



¡SI SE PUEDE!
THE JUSTICE FOR JANITORS
CAMPAIGN

SUGGESTED LEVEL: ELEMENTARY
INTERMEDIATE 3-5

By: Tomás Martínez
Mexican American / Raza Studies

INTRODUCTION

This unit explores immigrant labor through the Justice for Janitor Campaign as well as the concept of unionism and solidarity amongst immigrants and working class families.

The focuses of this unit are critical issues pertinent to immigrant workers. The lessons focus on organizing related to labor, unionism and solidarity. Additionally it examines the real life conditions immigrant workers face in their quest to provide for their families.

This unit will demonstrate the need for students and society as a whole to value and include the lives of all those in our society, especially the marginalized and dominated. Teaching students to respect the custodian who mops their halls, the short order cook who makes their tacos, or the field worker who picks their strawberries. The lessons within this unit are designed to foster critical thinking in addition to teaching life skills such as, perseverance, compassion, and solidarity.

IMPLEMENTATION GUIDELINES

This unit is designed to be taught in grades:		3 rd , 4 th , and 5 th Grades
These lessons are designed to be used sequentially during Language Arts and Social Studies classes. *Using the unit entitled <i>César Chávez: The Struggle for Justice</i> is strongly recommended as a prerequisite, although not a necessity.		
Blackline Masters in Appendix?		Yes

TEACHER PRE-INSTRUCTIONAL INFORMATION

Teacher must watch the Movie *Bread and Roses*, as well as, *Sí Se Puede* and/or *Justicia* prior to introducing the unit. Teacher must have the video *Sí Se Puede* and/or *Justicia* on hand during the time the unit is being taught. The videos are available for checkout via the Mexican American/Raza Studies Department. Additional articles included in the appendices should be read to familiarize one's self with the Justice for Janitors campaign and issues related to organized labor and the immigrant laborers experience. Additionally, begin the unit with a KWL chart so as to identify existing student knowledge, while building upon the existing student knowledge. It is helpful if the KWL chart is posted for students to see for the duration of the entire unit. The KWL chart will serve as an excellent tool in assessing what students have learned and their overall understanding of the unit concepts presented.

UNIT CONCEPTS

Input your unit concept statements in this area. Use one square per concept. Leave unused boxes blank.

- Solidarity and unionism through organized labor.
- The work of janitors and other “invisible workers”.
- Social and economic factors facing immigrant workers.
- Justice for Janitors campaign.
- Activism for all ages.

ALIGNMENT TO THE 21ST CENTURY CORE CURRICULUM

LANGUAGE ARTS – 3RD GRADE

- **Reading**
Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
 - Use phonetic skills to decode words. (R-F1)
PO 1. decode words in context using beginning, middle and final letter/sound relationships
 - Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections. (R-F2)
PO 1. derive meaning from a written selection using reading/decoding strategies
 - phonetic clues
 - context clues
 - picture clues
 - word order
 - structural analysis (e.g., prefixes, suffixes)
 - word recognition
 - Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect and differentiating between fiction and nonfiction. (R-F3)
PO 1. draw conclusions based on the text
PO 2. restate information from a reading selection
PO 3. predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection
PO 4. identify cause-and-effect relationships
PO 5. differentiate fiction and nonfiction texts
 - Identify facts, main idea, sequence of events, define and differentiate characters and determine the author's purpose in a range of traditional and contemporary literature. (R-F4)
PO 1. identify the main idea and relevant facts in a reading selection
PO 2. sequence a series of events from a reading selection
PO 3. compare characters (e.g., traits, roles, similarities, differences) in a reading selection
PO 4. identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection
 - Analyze fiction, nonfiction and poetry for their literary elements such as characters, setting, plot, sequence of events and organization of text. (R-F5)
PO 1. compare characters, plot (including sequence of events), settings across reading selections
PO 2. explain whether the events in the reading selection are real or fantasy
PO 3. describe structural elements of poetry (e.g., rhyme, rhythm and repetition)
PO 4. describe the literary elements of fiction and nonfiction

- Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets. (R-F6)
 - PO 2. restate information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)
 - PO 3. compare information in written advertisements
- Follow a list of directions and evaluate those directions for clarity. (R-F7)
 - PO 1. follow a set of written directions and evaluate clarity
 - PO 2. evaluate written directions for sequence and completeness
- Recognize the historical and cultural perspectives of literary selections. (R-F8)

Note: For instructional purposes - not for state assessment.

