

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units
 Joyner MicroSociety Magnet School
 5th Grade 2009

Literacy	<p>Critical Literacy Seminar 1: <i>Interpretation by Design II</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>How Do Poets Convey Meaning?</i></p> <p>Reading and discussing poetry to grow in understanding how poets use language to effect readers</p>	<p>Critical Literacy Seminar 4: <i>The Archetype in Fiction</i></p> <p>Studying the dichotomies that make up archetypical story patterns, characters and symbols in order to determine how their reading of modern text is aided by an awareness of literary archetype.</p>	<p>Critical Literacy Seminar 5: <i>Negotiating Information, Thesis, & Persuasion in Expository Text</i></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 style="text-align: center;">Water Planet</p> <p>Concept #1: The solar system consists of planets and other bodies that orbit the Sun in predictable paths. Concept #2: A variable is anything that can change that might affect the outcome of an experiment. Concept #3: Water on Earth moves between the oceans and land through the processes of evaporation and condensation. Concept #4: Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.</p>	<p style="text-align: center;">Mixtures and Solutions</p> <p>Concept #1: Elements and their combinations account for all the varied types of matter in the world.</p>	<p style="text-align: center;">Living Systems</p> <p>Concept #1: Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.</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>Earth Globe, Chart Paper, VCR and Monitor, Cardboard, Glue, Index Cards, Marking Pens, Masking Tape, Document Camera, Projector, Clear Packing Tape, Pencils, Pennies, Scissors, Watch with second hand, Magnifying Glass, Ice, Objects for Freezing (metal objects, sand, water bottles), Paper Towels, Water, Cooler, Cup, Metal Fork, Colored Pencils, Newspaper, Thermos, Clipboards, Local Weather Maps for 4 Consecutive Days</p>	<p>Bucket, Chart Paper, Paper Towels, Safety Goggles, Transparent Tape, Chalk, White Vinegar, Hot Water, Margarine, Paper Plates, Lead Pencils, Thermos Bottle</p>	<p>Chart Paper, Marking Pens, VCR and Monitor, Bunches of Celery with Leaves, Jars, Plastic Bags, Breakfast Cereal Samples, Flour-1 cup, Ice Chest, Paper Towels, Empty Soda Bottles, Sugar, Hot Water</p>

Social Studies	<p>United States History and Geography: Making a New Nation This unit focuses on the creation of a new nation, peopled by immigrants from all parts of the globe and governed by institutions founded on the Judeo-Christian heritage, the ideals of the Enlightenment, and English traditions of self-government. Teachers will emphasize the experiences of different racial, religious, and ethnic groups.</p> <p>The Land and People Before Columbus Students will examine major pre-Columbian settlements: the cliff dwellers and pueblo people of the desert Southwest; the American Indians of the Pacific Northwest; the nomadic tribes of the Great Plains; and the woodland peoples east of the Mississippi. Students will learn how these people adjusted to their natural environment; developed an economy and system of government; and expressed their culture in art, music, and dance. Students will be introduced to the rich mythology and literature of American Indian cultures.</p> <p>The Age of Exploration Students will concentrate on European explorers who sought trade routes, economic gain, adventure, national glory, and “the greater glory of God.” Tracing the routes of these explorers on the globe should encourage discussion of Europe’s innovative use of technological developments that were invented by other civilizations that made this age of exploration possible: the compass, the astrolabe, and seaworthy ships. Students will imagine how these explorers and their crews might have felt when they left chartered seas to explore the unknown. What happened when they encountered indigenous people? How were they received when they returned home not with exotic spices and silk, but with native people, animals, plants, and even gold?</p> <p>Settling the Colonies: Virginia Settlement, Life in New England, The Middle Colonies <i>The Virginia Settlement</i>-Students will explore the implications of the West Indian tobacco plantation. Why was tobacco grown on large plantations? What type of work force was required? What was an indentured servant? What was the social life of the plantation? Students will learn of the first Africans who were brought to the colony in 1619. During the seventeenth century some Africans were indentured, some were enslaved, and some were free. Changing economic conditions increasingly caused tobacco planters to turn to slavery as a major source of reliable though costly labor. Students will imagine how these young men and women from Africa felt, having been stolen from their families, carried across the ocean in a brutal voyage to a strange land, and then sold into bondage. Students will reflect on the meaning of slavery both as a legal institution and as an extreme violation of human rights. Students will understand the importance of the House of Burgesses as the first representative assembly in the colonies. Who was allowed to vote? Who was excluded? They also should learn the meaning of the established