

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

<b>Literacy</b>	<p>Critical Literacy Seminar 1: <i>Interpretation by Design</i></p> <p>Distilling a text's abstract ideas to develop and refine theme statements.</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>A Study of Purpose &amp; Structure in Traditional Literature</i></p> <p>Building knowledge of traditional archetypical characters and themes to apply to the interpretation modern texts.</p>	<p>Critical Literacy Seminar 4: <i>Setting Emerges: Seeking Universal Truths in Context-Specific Stories</i></p> <p>Examining and critiquing how story elements (setting, character, plot, etc.) combine to make a unified whole that sheds light on the human experience.</p>	<p>Critical Literacy Seminar 5: <i>Negotiating Information, Thesis, &amp; Persuasion in Expository Text</i></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>Solid Earth</b></p> <p>Concept #1: The properties of rocks and minerals reflect the processes that formed them.          Concept #2: Waves, wind, water, and ice shape and reshape Earth's land surface.</p>		<p style="text-align: center;"><b>Magnetism and Electricity</b></p> <p>Concept #1: Electricity and magnetism are related effects that have many useful applications in everyday life.</p>		<p style="text-align: center;"><b>Environments</b></p> <p>Concept #1: All organisms need energy and matter to live and grow          Concept #2: Living organisms depend on one another and on their environment for survival.</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>Alum, Bucket, Chart Paper, Magnifying Glass, Marking Pens, Colored Pencils, Safety Goggles, Salt, White Flour, Chalk, Safety Goggles, Paper towels, Vinegar, Granite, Bleach, Clock with second hand, Dustpan, Broom, Egg Cartons, United States Map, Newspaper, Pitchers, Plastic Bags, VCR and Monitor</p>	<p>Chart Paper, Magnets, Marking Pens, Masking Tape, Document Camera, Projector, Paper Clips, Test Objects, Transparent Tape, Cardboard, Rubber Combs, Masking Tape, Clear Packing Tape, Paperback Books, Metric Ruler, Empty Plastic Bottles, Sneakers, Wool Synthetic Sweaters, Index Cards, Graph Paper, Wire</p>		<p>Chart Paper, Newspaper, Paper Towels, Plastic Wrap, Potting Soil, Apples, Bran, Trays, Flowers, Hot-water Bottles, Ice, Newspaper, File folders, VCR and Monitor, Map of California, Marking Pens, Paper Cutter, Water, White Paper, Document Camera, Projector,</p>	