 - PO 1. identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures
 - PO 2. compare real-life experiences to events, characters and conflicts in literary selections from different cultures
 - PO 3. recognize that some words in literary selections come from a variety of cultures
- Share by reading fluently according to grade level, maturity level and difficulty of materials
- Recognize the use of figurative and literal language
- **Writing**

Students effectively use written language for a variety of purposes and with a variety of audiences.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.

Writing shows the following traits:

 - idea development, focus, details (Ideas)
 - organizational structure (Organization)
 - author's voice, purpose, consideration of audience, tone and style (Voice)
 - precise language and phrasing (Word Choice)
 - correctness, rhythm and cadence of sentences (Sentence Fluency)
 - mechanical correctness (Conventions)
- Use the writing process, including generating topics, participating in prewriting activities, drafting, revising ideas and editing to complete effectively a variety of writing tasks. (W-F1) (I, O, V, W, F, C)
 - PO 1. generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)
 - PO 2. align purpose (e.g., to inform, to entertain, to communicate) with audience
 - PO 3. write a first draft with the necessary components for a specific genre
 - PO 4. revise draft content (e.g., organization, relevant details, clarity)
 - PO 5. edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)
 - PO 6. proofread revised draft
 - PO 7. present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)

- Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks. (W-F2) (C)
 - In final copy of student's own writing tasks:
 - PO 1. spell high frequency words correctly
 - PO 2. punctuate endings of sentences correctly
 - PO 3. capitalize sentence beginnings and proper nouns
 - PO 4. use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
 - PO 5. write legibly
- Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors. (W-F4)
 - PO 1. record observations (e.g., logs, lists, graphs, charts, tables, illustrations)
 - PO 2. write an introductory statement
 - PO 3. report events sequentially
 - PO 4. write a concluding statement
- Locate, acknowledge and use several sources to write an information report in their own words. (W-F5) (I, O, W, F, C)
 - PO 1. use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
- Write well-organized communications such as friendly letters, memos and invitations for a specific audience and with a clear purpose. (W-F6) (I, O, V, W, F, C)
 - PO 1. organize content, including necessary components of the selected format, for a specified audience
 - PO 2. place commas correctly in components (e.g., heading, greeting, closing, address) unique to letters, memos, invitations
- Use appropriate paragraph format/development in both formal and informal writing. (O)
- Write a response to a literary selection. (I, V)
- **Listening and Speaking**

Students attend, understand and respond orally in a variety of situations.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

 - Use effective vocabulary and logical organization to relate or summarize ideas, events and other information.
- Give and follow multiple-step directions.
- Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report.
- Respond to oral presentations by formulating relevant questions and opinions and summarizing accurately. (WP1-F2)
 - PO 1. recognize the content of an oral presentation
 - PO 2. ask questions related to content
 - PO 3. state opinion relating to content
 - PO 4. develop summary of relevant content

- Apply critical listening skills (e.g., listening for content, long-term contexts, emotional meaning, following directions). (WP1-F3)
 - PO 1. listen effectively
 - PO 2. analyze/evaluate orally received information
 - PO 3. respond appropriately
- Listen to an oral presentation, evaluate, and express an opinion orally. (WP1-F4)
 - PO 1. recognize the content of an oral presentation
- Share ideas, opinions and information with a group, choosing vocabulary that communicates messages clearly, precisely and effectively. (WP1-F5)
 - PO 1. participate in groups
 - PO 2. speak to a group
 - PO 3. share writing with a group
- Adjust oral language to suit various purposes, audiences and situations.
- Speak clearly and appropriately in a variety of classroom situations.
- Recognize how knowledge, traditions and beliefs are transmitted via the art of storytelling.
- **Language and Vocabulary**
 Students use word identification and vocabulary building strategies.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
 - Expand vocabulary from content areas, experiences, readings, dictionaries, thesauruses, glossaries and second language development.
 - Interpret arguments and opinions orally
 - Use appropriate specialized vocabulary, registers and structures; e.g., discussions, oral reports.
- **Research, Presenting and Study Skills**
 Students employ strategies for using a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
 - Recognize different types of visual media.
 - Access, view and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages.
 - Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text.
 - Identify the need for data, obtaining it from existing sources such as the library, online databases or field research. (WP3-F5)
 - PO 1. define data, database, library, data sources and field research
 - PO 2. apply data from existing sources, such as the library, online database and field research
 - Locate, acknowledge, and use a variety of sources including dictionaries, thesauruses, encyclopedias, glossaries and technology.
 - Organize time and materials to assist learning.
 - Use computer-aided instructional materials to improve word processing skills.
 -
 - Use computer-aided instructional materials to improve word processing skills.

