

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units
 Joyner MicroSociety Magnet School
 Kinder 2009

Literacy	<p>Critical Literacy Seminar 1: <i>We're Already Readers and Writers</i></p> <p>Enabling students with the awareness that they are already readers and writers (of fiction and nonfiction texts).</p>	<p>Critical Literacy Seminar 2: <i>How do Stories Work?</i></p> <p>Using the common story patterns and structures to enhance meaning-making.</p>	<p>Critical Literacy Seminar 3: <i>Understanding Character</i></p> <p>Studying the function of character to build story understanding.</p>	<p>Critical Literacy Seminar 4: <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 5: <i>Understanding Informational Text</i></p> <p>Synthesizing and classifying information to determine and write about the central ideas found in independent research.</p>	<p>Critical Literacy Seminar 6: <i>Beginning Archetype: The Wolf</i></p> <p>Developing an awareness of how a character type (e.g., "the wolf") functions in story.</p>	<p>Critical Literacy Seminar 7: <i>Beginning to Read for Ideas</i></p> <p>Seeking and discussing abstract concepts in story.</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>Trees</p> <p>Concept #1: Different types of plants and animals inhabit the earth. (Life Science) Concept #2: Earth is composed of land, air, and water. (Earth Science)</p>	<p>Wood and Paper</p> <p>Concept #1: Properties of materials can be observed, measured, and predicted. (Physical Science)</p>	<p>Animals 2x2</p> <p>Concept #1: Different types of plants and animals inhabit the earth.</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>Camera, Cardboard, Chart Paper, Clipboard, Construction Paper, Crayons, Pencils, Permanent Marking Pens, Hole Puncher, Phone Books, Shovel, Hose, Bucket, Scissors, Post-It Notes, Stapler, Transparent Tape, Glue, White Paper, Yarn, Cardboard Box, Containers, Whistle, Books About Trees, Cups, Twigs, Needles, Scales, Edible Fruits, Gravel, Knife, Laminator, Paper Towels, Soda Bottles-2 Liters</p>	<p>Chart Paper, Marking Pens, Newspaper, Paper towels, Pitcher, Small Objects That Float, Small Objects That Sink, Turkey Baster, Water, Cornstarch, Container, Large Zip Bag, Pencils, Markers, Saucepan, Scratch Paper, Long handled spoon, Water, White Glue, Construction Paper, Clotheslines, Clothespins, Crayons, markers, Facial Tissue, Book – The Piñata Maker, Fabric Scraps, Flour, Large Spoon, Materials to sort and recycle (cans, plastic, paper, small jars), Newspaper, Pitcher, Rags, Scissors, Screwdrivers, Toilet Tissue, Wood Scraps, Paper Boxes, Paper cutter</p>	<p>Water, Bunch of Elodea, Envelopes, Paper Cutter, Pencils, Crayons, Markers, Pitcher, Scissors, Chart Paper, Transparent Tape, White Paper, Books about Snails, Chalk, Lettuce, Carrots, Paper towel, Construction Paper, Water Snails, Book about Worms, Oatmeal, Small Objects (blocks, pencils, centimeter cubes)</p>

Social Studies	<p style="text-align: center;">Learning to Work Together</p> <p>To help children learn their way as learners, workers, and classroom Participants, the teachers will use classroom problems that arise as opportunities for critical thinking and problem solving. The students will need help in analyzing problems such as these; considering why the problem arose; considering other alternatives they might have tried in coping with the problem; developing awareness of how alternative behaviors might bring different results in the ways that others in the group respond to them; and learning to appreciate behaviors and values that are consistent with the democratic ethic. The students must have opportunities to discuss these more desirable behaviors, try them out, and examine how they lead to more harmonious and socially satisfying relationships with others. Teachers will introduce stories, fairy tales, and nursery rhymes that incorporate conflict and raise value issues that are both interesting and understandable for young children. In discussing the different stories, the students will identify the behavior of characters in the story, observe the effect of this behavior on others, examine why characters behaved as they did, and consider whether other choices could have changed the results. These discussions are intended to help them acquire those values of deliberation and individual responsibility that are consistent with democratic ethics.</p>	<p style="text-align: center;">Working Together: Exploring, Creating and Communicating</p> <p>Teachers will help children build their sense of self and self-worth through extending their understanding of the immediate world and deepening their appreciation of their own ability to explore, create, solve problems, communicate, and assume individual and group responsibilities in classroom activities. Children will have opportunities to explore the school environment, the landscape in the neighborhood, including its topography, streets, transportation systems, structures, and human activities. The students will also have opportunities to discuss structures such as fire stations, airports, houses, banks, hospitals, supermarkets, harbors, transportation lines and the importance of their existence in society.</p>	<p style="text-align: center;">Reaching Out to Times Past</p> <p>Students in kindergarten will also consider how it might have been to live in other times and places and how their lives would have been different. They will observe different ways people lived in earlier days; for example, getting water from a well, growing their food, making their clothing, and having fun in ways that are different from those of today. The students will learn about and recognize that the national and state symbols (the national and state flags, the bald eagle, and the Statue of Liberty) were used by people in the past as well as in the present.</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 *Students apply knowledge learned from the Harcourt Social Studies Adoption at their places of employment during MicroSociety</p>		
Materials	<p>Text: Jack and the Beanstalk Goldilocks and the Three Bears Aesop’s Fables The People Could Fly by Virginia Hamilton</p>	*We are in the process of locating text	<p>Daniel’s Duck by Clyde R. Bulla Thy Friend, Obadiah and The Adventures of Obadiah by Brinton Turkle Becky and the Bear by Dorothy Van Woerkom Little House in the Big Woods by Laura I. Wilder</p>

Math	Module 1: Getting Ready for Kindergarten: Sorting and Classifying	Module 2: Patterns	Module 3: Matching and Counting	Module 4: Numbers 0 to 5	Module 5: Numbers 6 to 10	Module 6: Geometry and Equal Parts	Module 7: Numbers 10 to 30	Module 8: Money	Module 9: Measurement	Module 10: Time	Module 11: Exploring Addition	Module 12: Exploring 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 Cause & Effect, Predict and Infer Describe, Compare, Contrast Describe, Compare, Contrast Express Action & Time Relationships 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 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 & 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						