

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units
 Joyner MicroSociety Magnet School
 2nd Grade 2009

Literacy	<p>Critical Literacy Seminar 1: <i>Reviewing Concepts</i></p> <p>Examining how common ideas/abstract concepts recur and are portrayed differently across texts. Weighing the strength of idea against the text reality.</p>	<p>Critical Literacy Seminar 2: <i>Characters: What are they all About?</i></p> <p>Analyzing characters within and across texts; contrasting stereotyped characters with those that expand the reader's perception of life or human nature.</p>	<p>Critical Literacy Seminar 3: <i>Approaching Informational Text</i></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>Critical Literacy Seminar 4: <i>The Impact of Culture on Story</i></p> <p>Examining the influence of culture on the creation of story.</p>	<p>Critical Literacy Seminar 5: <i>Solution Makes a Statement</i></p> <p>Studying how story's resolution establishes the theme.</p>	<p>Critical Literacy Seminar 6: <i>Understanding Informational Text</i></p> <p>Synthesizing and classifying information to determine and write about the central ideas found in independent research.</p>
Process, product, and materials	<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>					

Science	Pebbles, Sand and Silt	Balance and Motion	Insects and Plants
	Concept #1: Earth is made of materials that have distinct properties and provide resources for human activities.	Concept #1: The motion of objects and be observed and measured.	Concept #1: Plants and animals have predictable life cycles.
Process and product	<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>		
Materials	Chart Paper, Crayons, Marking Pens, Document Camera, Projector, Paper Towels, Pitcher, Sponges, Tub, White Paper, White Glue, Scissors, Bricks, Buckets, Clay Soil, Container, Zip Bag, Cornstarch, Straw, Newspaper, Clipboards, Painting Supplies, Aluminum Mini-Loaf Pans, Sand, Saucepan, Soda Straws, Plastic Table Cloth, Trowel, Yarn, Document Camera, Projector, VCR and Monitor	Crayons, Marking Pens, Chart Paper, Scissors, Cardboard, Clothesline, Index Cards, Pencils, Document Camera, Projector, Pliers, Card Stock, Rope, Paper, Pennies, Paper Towels, Chair with steel legs, VCR and Monitor	Apples, Chart Paper, Marking Pens, Document Camera, Projector, Spoon, Wheat Bran, Measuring spoon ¼ teaspoon, Paper Towels, Colored pencils, Scissors, Sugar, Transparent Tape, VCR and Monitor, White Paper, Seeds, Cotton Swabs, Extension Cord, Graph Paper, Newspaper, Pitcher, Potting Soil, Rulers, String, Glue, Paper Clips, Pencils, Twigs, White Paper, Large Flat Box, Card Stock, Crayons, Paper Egg Cartons, Modeling Clay, Rulers

