

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units  
 Joyner MicroSociety Magnet School  
 1<sup>st</sup> Grade 2009

<b>Literacy</b>	<p><b>Critical Literacy Seminar 1:  <i>Reviewing How Stories Work</i></b></p> <p>Reviewing the common story structure as students are immersed in the conversational norms that support their understanding and interpretation of literary texts.</p>	<p><b>Critical Literacy Seminar 2:  <i>Learning to Talk and Write about Texts</i></b></p> <p>Talking and writing meaningfully about stories by focusing on abstract ideas/concepts.</p>	<p><b>Critical Literacy Seminar 3:  <i>Knowing Our Characters</i></b></p> <p>Examining the relationship between character issues and abstract ideas/concepts.</p>	<p><b>Critical Literacy Seminar 4:  <i>What Is This Really About?</i></b></p> <p>Understanding the purpose of literary fiction by examining how common ideas recur and are portrayed differently across texts.</p>	<p><b>Critical Literacy Seminar 5:  <i>Approaching Informational Text</i></b></p> <p>Gaining a familiarity with the informational text genre by distinguishing it from fiction and by reading to determine central ideas through the synthesis of broad portions of text.</p>	<p><b>Critical Literacy Seminar 6:  <i>Understanding Informational Text</i></b></p> <p>Synthesizing and classifying information to determine and write about the central ideas found in independent research</p>
<b>Process, product, and materials</b>	<p>*Process, product, and materials are delineated in the Critical Literacy Seminar Units          *Students apply knowledge learned from the Critical Seminar Units at their places of employment during MicroSociety</p>					
<b>Science</b>	<p style="text-align: center;"><b>Air and Weather</b></p> <p>Concept #1: Materials come in different forms (states), including solids, liquids, and gases. (Physical Science)          Concept #2: Weather can be observed, measured, and described. (Earth Science)</p>		<p style="text-align: center;"><b>Solids and Liquids</b></p> <p>Concept #1: Materials come in different forms (states), including solids, liquids, and gases.</p>		<p style="text-align: center;"><b>Plants and Animals</b></p> <p>Concept #1: Plants and animals meet their needs in different ways.</p>	
<b>Process and product</b>	<p>*Process and product are delineated in the district's Science Units and Foss Kits          *Students apply knowledge learned from the district's Science Units and Foss Kits at their places of employment during MicroSociety</p>					
<b>Materials</b>	<p>Chairs, Chart paper, Crayons, Metal Fork, Paper Towels, Marking Pens, Pitcher, Scissors, Scratch Paper, Drawing Paper, Fadeless Art Paper, Buckets, Red &amp; White Construction Paper, Clear Contact Paper, Cups, Pebbles, Marbles, Duct tape, White Glue, Rulers, Plastic Soda Bottles, Water, Poster Board, Compass, Light Corn Syrup, Liquid Dishwashing Detergent, Hairdryer, Measuring Cup, Measuring Teaspoon, Tub, Watch, Local Newspaper (weather page), Tack, Transparent Tape</p>		<p>Chart Paper, Drawing Paper, Marking Pens, Document Cameras, Projectors, Paper Bag, Rock, Wood, Block, White Paper, Lapboards, Glue, Magazines, Paper Towels, Scissors, Transparent Tape, Broom, Dustpan, Construction Paper, Bean Soup Mix, Balances, Chalk, Candles, Crayon, Chocolate Chips, Cooking Oil, Corn Syrup, Liquid Dish Soap, Starch, Liquid Hand Soap, Ice cubes, Margarine, Paper towels, Raisins, Thermos Bottles, Water</p>		<p>Chart Paper, Construction Paper (brown, green), Paper Cups, White Glue, Newspaper, Paper Towels, Pencils, Potting Soil, Metric Rulers, Scissors, VCR, Monitor, White Paper, Plastic Bags, Roots, Drawing Paper, Plastic Flowerpots, Newspaper, Paint, Colored Pencils, Markers, Pitcher, Index Cards, Plastic Spoons, Bulbs (onion or garlic), Camera, Rulers</p>	