church. <i>Life in New England</i>-This was a region settled by two groups of Puritans who sought a life based on their religious beliefs: the separatist Pilgrims who broke with the Church of England and the Puritans who sought to reform the church from within. After an arduous trip, they joined in signing the Mayflower Compact, a first step toward self-government. In keeping with the times, women were not asked to sign. Why not? Students will discuss and reflect on the meaning of self-government and the importance of the right to vote. Students will learn about the political, religious, economic, and social life of the colonies. They will be encouraged to envision the simple homes and the rigors of each day. They will analyze the work of men, women, and children and see how butter was churned, cloth was dyed, and soap and candles were made; they will see the hornbooks from which children learned their ABCs. The Puritans valued hard work, social obligation, simple living, and self-governing congregations. Their religious views shaped their way of life, their clothing, their laws, their forms of punishment, their education practices, and their institutions of self-government. <i>The Middle Colonies</i>-The colonies of New Amsterdam, New Jersey, Pennsylvania, Maryland, and Delaware provided havens for a wide variety of ethnic, linguistic, and religious groups, including English, Dutch, Swedish, German, Irish, Scottish, Catholic, and Jewish settlers. Teachers will emphasize Pennsylvania, where William Penn founded a Quaker colony that practiced religious freedom and representative government. Industrious farmers, fur traders, skilled craftspeople, merchants, bankers, shipbuilders, and overseas traders made the colony prosperous. Geographic factors enabled the middle colonies to thrive and contributed to the development of New York and Philadelphia as busy seaports. Excerpts from Benjamin Franklin’s Autobiography, his annual Poor Richard’s Almanac, and his story “The Whistle” as well as Margaret Cousins’s Ben Franklin of Old Philadelphia should give students a sense of these times.</p> <p>Settling the Trans-Appalachian West Students will learn about the importance of the war, in shattering French power in North America. Students will follow the exploits of pathfinders such as Daniel Boone and read about the settlers who followed his trail over the Cumberland Gap into Kentucky. They will consider the viewpoint of the American Indians who occupied these same lands and read about the conflicts between the Indians and Kentucky settlers that followed the outbreak of the Revolutionary War.</p>	<p>The War for Independence Students will become familiar with the Stamp Act of 1765 and the outraged colonial reaction to it; the Townshend Acts that again stirred protest and led to the Boston Massacre; and the tax on tea that provoked the Boston Tea Party. In discussing the conflict, students will read excerpts from speeches in the Parliament by William Pitt and Edmund Burke, whose pleas for moderation were ignored. Students will realize that some colonists remained loyal to King George III. Major events in the Revolution will be described in detail, including the battles of Bunker Hill, Lexington, and Concord; the selection of George Washington to command the army; and Patrick Henry’s famous appeal to his fellow legislators to support the fight. Students will learn about Abigail Adams, Molly Pitcher, Nathan Hale, and Benedict Arnold; and they will understand the significance of the events at Valley Forge, the alliance with France, and the final battle at Yorktown. Students will understand the courage required of those who signed this document because they risked their lives and property.</p> <p>Life in the Young Republic Students will examine the daily lives of those who built the young republic under the new Constitution. Between 1789 and 1850, new waves of immigrants arrived from Europe, especially English, Scots-Irish, Irish, and Germans. Traveling by overland wagons, canals, flatboats, and steamboats, these newcomers advanced into the fertile Ohio and Mississippi valleys and through the Cumberland Gap to the South. Students will learn about the Louisiana Purchase and the expeditions of Lewis and Clark and of John C. Fremont. Students will learn about the resistance of American Indian tribes to encroachments by settlers and about the government’s policy of Indian removal to lands west of the Mississippi.</p> <p>The New Nation’s Westward Expansion Students will study the experiences of moving west to Oregon by wagon train. They will understand how the expeditions were organized, how a trail was scouted, where the trail ran, and what physical dangers the pioneers faced: raging rivers, parched deserts, sandstorms and snowstorms, and lack of water or medicine. Students will understand the resistance of American Indians to encroachments by other people, and internecine Indian conflicts, including the competing claims for control of lands. Students will compare this trail with the California overland trail, the trail to Santa Fe, and the trail to Texas, comparing each time the purpose of the journey; where the trail ran; the influence of geographic terrain, rivers, vegetation, and climate; and life in the territories at the end of these trails. Students will compare these westward migrations with the continuing northward migrations of Mexican settlers into these great Mexican territories of the West and the Southwest. While learning about life on the trail, students will discuss the reactions of the American Indians to the increasing migration and the reasons for their growing concern. Students will also learn how the Oregon boundary conflict was settled by negotiation with England and how that territory became a state.