Social Studies	<p style="text-align: center;">People Who Supply Our Needs</p> <p>This unit helps students learn to appreciate the many people who work to supply their daily needs. Teachers will Emphasize those who supply food: people who grow and harvest food crops on wheat and vegetable farms, fruit orchards, or the banana plantations of Central America; dairy workers who supply dairy products; and processors and distributors who move the food from farm to market. In addition, students will consider the interdependence of all these people, consumers and producers, processors and distributors, in bringing these foods to market. Students will develop an understanding of their roles as consumers in a complex economy. Teachers will help children develop an understanding of the complex interdependence among many workers in the food industry. Students will the many linkages between their homes, the markets that supply their food, the places where people work to produce their food, and the transportation systems that move these products from farm to processor to market. Picture maps and flowcharts will be used to help children analyze the sequences and interrelationships in all these activities. Regional maps of the immediate and the extended geographic region can be introduced to help children locate the places where these activities occur and observe how farmlands, railroads, highways, and urban markets are distributed in the geographic landscape. The students will explore these geographic questions: How does climate affect the crops a farmer can grow? Why are some areas more fertile than others? How do farmers protect their crops against untimely frosts or drought? Why is water such an important resource for farmers? How do irrigation systems work? What can happen to our food supply when any part of the total system breaks down because of a flood or other natural disaster or a strike of transportation workers? What can happen to our food supply if farmlands are overused or rich farmlands are changed or rezoned for urban development? The students will develop basic economic understandings of human wants and needs, scarcity and choice; the importance of specialization in work today and the economic interdependence that results; the need for exchange in the market system; and the importance of international trade as they learn about bananas from Central America or cocoa products from Ghana.</p>	<p style="text-align: center;">Our Parents, Grandparents, and Ancestors from Long Ago</p> <p>In this unit, teachers will help students understand and appreciate the many ways that parents, grandparents, and ancestors have made a difference in their lives. Students will understand how parents and grandparents made a difference is to have them construct a family history of their own family, a relative's or neighbor's family, or a family from books or personal experience. Students will discuss these questions: Where did the family come from? What was it like to live there? Who was in the family then? Do photos or letters from that time still exist? When did the family come here? How did they make the trip? Were there any adventures? Are there any family legends about the journey? Teachers will use a globe and world map to locate places of family origin and to study possible routes followed in getting here. Transportation methods of earlier days should be compared with those a family traveling today might use. Members of children's families will be invited to tell about the experiences of their families. The students will discuss acquire deeper insights into the cultures from which the families came; the stories, games, and festivals parents or grandparents might have enjoyed as children; the work that children as well as their families would have been expected to do; their religious practices; and the dress, manners, and morals expected of family members at that time. Comparisons can be drawn with children's lives today to discover how many of these family traditions, practices, and values have carried forward to the present and what kinds of changes have occurred.</p>	<p style="text-align: center;">People From Many Cultures, Now and Long Ago</p> <p>In this unit, children will be introduced to the many people, ordinary and extraordinary, who have contributed to their lives and "made a difference." Among the people children will learn about are those men and women whose contributions can be appreciated by seven-year-olds and whose achievements have directly or indirectly touched the children's lives or the lives of others like themselves. Included are scientists who have found a cure for childhood diseases; scientists and inventors, such as George Washington Carver, Marie Curie, Louis Pasteur, Charles Drew, and Thomas Edison; authors, musicians, and artists whose works are great favorites of children and who have brought beauty into the children's lives; athletes, such as Jackie Robinson, who have brought pleasure to sports fans and who have become role models for young people; leaders from all walks of life who have helped to solve community problems, worked for better schools, or improved living conditions and lifelong opportunities for workers, families, women, and children; and children, as well as adults, who have been honored locally for the special courage, responsibility, and concern they have displayed in contributing to the safety, welfare, and happiness of others. Through reading and listening to biographies, children will learn about the lives of those from many cultures who have made a difference. They will understand that people matter: those we know, those who lived long ago, and those who help us even though we do not know their names.</p>
Goals and Curriculum Strands	<p>Knowledge and Cultural Understanding: Historical Literacy, Ethical Literacy, Cultural Literacy, Geographic Literacy, Economic Literacy, Sociopolitical Literacy</p> <p>Democratic Understanding and Civic Values: National Identity, Constitutional Heritage, Civic Values, Rights, and Responsibilities</p> <p>Skills Attainment and Social Participation: Participation Skills, Critical Thinking Skills, Basic Study Skills</p>		
Analysis Skills	Chronological and Spatial Thinking; Research, Evidence, and Point of View; Historical Interpretation		
Process and product	<p>*Process and product are delineated in the Harcourt Social Studies Adoption</p> <p>*Students apply knowledge learned from the Harcourt Social Studies Adoption at their places of employment during MicroSociety</p>		
Materials	Text: The First Thanksgiving The Adventures of Johnny Appleseed Folktales, Myths, Legends Stories from many cultures (Western and non-Western)	*We are in the process of locating text	*We are in the process of locating text

Math	Module 1: Addition and Subtraction Strategies; Facts, Place Value and Graphing	Module 2: Geometry	Module 3: Money and Time	Module 4: 2-Digit Addition and Subtraction	Module 5: Measurement	Module 6: 2-Digit Addition and Subtraction	Module 7: Number Sense and Functions	Module 8: Multiplication and Division	Module 9: 3-Digit Addition and Subtraction	Module 10: Number Sense and Fractions	Module 11: Money and Time	Module 12: 3-Digit Addition and Subtraction
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											
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)											

English Language Development Overarching Function(s)	Unit 1: Interpersonal Communication Describe, Compare, Contrast Express Action & Time Relationships Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Unit 2: Describe, Compare, Contrast Express Action & Time Relationships Describe, Compare, Contrast Express Cause & Effect, Predict and Infer Describe, Compare, Contrast	Unit 3: Express Action & Time Relationships Express Action & Time Relationships Express Cause & Effect, Predict and Infer	Unit 4: Describe, Compare, Contrast Express Action & Time Relationships Express Action & Time Relationships Describe, Compare, Contrast Interpersonal Communication	Unit 5: Express Action & Time Relationships Express Cause & Effect, Predict and Infer Interpersonal Communication Describe, Compare, Contrast	Unit 6: Describe, Compare, Contrast Express Action & Time Relationships Describe, Compare, Contrast Express Action & Time Relationships	Unit 7: Describe, Compare, Contrast Express Action & Time Relationships Express Cause & Effect, Predict and Infer Express Action & Time Relationships
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						
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						