Social Studies	<p align="center"><b>Developing Social Skills and Responsibility</b></p> <p>In first grade, the students should be building the values of responsible classroom participation throughout the school day. Teachers will teach the basic civic values by emphasizing the values of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we all must live. Emphasis will be placed on having the children solve the social problems and decision-making dilemmas that naturally arise in the classroom; for example, problems in sharing scarce supplies or in deciding how best to proceed on a group project when a dilemma arises. In using this approach, children will learn that problems are a normal and recurring feature of social life and that the children themselves have the capacity to examine problems. Students should gain deeper understandings of individual responsibility and social behavior. The teacher must help children develop civic values that are important in a democratic society.</p>	<p align="center"><b>Expanding Children’s Geographic and Economic Worlds</b></p> <p>Children in first grade have developed a good sense of their neighborhood and the places they regularly go to shop, play, and visit with family and friends. At this age they are ready to develop a deeper understanding of these places and the interrelationships between these places and the other places, both near and far, that supply their needs. Regions that are changing provide especially rich opportunities for the geographic and economic education of young children. In these places children can observe firsthand the changes that are occurring in the landscape, such as new shopping malls and freeways, and land-use changes that turn residential neighborhoods into commercial areas and rural areas into urban communities. Children can also analyze why these changes are happening and how these changes are affecting their families and others who live there. Once children have developed an educated understanding of their neighborhood, they are ready to examine its many geographic and economic connections with the larger world. The children will also learn about the central post office, through which the letters children mail to relatives and friends are routed for delivery here and abroad; to the trucks and railroad lines that bring products to this neighborhood for eventual sale in its stores; to an industrial region, near or far away, producing one or more needed products, such as bricks and building materials for new home construction or clothing for the stores; and to the airport or regional harbor that links this place with producers, suppliers, and families throughout the world. Children at this age level should understand that the place where they live is interconnected with the wider world. The children should be acquiring some basic understanding of economics; for example, of the goods and services that people need and want and of the specialized work that people do to manufacture, transport, and market such goods and services. Children should also learn to be sensitive toward the people who work together to get their jobs done. They must understand the importance of working together, values, and empathy.</p>	<p align="center"><b>Developing Awareness of Cultural Diversity Now and Long Ago</b></p> <p>This unit of study focuses on many people: people from the children’s own families and those of their classmates, people from other cultures, people living today, and people from long ago. Through stories of today as well as fairy tales, folktales, and legends that open the richness of the past to young children, this curriculum helps children to discover the many ways in which people, families, and cultural groups are alike as well as those ways in which they differ. In developing this literature-enriched unit of study, teachers will draw first from the rich fund of literature from those cultures represented among the families in the classroom and school. Teachers will introduce literature from other cultures for comparison, as well. The students will discuss and dramatize these stories, discover their moral teachings, and analyze what these stories tell about the culture: its beliefs, customs, ceremonies, traditions, social practices, and the like. In addition, the students will read stories about men and women from diverse cultures who are heroes.</p>
Goals and Curriculum Strands	<p><b>Knowledge and Cultural Understanding:</b> Historical Literacy, Ethical Literacy, Cultural Literacy, Geographic Literacy, Economic Literacy, Sociopolitical Literacy  <b>Democratic Understanding and Civic Values:</b> National Identity, Constitutional Heritage, Civic Values, Rights, and Responsibilities  <b>Skills Attainment and Social Participation:</b> Participation Skills, Critical Thinking Skills, Basic Study Skills</p>		
Analysis Skills	<p>Chronological and Spatial Thinking; Research, Evidence, and Point of View; Historical Interpretation</p>		
Process and product	<p>*Process and product are delineated in the Harcourt Social Studies Adoption          *Students apply knowledge learned from the Harcourt Social Studies Adoption at their places of employment during MicroSociety</p>		

Materials	*We are in the process of locating text	Mike Mulligan and His Steam Shovel Little Toot The Little Red Lighthouse and the Great Gray Bridge	Fairy Tales by the Brothers Grimm Aesop's Fables Tatterhood and Other Tales by Ethel J. Phelps Camille Yarbrough's Cornrows (African folktales) Yoshiko Uchida's Magic Listening Cap and Taro Yashima's Umbrella Tales of a Korean Grandmother (Frances Carpenter) John Henry by Ezra J. Keats American Indian tales of California, the Great Plains, and the Southwest Stories of Hispanic Los Angeles by Leo Politi
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<b>Math</b>	Module 1: Addition and Subtraction Concepts	Module 2: Addition and Subtraction Facts to 10	Module 3: Number to 100	Module 4: Addition and Subtraction to 12	Module 5: Data and Graphing	Module 6: Money	Module 7: Time	Module 8: Patterns	Module 9: Addition and Subtraction to 20	Module 10: Measurement	Module 11: Fractions	Module 12: Geometry
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Process and product	*Process and product are delineated in the Math Modules *Students apply knowledge learned from the Math Modules at their places of employment during MicroSociety											
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Materials	District's Math Modules, Harcourt Math Adoption  All Agencies/Ventures: cashboxes/trays, budget proposals, loan proposals, checks, check registers, business license, business/personal accounts, expense ledgers, income ledgers, annual reports, surveys, data & graphs, bills/invoices, order forms, Micro Bucks (school's currency)											
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<b>English Language Development Overarching Function(s)</b>	Unit 1: Interpersonal Communication  Describe, Compare, Contrast Express Actions & Time Relationships  Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Unit 2: Describe, Compare, Contrast Express Cause & Effect, Predict and Infer  Describe, Compare, Contrast  Describe, Compare, Contrast Express Action & Time Relationships	Unit 3: Express Action & Time Relationships  Express Action & Time Relationships Express Cause & Effect, Predict and Infer  Interpersonal Communication	Unit 4: Describe, Compare, Contrast  Express Action & Time Relationships  Interpersonal Communication	Unit 5: Interpersonal Communication  Express Action & Time Relationships Express Cause & Effect, Predict and Infer  Describe, Compare, Contrast	Unit 6: Interpersonal Communication  Describe, Compare, Contrast  Express Action & Time Relationships	Unit 7: Describe, Compare, Contrast  Express Action & Time Relationships Express Cause & Effect, Predict and Infer  Express Action and Time Relationships
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Process and product	*Process and product are delineated in the English Language Development Units *Students apply knowledge learned from the English Language Development Units at their places of employment during MicroSociety						
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Materials	District's English Language Development Units, Systematic English Language Development by Susana Dutro, Lessons integrating English Language Development and MicroSociety created by the Curriculum and Instruction Alignment Team						
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