</p> <p>Linking the Past to the Present: The American People Then and Now Students will examine the contributions of the different groups that built the American nation and, in the process, became a new people. Students will understand that we are a people of many races, many religions, and many different national origins and that we live under a common governmental system. Students will also learn about the significant contributions that African American men and women made to the economic, political, and cultural development of the nation, including its music, literature, art, science, medicine, technology, and scholarship. Students will learn about the successive waves of new immigration over the years from 1850 until today. Students will be able to reflect on the ethical content of the nation’s principles and on America’s promise to its citizens—the promise of a democratic government in which the rights of the individual are protected by the government, by a free press, and by an informed public. America’s ideals are closely related to the nature of American Society. Students will understand that the American creed calls on them to safeguard their freedoms and those of their neighbors, to value the nation’s diversity, to work for change within the framework of law, and to do their part as citizens in contributing to the welfare of their community. Students will also reflect on the importance of living up to the nation’s ideals and of participating in the unfinished struggle to make these principles and ideals a reality for all.</p>
Goals and Curriculum Strands	<p>Knowledge and Cultural Understanding: Historical Literacy, Ethical Literacy, Cultural Literacy, Geographic Literacy, Economic Literacy, Sociopolitical Literacy Democratic Understanding and Civic Values: National Identity, Constitutional Heritage, Civic Values, Rights, and Responsibilities 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	<p>Text:</p> <p>Poor Richard's Almanac</p> <p>The Whistle by Benjamin Franklin</p> <p>Margaret Cousins's Ben Franklin of Old Philadelphia</p> <p>Biographies: Daniel Boone, George Washington, Thomas Jefferson, Benjamin Franklin, Chief Tecumseh of the Shawnee, Chief John Ross of the Cherokee tribe, and Chief Osceola of the Seminole tribe</p> <p>Concord Hymn by Ralph Waldo Emerson</p> <p>Paul Revere's Ride by Henry Wadsworth Longfellow</p> <p>Johnny Tremain by Esther Forbes</p> <p>I'm Deborah Sampson: A Soldier in the War of the Revolution by Patricia Clapp</p> <p>My Brother Sam Is Dead by James L. Collier</p>	<p>Text:</p> <p>Abraham Lincoln by Ingri and Edgar D'Aulaire</p> <p>By Wagon and Flatboat by Enid Meadowcroft</p> <p>Trail of Tears</p> <p>The Oregon Trail by Francis Parkman</p> <p>Immigrant Kids by Russell Freedman</p> <p>Waiting for Mama by Marietta Moskin</p> <p>Call Me Ruth by Marilyn Sachs</p> <p>Streets of Gold by Karen Branson</p> <p>Across the Sea from Galway by Leonard Fisher</p> <p>An Orphan for Nebraska by Charlene Talbot</p>

Math	Module 1: Data and Graphing	Module 2: Place Value, Addition and Subtraction of Whole Numbers and Decimals	Module 3: Algebra: Addition, Multiplication; Integers	Module 4: Geometry	Module 5: Multiply Whole Numbers and Decimals; Percent	Module 6: Divide Whole Numbers and Decimals	Module 7: Number Theory; Fraction Concept; Addition and Subtraction of Fractions	Module 8: Geometry: Area, Perimeter and Volume	Module 9: Operations with Fractions: Multiplication and Division	Module 10: Measurement, Probability and Ratio
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 & 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 & Time Relationships</p> <p>Express Action & Time Relationships Express Cause & Effect, Predict and Infer</p>	<p>Unit 2: Describe, Compare, Contrast Express Cause & Effect, Predict and Infer</p> <p>Express Action & Time Relationships Express Cause & Effect, Predict and Infer</p> <p>Describe, Compare, Contrast</p>	<p>Unit 3: Express Action & Time Relationships</p> <p>Express Action & Time Relationships Express Cause & Effect, Predict and Infer</p> <p>Describe, Compare, Contrast</p>	<p>Unit 4: Express Action & Time Relationships</p> <p>Describe, Compare, Contrast</p> <p>Interpersonal Communication</p>	<p>Unit 5: Describe, Compare, Contrast Express Action & Time Relationships</p> <p>Express Action & Time Relationships Express Cause & Effect, Predict and Infer</p> <p>Express Action & Time Relationships Interpersonal Communication</p> <p>Interpersonal Communication</p>	<p>Unit 6: Interpersonal Communication</p> <p>Express Action & Time Relationships</p> <p>Describe, Compare, Contrast Express Action & Time Relationships</p> <p>Express Action & Time Relationships Express Cause & Effect, Predict and Infer</p>	<p>Unit 7: Describe, Compare, Contrast</p> <p>Express Action & 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>						