Social Studies	<p><b>California: A Changing State</b>  It is important for students to study California’s history because it is their home state, has ethnic diversity, richness in culture and multiethnic heritage, interesting economic energy of its people, and has a variety of its geographical settings. The story of California begins in pre-Columbian times, in the culture of the American Indians who lived here before the first Europeans arrived. The history of California then becomes the story of successive waves of immigrants from the sixteenth century through modern times and the enduring marks each left on the character of the state. These immigrants include (1) the Spanish explorers and the Spanish-Mexican settlers of the Mission and Rancho period who introduced European plants, agriculture, and a herding economy to the region; (2) the people from America and around the world who settled here, established California as a state, and developed its mining, industrial, and agricultural economy; (3) the Asian and other immigrants of the second half of the nineteenth century, who provided a new supply of labor for California’s railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the first half of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States. Because of their early arrival in the New World, African Americans have been present throughout much of California’s history, contributing to the Spanish exploration of California, the Spanish-Mexican settlement of the region, and California’s subsequent development throughout the nineteenth and twentieth centuries. Students will learn about the daily lives, adventures, and accomplishments of these people and the cultural traditions and dynamic energy that have formed the state and shaped its varied landscape. Teachers will emphasize the regional geography of California, as well. Students will analyze how the different regions of the state have developed through the interaction of physical characteristics and cultural forces and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present.</p> <p><b>The Physical Setting: California and Beyond</b>  Students will locate California on the map and examine its setting on the western edge of North America, separated from the more densely settled parts of the American heartland by wide desert regions. They will learn to identify the mountain ranges, major coastal bays and natural harbors, and expansive river valleys and delta regions that are a part of the setting that has attracted settlement for tens of thousands of years.</p> <p><b>Pre-Columbian Settlements and People</b>  Students will learn about the major language groups of the American Indians and their distribution, social organization, economic activities, legends, and beliefs. Students will become aware of the extent to which early people of California depended on, adapted to, and modified the physical environment by cultivation and the use of sea resources. In analyzing how geographical factors have influenced the location of settlements, then and now, students will have an opportunity to observe how the past and the present may be linked by similar dynamics.</p> <p><b>Exploration and Colonial History</b>  Students will learn about the Spanish exploration of the New World and the colonization of New Spain. Teachers will emphasize motives for colonization, especially those that brought Spanish soldiers and missionaries northward from Mexico City to Alta California. The stories of Junipero Serra, Juan Crespi, and Gaspar de Portolá will be shared. The presence of black explorers and soldiers in the earliest Spanish expeditions by sea and land and the participation of Spaniards, Mexicans, and blacks in the founding of the Alta California settlements will be emphasized, as well. In mapping these routes and settlements, students will observe that access to California was difficult because of the physical barriers of mountains, deserts, and ocean currents.</p> <p><b>Missions, Ranchos, and the Mexican War for Independence</b>  Students will understand how the introduction of Christianity affected native cultures. Students will also learn about the geographical factors involved in locating the missions so that some were close enough to be a long day’s walk or horseback ride apart and that they were situated along native pathways near sources of water. Presidios were built in locations that were by the colonial governors. Cattle ranches and agricultural villages were developed around the missions and presidios. European plants, agriculture, and a herding economy were introduced to the region. Teachers will emphasize the daily lives of the people who occupied the ranchos, missions, presidios, haciendas, and pueblos. The Mexican War for Independence will be studied and discussed. What changes did Mexico’s independence from Spain bring to Alta California? By analyzing California’s geography, students will see how the natural barriers and remoteness of the region influenced settlement patterns during this period.</p>	<p><b>Gold Rush, Statehood, and the Westward Movement</b>  Students will learn about the four events that changed the course of California history: the establishment of the Bear Flag Republic, the Mexican-American War, the Gold Rush, and California’s admission to statehood in 1850. These events will be studied, discussed, and analyzed. Students will learn how gold was discovered and how news of the discovery spread throughout the world. Reading about the travels of Jedediah Smith, James Beckwourth, John C. Fremont, and the Bidwell and Donner parties will help students appreciate the hardships of the overland journey to California. Comparisons will be made with those who took the Panama route and those who came around Cape Horn by ship. The arrivals of Asians, Latin Americans, and Europeans will be noted. Students think about how the Gold Rush changed California by bringing sudden wealth to the state; affecting its population, culture, and politics; and instantly transforming San Francisco from a small village in 1847 to a bustling city in 1849. On the negative side, the Gold Rush robbed many of California’s earlier settlers of their land grants and property rights and caused irreparable environmental destruction through the system of hydraulic mining that was introduced in the 1850s. Students will learn about women who helped to build California during these years, such as Bernarda Ruiz and Biddy Mason. Comparisons will be made between governments during the Spanish and Mexican periods and after California became a state. California’s state constitution and the government it created will be introduced.</p> <p><b>The Period of Rapid Population Growth, Large-scale Agriculture, and Linkage to the Rest of the U.S.</b>  After the 1850s, The Pony Express, the Overland Mail Service, and the telegraph service linked California with the East. The completion of the transcontinental railroad in 1869 linked California with the rest of the nation. With the help of topographic maps, students will follow the “sledge and shovel army” of Irish workers who laid the tracks westward across the Great Plains and the legions of Chinese workers who forged eastward from Sacramento through the towering Sierra Nevada mountains, digging tunnels and building bridges with daring skill. Completion of the railroad opened a flourishing trade between the Orient and eastern cities and brought thousands of new settlers to California. Students will analyze the growing hostilities toward the large Chinese labor force in California during the 1870s that led to the Chinese Exclusion Act of 1882. The invention of the refrigerated railroad car opened eastern markets to California fruit and produce. Students will examine the special significance of water in a state in which agricultural wealth depends on cultivating dry regions with their longer growing seasons and warmer weather. Students will examine the reclamation of California’s marshlands west of the Sierra Nevada and the great engineering projects that bring water to the Central Valley and the semiarid south. Students will also examine the continuing conflicts over water rights. As California became home to diverse groups of people, its culture reflected a mixture of influences from Central America; South America; eastern, southern, and western Asia; and Europe. Students will compare the many cultural and economic contributions these diverse populations have brought to California and can make the same comparisons for California today.</p> <p><b>Modern California: Immigration, Technology, and Cities</b>  Students will learn about the development of present-day California with its commerce, large-scale commercial agriculture, communications industry, aerospace technology, and important trade links to nations of the Pacific Basin and other parts of the world. Students will analyze how California’s industrial development was strengthened after the war by the building of an extensive freeway system and water projects, including canals, dams, reservoirs, and power plants, to support the growing population and its need for electrical power. Students will examine the impact of these engineering projects on California’s wild rivers and watersheds and the long term consequences of California’s heavy overdraft on its ground water resources. Students will understand the role of labor in industry and agriculture, including how Cesar Chavez, through nonviolent tactics, educated the general public about the working conditions in agriculture and led the movement to improve the lives of farm workers. During this time California also developed a public education system, including universities and community colleges, which became a model for the nation. Students will see how good public education opens new opportunities for immigrant youths as well as native-born residents. They will analyze how California’s leadership in computer technology, science, the aerospace industry, agricultural research, economic development, business, and industry depends on strong public education for all. Students will explore the relationship between California’s economic and population growth in the twentieth century and its geographical location and environmental factors. They will look for the linkages between California’s location in the Pacific Basin and the sources of recent immigration to the state. They will examine California’s growing trade with nations of the Pacific Basin and analyze how California’s port cities, economic development, and cultural life benefit from this trade. Students will also examine some of the unresolved problems facing California today and the efforts of concerned citizens who are seeking to address these issues.</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</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	*We are in the process of locating text

