

Curriculum Mapping: Integrating Magnet Theme with Ongoing Units
 John Muir K-12 Magnet School for Global Citizenship
 3rd Grade

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?)							
Literacy	Unit 1: Looking Closely, Thinking Big: Investigating Ideas in Nonfiction Text *Knowledge quest—investigating cities, landmarks, geographic regions, cultural traditions, products, foods, country flag, map, and famous people. *Final Product is a student designed travel brochure advertising an Asian country. Student will give a 3 minute oral presentation.	Unit 2: Looking Closely, Thinking Big: Investigating Fictional Text	Unit 3: What? So what? Now what? Determining Relevance in Nonfiction Text	Unit 4: Does My Character Have Character? How Theme is Shaped by Characters' Actions and Motives *Why do characters make the choices they make? Which childhood experiences are the same no matter what country you grow up in? *What motivates him/her?	Unit 5: Whose Story is This? The Power of Perspective (fiction, nonfiction) *How does the POV change the message and theme of the story?	Unit 6: Why Tell Stories? Traditional literature from Around the World	Unit 7: Great Minds Think Alike ... Or Not: Engaging in the Research Process
Process, product, and materials	*Graphic organizer fact sheet (Map it, draw the flag, describe a famous person, draw and list landmarks) *Mockup Travel Brochure *Art Supplies *25 library books about 8 countries: Thailand, Pakistan, Singapore, India, The Phillipines, China, Japan, and Vietnam *Document Camera DVD projection of 4 videos India, China, Japan, Vietnam			Textbook selections: Non-fiction: The Keeping Quilt Fiction: <u>Ramona Quimby Age 8</u> <u>Henry and Beezus</u> <u>The Garden of Abdul Asai</u> <u>The Chronicles of Narnia</u> (read aloud) Plays: Jack and The Beanstalk Charlotte's Web The Emperor's New Clothes	Textbook selections: Poppy's Pants The Talking Cloth		

Social Studies	<p>Unit 1: Looking Closely, Thinking Big: Investigating Ideas in Nonfiction Text</p> <ul style="list-style-type: none"> *Knowledge quest—investigating cities, landmarks, geographic regions, cultural traditions, products, foods, country flag, map, and famous people. *Final Product is Travel Brochure advertising country. Student will give a 3 minute oral presentation. 	<p>Our Nations History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend</p> <ul style="list-style-type: none"> *Students investigate the contributions of other countries that helped shape the landscape and culture of California. The European explorers (Spanish, English, Russian), and the Mexican and Central American explorers, and the indigenous peoples Native Americans, met and contributed maps, settlements, technology, industry, and used the resources available in California.
Process, product, and materials	<ul style="list-style-type: none"> *Graphic organizer fact sheet (Map it, draw the flag, describe a famous person, draw and list landmarks) *Mockup Travel Brochure *Art Supplies *25 library books about 8 countries: Thailand, Pakistan, Singapore, India, The Phillipines, China, Japan, and Vietnam *Document Camera DVD projection of 4 videos India, China, Japan, Vietnam 	<p>Textbook—Reflections Unit 3, California’s Early History</p> <ul style="list-style-type: none"> *Leveled readers and textbook selections: The Mayflower, Across a Wide Dark Sea, The Giant of _____, Rachel’s Diary,