

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units
 School: John Muir K-12 Magnet School for Global Citizenship

Grade level;: K-12 Date: 2008-2009

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| Essential questions: How do we become globally aware? How do we draw together as a community to use our collective knowledge to create positive change? (Include infusion of Paideia, technology and our global theme. How does our curriculum look different?) | | | | | | | |
| Subject: | Unit 1: Orientation and Award-Winners (by Grade) Standard 1: The student who is information literate accesses information efficiently and effectively. | Unit 2 Research topic selection Standard 3: The student who is information literate uses information accurately and creatively. | Unit 3: Research Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society. | Unit 4: CYRM Books Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information. | Unit 5 Post Research on Webs Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology. | Unit 6 School Events Standard 9: The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information | Unit 7 Evaluate International Projects Standard 2: The student who is information literate evaluates information critically and competently. |
| Process, product, and materials | 1.1 Knows library procedures for circulation and care of resources and equipment 1.2 Knows parts of a book and functions of digital resources 1.3 Knows types and locations of library materials 1.8 Selects appropriate library materials 1.9 Uses a developmentally appropriate research process to access information | 3.1 Uses prewriting techniques to extract and organize relevant information 3.2 Composes and revises drafts 3.3 Communicates and synthesizes ideas in logical and creative or novel ways | 7.1 Understands that a free flow of information is essential for a democratic society 7.2 Seeks and uses information from diverse sources, viewpoints, and cultural backgrounds | 5.1 Learns about children’s and young adult literature, authors, and illustrators 5.2 Appreciates creative expressions in all formats | 8.1 Respects copyright and fair use 8.2 Understands the reasons and methods for citing sources 8.3 Understands and respects principles of intellectual freedom 8.4 Follows school requirements regarding responsible use of information and communication technologies | 9.1 Collaborates in formal and informal study and research groups 9.2 Respects the views of others in study and research groups | 2.1 Locates relevant information from appropriate fiction and nonfiction sources in print and digital formats 2.2 Evaluates authority, credibility, and currency of information 2.3 Selects relevant information during the research process |
| Paideia | Books support Paideia seminar design by providing texts. Art reproductions also available for selection. | | Icons of depth and complexity (magnets checked out to teachers) guide questioning. These icons promote higher levels of thinking. | | Books and technology support project-based learning. The Muir collection is international and provides the “Great Books” suggested as Paideia texts. | | |

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| Technology | <p>Lab and carts offer computers for integration of technology into projects. Skills and software are used during most lessons when available including but not limited to:</p> <p>Online databases including United Streaming Video Gr. 1 – PAINT, email, sites including World Math Day Gr. 3- Word, PPT Gr. 6- Excel, GarageBand, forums Gr. 8- Web sites, graphics, spreadsheets Gr. 12- Emerging technologies</p> | <p>Grades K-3 produced Hansel and Gretel pod-cast and Seuss videos, collected and produced postcard geography. Grades 4, 5 and 6 produced essays for contests using Word, contributed Word Art and reflections to CyberFair Water. Grades 7-8 made spreadsheets for CyberFair, made MyHero.com web sites. Grades 9-12 made web pages, Google Earth PPTs</p> | <p>Grades K-4 made books about the Dewey system. Grades 5-8 talked on forums. Grades 9-12 did videoconferences. Students 7-12 evaluated work of students world-wide on CyberFair and D2D rubrics.</p> |
| Projects | <p>CyberFair topic selection, GVC, Carbon Footprints, Doors to Diplomacy</p> | <p>CyberFair creation, CYRM books and other literature</p> | <p>CyberFair Evaluation</p> |
| CYBERFAIR Process, product, and materials | <p>CYBERFAIR>>>>></p> <p>A: Task: Design a web site that exposes local environmental concerns or that highlights special efforts to promote a sense of awareness and action (i.e. disaster preparedness, floods, earthquakes, hurricanes, beach erosion, solid waste management, water, air, and noise pollution).</p> | <p>CyberFair></p> <p>B. Essential Questions: 1. What are the sources of water in San Diego, and how do we distribute water today? 2. How are we planning to respond to future water needs in San Diego? 3. How can we reduce pollution in San Diego? 4. How can we conserve water?</p> | <p>CYBERFAIR</p> <p>C. Process: Our whole school went to the San Diego Natural History Museum for the H2O=LIFE exhibit in October, 2008. With this as our inspiration, we decided to make our CyberFair 2009 theme "water". Classes considered our essential questions in all classes, and we had an all-school Paideia discussion about water-related topics in November. Students turned in all "water-related" work in all classes for our final project at http://sandi.net/muir/mywebs/CFwater/index.html.</p> |