

**Middle School Integrated Curriculum Overview  
2009-2010 Theme: ORIGINS**

|                                    | 1st Semester  | 2nd Semester  |
|------------------------------------|---|---|
| <b>Key Concepts and Principles</b> | <b>Origins of Tacoma</b><br>History of the region's development (Physical and social)   | <b>Origins of Government &amp; Commerce</b><br>Civics<br>Transportation<br>Trade<br>Economy of the region<br>Architecture   |
| <b>Projects/ Experiences</b>       | Beginning of the Year Trip to Mt. Rainier National Park and the Nisqually Glacier<br>Work with a glaciologist to measure the river's turbidity, rate of flow, water volume, flood potential<br>Landscape painting classes<br>Float parts of the river<br>Washington State History Museum - learn about the Puyallup River basin's history.<br>Visit a variety of farms in the Puyallup River basin to understand the economics of farming<br>Develop a long term relationship with elderly residents at Tobey Jones; conduct oral histories | Tour the state capitol, meet with representatives<br>Attend Tacoma City Council meetings, work with a representative to identify an issue facing youth in Tacoma and work to assist in developing and implementing solutions<br>Work with city engineers to examine the structural engineering of the bridges in Tacoma. Design and build a model bridge that will support a specified weight<br>Work with an architect to tour the architectural history of Tacoma. Build a replica of one building<br>Work with the Port Commissioner to understand the role of commerce in Tacoma's past and present.<br>Work with the Foss Waterway organization to understand their mission and role in the economic development of Tacoma<br>Work with scientists to understand the environmental impact of businesses around the Puyallup River and Tide Flats |
| <b>Social Studies Content</b>      | Role of the Puyallup River in the development of the region<br>Role of transportation in the development of the region<br>First peoples of the Puyallup River region<br>Early immigrants to the Puyallup River basin<br>Geography of the region   | Different forms of government & their origins<br>Origins of American democracy<br>Tacoma governance & City Council<br>Port of Tacoma (role of the Port in Tacoma's economy, exports, imports, manufacturing)<br>Economics of the region & the important role of transportation<br>Foss Waterway (history and development)   |
| <b>Science Content</b>             | Glaciers, erosion, river systems, ecology, soil<br>Invasive species survey, organic herbicide project<br>Agriculture-crop science, crops of the region, maximizing plant growth<br>FIRST LEGO®  | Physics/Structural Engineering<br>Bridges (construction & building of bridges)<br>Architecture (design & construction)<br>Energy sources<br>Agriculture (service learning, indoor grow lab)   |
| <b>Language Arts Connections</b>   | Historical fiction and non-fiction<br>Research skills and writing<br>Expository writing<br>Creative writing<br>Daily writing  | Oral histories<br>Biographies<br>Debate<br>Speech writing & presentation<br>Fiction<br>Daily writing  |
| <b>Math Connections</b>            | Measurement (rate, flow, cartography)<br>Estimation<br>Volume (water, measuring, calculating rate differences)  | Trade economics<br>Principles of physics<br>Principles of structural engineering<br>Measurement and scale<br>Budgeting  |
| <b>Art Connections</b>             | Landscape painting<br>Music theory  | Performance Arts<br>Technical drawing<br>Visual Arts  |
| <b>Materials/ Resources</b>        | Under development   | Under development   |
| <b>All School Projects</b>         | Under development   | Under development   |

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**Middle School Integrated Curriculum Overview  
2010-2011 Theme: PERSPECTIVES**

|                                    | 1st Semester-- Cultural Perspectives  | 2nd Semester-- Possibilities and Perspectives  |
|------------------------------------|---|--|
| <b>Key Concepts and Principles</b> | <p>What is culture? How does culture influence perspectives? How does culture define values?</p> <p>How are stereotypes generated and what effect do they have?</p> <p>Cultural universals</p> <p>Culture influences perspectives and relationships between groups of people.</p> | <p>Technological Innovation with a global view- How will tradition and technology coexist?</p> <p>How cultures incorporate and reinterpret the new</p>   |
| <b>Projects/ Experiences</b>       | <p>Field study to Vancouver, B.C.</p> <p>Mediation</p>  | <p>Field study to France</p> <p>Invention Fair</p>   |
| <b>Social Studies Content</b>      | <p>Comparative religious study</p> <p>Conflict resolution</p> <p>Manufacturing to market</p> <p>Global collaboration, leading by influence</p> <p>Tacoma from different perspectives-- a homeless person, an executive, etc.</p>  | <p>India as a microcosm of continuity and change</p> <p>Fair trade cause and effect</p> <p>Agriculture and food production- worldwide distribution</p>   |
| <b>Science Content</b>             | <p>Health</p> <p>How environmental policies impact groups of people</p> <p>Genetics of human diversity</p> <p>FIRST LEGO®</p>   | <p>Nanotechnology-- electron microscope work</p> <p>Inventions-- physics principles, using simple machines</p> <p>Optics and light</p> <p>Identifying how advances in technology will change our lives</p> |
| <b>Language Arts Connections</b>   | <p>Perspective in literature</p> <p>Audience and point of view</p> <p>Opinion and editorials, persuasive writing</p>  | <p>Nobel Laureates</p> <p>Reinterpretations of traditional stories</p>   |
| <b>Math Connections</b>            | <p>Global economics, outsourcing</p>  | <p>Force and trajectory, parabolas</p>   |
| <b>Art Connections</b>             | <p>Perspective in art</p> <p>Traditional artforms</p>   | <p>Aesthetics of new technology- product design</p> <p>Digital drawing/animating</p> <p>Optical illusions</p>  |
| <b>Materials/ Resources</b>        | <p>DIG simulation</p> <p>House of Ancient Greece simulation</p>   | <p>Sita Sings The Blues</p>  |
| <b>All School Projects</b>         | <p>Under Development</p>  | <p>Under Development</p>   |

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**Middle School Integrated Curriculum Overview  
2011-2012 Theme: DESTINATIONS**

|                                    | 1st Semester-- Geographic Destinations  | 2nd Semester-- Socio-Political Destinations   |
|------------------------------------|---|---|
| <b>Key Concepts and Principles</b> | Geography- distinctive regions, geographic qualities, ecosystems of the US<br>Resource management- water as resource<br>Transportation  | US Government, focusing on the judicial process<br>Ethics<br>Immigration, migration       |
| <b>Projects/ Experiences</b>       | Field study to significant sites and regions in WA state<br>Mapping project   | Field study to Washington, DC<br>Mock trial<br>Interface with migrant workers             |
| <b>Social Studies Content</b>      | National Parks system<br>Transportation- Tacoma as transportation hub- shipping, railroad, highways, fur trappers and traders<br>20th-Century history<br>Food- production and distribution. Develop a partnership with a local farm that is selling at the Tacoma Farmers Market and follow the farming cycle from seed to sale | Immigration and prejudice, economic diversity<br>Native Americans<br>20th-century history |
| <b>Science Content</b>             | Resource management<br>Endangered species protection/management<br>Energy- forms, sources, renewable sources, the politics of energy<br>FIRST LEGO®   | Space program- 20th century history and future  |
| <b>Language Arts Connections</b>   | Research paper on manufacturing and marketing practices<br>Interviewing business leaders  | Debate<br>Interviewing judges, lawyers  |
| <b>Math Connections</b>            | Funding of public projects<br>Personal finances   | Local/state/national government budgets<br>Personal finances                              |
| <b>Art Connections</b>             | Cartography- history and practice   |   |
| <b>Materials/ Resources</b>        | Pending partnership development   | Pending partnership development   |
| <b>All School Projects</b>         |   |   |

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