<b>Math</b>	Module 1: Data, Graphing and Time	Module 2: Multiplication and Division Facts	Module 3: Understand Numbers and Operations	Module 4: Geometry	Module 5: Fractions and Decimals	Module 6: Multiply by 1- & 2-Digit Numbers	Module 7: Divide by 1- & 2-Digit Divisors	Module 8: Measurement, Algebra and Graphing	Module 9: Probability	Module 10: Division with 2-Digit Divisors; Add and Subtract Fractions and Mixed Numbers
Process and product	<p>*Process and product are delineated in the Math Modules</p> <p>*Students apply knowledge learned from the Math Modules at their places of employment during MicroSociety</p>									
Materials	<p>District's Math Modules, Harcourt Math Adoption</p> <p>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 &amp; graphs, bills/invoices, order forms, Micro Bucks (school's currency)</p>									

English Language Development Overarching Function(s)	<p>Unit 1: Interpersonal Communication</p> <p>Describe, Compare, Contrast Express Action &amp; Time Relationships</p> <p>Express Action &amp; Time Relationships Express Cause &amp; Effect Predict and Infer</p>	<p>Unit 2: Describe, Compare, Contrast Express Cause &amp; Effect, Predict and Infer</p> <p>Express Action &amp; Time Relationships Express Cause &amp; Effect Predict and Infer</p> <p>Describe, Compare, Contrast</p>	<p>Unit 3: Express Action &amp; Time Relationships</p> <p>Express Action &amp; Time Relationships Express Cause &amp; Effect Predict and Infer</p> <p>Describe, Compare, Contrast</p>	<p>Unit 4: Express Action &amp; Time Relationships</p> <p>Describe, Compare, Contrast</p> <p>Interpersonal Communication</p>	<p>Unit 5: Describe, Compare, Contrast Express Action &amp; Time Relationships</p> <p>Express Action &amp; Time Relationships Express Cause &amp; Effect Predict and Infer</p> <p>Express Action &amp; Time Relationships Interpersonal Communication</p> <p>Interpersonal Communication</p>	<p>Unit 6: Interpersonal Communication</p> <p>Express Action &amp; Time Relationships</p> <p>Describe, Compare, Contrast Express Action &amp; Time Relationships</p> <p>Express Action &amp; Time Relationships Express Cause &amp; Effect Predict and Infer</p>	<p>Unit 7: Describe, Compare, Contrast</p> <p>Express Action &amp; Time Relationships</p>
Process and product	<p>*Process and product are delineated in the English Language Development Units</p> <p>*Students apply knowledge learned from the English Language Development Units at their places of employment during MicroSociety</p>						
Materials	<p>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</p>						