then I Add Fifty three last the number is fifty-eight

Humanities Language

Celebrate your Culture Rubric



Student Quincy Ferguson Grade 2 Teacher Ms. Reddock Score 29/30

10-8-EXCELLENT 7-5-ACCEPTABLE 4-2-BELOW AVERAGE 1-UNACCEPTABLE

Score	Traits
10	The Poster
9	
8	Poster board is...
7	<input checked="" type="checkbox"/> Creative
6	<input checked="" type="checkbox"/> Colorful
5	<input checked="" type="checkbox"/> Decorated
4	<input checked="" type="checkbox"/> Kid Friendly (written in your own words)
3	<input checked="" type="checkbox"/> Includes pictures (hand drawn, from magazines or internet)
2	<i>Great Visuals</i>
1	
10	Presentation
9	
8	<input checked="" type="checkbox"/> Makes eye contact <i>look at the class every now and then</i>
7	<input checked="" type="checkbox"/> Speaks loudly and clearly
6	<input checked="" type="checkbox"/> Speaks with enthusiasm
5	<input checked="" type="checkbox"/> Speaks with expression
4	
3	
2	
1	
10	Information Covered <i>Population?</i>
9	
8	<input checked="" type="checkbox"/> Each of the ten questions is addressed
7	<input checked="" type="checkbox"/> The information makes sense
6	
5	
4	
3	
2	
1	
Total Score	Additional Comments: <i>Quincy you did a good job presenting. Your board was very decorative. Work on looking at the class every now and then.</i>
29/30	

Science

Quincy
Groundhog Investigation

SCIENTIFIC METHOD

Ask a Question ? Why does the groundhog only sometimes see his shadow?

Make a Prediction *I think when it is sunny the groundhog can see his shadow*

Make a Plan and Follow It

1. Make your paper groundhog and glue it to a stick.
2. Turn off the lights.
3. Use the flashlight to try and find a shadow for your groundhog.
4. Observe: Can you find a shadow?
5. Do the same with the lights off and no flashlight.

Observe Draw what you observe:

Record the results I made a shadow with:

Draw a Conclusion The groundhog sees his shadow when its vent

CAPITAL PREPARATORY MAGNET SCHOOL SYLLABUS

*Welcome message:

Message to student and parent
Updated policies
Signatures

*Topic/Title:

Quints

*Social justice question:

Defining what the social question is
Creating lessons to defend the question

*Learner Expectation:

What are the five learner expectations?
The connection with social justice theme

*Enduring Understandings:

The expectation of student management of self and school work

*Essential Questions:

The how's, why's, what's

*Objectives:

What teacher intend to teach students

*Assessments:

Method of measuring student comprehension

*Interdisciplinary Project:

1. The creation of artifacts/evidence of the topic studied

*Academic Enrichments:

Reinforce support materials, places, people

*Homework policy

1. Timeline

