

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units
 Joyner MicroSociety Magnet School
 3rd Grade 2009

Literacy	<p>Critical Literacy Seminar 1: <i>Building up to Theme</i></p> <p>Distilling a text's abstract ideas to develop a plausible theme statement.</p>	<p>Critical Literacy Seminar 2: <i>Approaching Non-Fiction Texts</i></p> <p>Negotiating informational texts by articulating the relationships between and among layers of information and central ideas across portions of text.</p>	<p>Critical Literacy Seminar 3: <i>Does My Character Have Character?</i></p> <p>The character of characters and studying the relationship between character-issues and theme.</p>	<p>Critical Literacy Seminar 4: <i>Why Tell Stories</i></p> <p>Recognizing the universal ideas represented in traditional literature.</p>	<p>Critical Literacy Seminar 5: <i>Honoring and Honing Perspective</i></p> <p>Determining the impact of motive and the story's dominant perspective on its impact and 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	<p>Sun, Moon and Stars</p> <p>Concept #1: Objects in the sky move in regular and predictable patterns. Concept #2: Light has a source and travels in a direction. (Physical Science)</p>		<p>Matter and Energy</p> <p>Concept #1: Energy and matter have multiple forms and can be changed from one form to another. Concept #2: Light has a source and travels in a direction.</p>		<p>Structures of Life</p> <p>Concept #1: Adaptations in physical structure or behavior may improve an organism's chance for survival.</p>	
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	<p>Chart Paper, Globe, Marking Pens, Masking tape, Document Camera, Projector, Paper fastener, Scissors, Transparent Tape, Glue, VCR and Monitor, Extension Cord</p>		<p>Tennis Balls, Empty Water Bottle, Laptops, Chart Paper, Marking Pens, Masking Tape, Document Camera, Projector, Clear Plastic Sheet Protectors, VCR and Monitor, Index Cards, Colored Pencils, Apples, Chocolate Chips, Corn Syrup (light or dark), Liquid Dishwashing Detergent, Food Coloring, Paper Towels, Pencils, Rocks, Scissors, Ice Cubes, Margarine, Safety Goggles, Thermos, White Vinegar</p>		<p>Bleach, Chart Paper, Fruit, Bean Pods, White Glue, Marking Pens, Newspaper, Paper Plates, Paper towels, Pitcher, Cart on Wheels, Lamp, Paper Towels, Scissors, String, Transparent Tape, Laptops, Ice, VCR and Monitor, Water, Carrots, Chalk, Flashlights, Unlined paper, Rubber Bands, Watch with second hand</p>	

Social Studies	<p style="text-align: center;">Our Local History: Discovering Our Past and Our Traditions</p> <p>California’s geographic setting has had important effects on where and how localities developed, children will begin to study natural landscape. Teachers will evaluate whether the children have a clear understanding of the mountains, valleys, hills, coastal areas, oceans, lakes, desert landscapes, and other natural features of the region. The students will study the topography of the local region which will help them develop an understanding of the physical setting in which their region’s history has unfolded. They will learn to differentiate between major landforms in the landscape. The students will learn about the first people were who lived here, how they used the resources of this region, and in what ways they modified the natural environment. American Indians who lived in the region will be authentically presented, including their tribal identity; their social organization and customs; the location of their villages and why they were located here; the structures they built and the relationship of these structures to the climate in this place; the methods they used to get their food, clothing, tools, and utensils and whether they traded with others for any of these things; and their art and folklore. Students will create a timeline that includes the explorers who visited here; the newcomers who settled here; the economy they established; their impact on the American Indians of this region; and their lasting marks on the landscape, including the buildings, streets, political boundaries, names, customs, and traditions that continue today; the people who have continued to come to this region; and the rich legacy of cultural traditions that newcomers brought with them. The students will observe how their community has changed over time and also why certain features have remained the same. They will compare the kinds of transportation people used long ago, the ways in which people provided water for their growing community and farmlands, the sources of power long ago, and the kinds of work people engaged in years ago. They will discover that the changing history of their locality was, at all stages, closely related to the physical geography of this region: its topography, soil, water, mineral resources, and relative location. The students will analyze how successive groups of settlers made different uses of the land, depending on their skills, technology, and values. They will observe how each period of settlement in their locality left its mark on the land, and they should analyze how decisions being made today also will leave their effects, good or bad, for those who will come after. Teachers will provide opportunities for students to study historical photos and to observe the changes in the ways families lived, worked, played, dressed, and traveled. The students will observe how a given place, such as Main Street, looked long ago and how it looks today. They will compare changes in their community. Students will study where the early rancho that once occupied this land was located; how streets were laid out in an earlier day and how many of them and their names survive today; how boundaries have changed over the years and how settlements have grown; how once-open fields have changed to dense urban development; how a river or coastline has changed in location or size because of a dam constructed upstream, a great earthquake in the past, or breakwaters that have been built to change the action of the sea. Students will read literature that brings to life the people of an earlier time. Students will read literature that illustrates how people lived in the past and convey the way of life of those earlier times. The students will compare the past to changes under way today. Are new developments changing their community? How do people today earn their living or seek recreation? How are people working to protect their region’s natural resources? How do people in this community work to influence public policy, elect their city government, and participate in resolving local issues that are important to children and their families, such as the fate of a local park earmarked for commercial use? Children will identify issues that are important in their society.</p>	<p style="text-align: center;">Our Nations History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend</p> <p>To understand the common memories that create a sense of community and continuity among people, the students will learn about the classic legends, folktales, tall tales, and hero stories of their community and nation. Stories such as Ingri and Edgar D’Aulaire’s Christopher Columbus, Joan Sandin’s The Long Road to a New Land, Thomas P. Lewis’s Clipper Ship, Barbara Brenner’s Wagon Wheels, Elizabeth Shub’s The White Stallion, F. N. Monjo’s The Drinking Gourd, and Barbara Cohne’s Molly’s Pilgrim help students to appreciate those who dared to move into unknown regions. Students will read biographies of the nation’s heroes and of those who took the risk of new and controversial ideas and opened new opportunities for many. Such stories convey to the children valuable insights into the history of their nation and its people; they also help children to understand today’s great movement of immigrants into California as a part of the continuing history of their nation. Through stories and the celebration of national holidays, children should learn the meaning of the nation’s holidays and the symbols that provide continuity and a sense of community across time; for example, the flag, the eagle, Uncle Sam, and the Statue of Liberty. They will learn the Pledge of Allegiance to the flag and the national songs that express American ideals, such as “America the Beautiful,” the “Star Spangled Banner,” and “America.”</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	*We are in the process of locating text					Text: Christopher Columbus by Ingri and Edgar D’Aulaire The Long Road to a New Land by Joan Sandin Clipper Ship by Thomas P. Lewis Wagon Wheels by Barbara Brenner The White Stallion by Elizabeth Shub The Drinking Gourd by F. N. Monjo Molly’s Pilgrim by Barbara Cohne				
-----------	---	--	--	--	--	---	--	--	--	--

Math	Module 1: Data and Graphing	Module 2: Multiplication Concepts	Module 3: Numbers and Operations	Module 4: Geometry	Module 5: Division Concepts and Facts	Module 6: Fractions and Decimals	Module 7: Multiply and Divide by 1-Digit Numbers	Module 8: Measurement	Module 9: Data, Graphing and Probability
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 Interpersonal Communication	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						