LANGUAGE ARTS – 4TH GRADE

- **Reading**
Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
 - Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode unfamiliar words in print. (R-E1)
 - PO 1. identify root words
 - PO 2. infer meanings of words in a selection
 - PO 3. confirm meaning of words using context clues
- Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions and determining author's purpose and perspective to comprehend written selections. (R-E2)
 - PO 1. identify the main ideas, critical and supporting details of the text, and the author's purpose, feelings and point of view
 - PO 2. distinguish fact from fiction
 - PO 3. summarize the text in own words (assessed at district level only)
 - PO 4. compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)
 - PO 5. determine cause and effect relationships
 - PO 6. identify the text in chronological, sequential or logical order
 - PO 7. make an inference using contextual clues
- Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguish the main character from the minor ones; describe the relationship between the motivations of characters; and make inferences about the events, setting, style, tone, mood and meaning of a selection. (R-E3)
 - PO 1. distinguish the main characters from the minor characters
 - PO 2. summarize the plot line to include cause and effect
 - PO 3. explain the interaction of major and minor characters in a selection
 - PO 4. draw conclusions based on events and settings
 - PO 5. differentiate fiction, nonfiction and poetry based on their attributes
 - PO 6. explain cause and effect within the plot
- Identify the author's purpose, bias, position and strategies in a persuasive selection. (R-E4)
 - PO 1. identify the author's purpose and use of details to support the purpose
 - PO 2. describe the author's use of strategies to convince or persuade
 - PO 3. discuss the author's bias as a group
- Compare and contrast the historical and cultural perspectives of literary selections. (R-E6)
 - PO 2. discuss the lives and experiences of characters in history to other individuals who have similar goals or face similar challenges
- Read with specific purpose to confirm predictions and check understanding.
- Understand, interpret and create charts, tables, graphs, pictures as an aid to comprehension.
- Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets.

- Share by reading fluently and expressively according to maturity level and difficulty of material.
- **Writing**
Students effectively use written language for a variety of purposes and with a variety of audiences.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
Writing shows the following traits:
 - idea development, focus, details (Ideas)
 - organizational structure (Organization)
 - author's voice, purpose, consideration of audience, tone and style (Voice)
 - precise language and phrasing (Word Choice)
 - correctness, rhythm and cadence of sentences (Sentence Fluency)
 - mechanical correctness (Conventions)
- Use correct spelling, punctuation, capitalization, grammar and usage, varied sentence structure and paragraph organization, to complete a variety of writing tasks. (W-E1) (also WP1-E3) (C, O, W)
 - PO 1. spell correctly
 - PO 2. punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)
 - PO 3. apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)
 - PO 4. apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)
 - PO 5. organize paragraphs with a variety of sentence structures (e.g., simple)
- Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author. (W-E3) (I, O, W, C)
Note: For instructional purposes - not for state assessment.
- Write a report that conveys to a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources. (W-E5) (I, O, V, W, F, C)
 - PO 1. write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered
 - PO 2. use logical sequence (including transitional words and phrases such as *first, next, then*)
 - PO 3. provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic
- Write formal communications such as personal or business letters, messages, directions and applications in an appropriate format and for specific audiences and purposes. (W-E6) (I, O, V, W, F, C)
 - PO 1. write a formal communication in an appropriate format for a specific audience and purpose
 - PO 2. organize ideas in a meaningful sequence using transitional words or phrases (e.g., *first, next, then*)
 - PO 3. express ideas that are clear and directly related to the topic

- Write a response to a literary selection by supporting ideas with references to texts, other works or experiences. (W-E7) (I, O, V)
 - PO 1. write a clear response supported with examples from the text, other works or experiences
 - PO 2. relate own ideas to supporting details
 - PO 3. organize response with a clear beginning, middle and end
- Use the writing process, including generating topics, participating in prewriting activities, drafting, revising and editing to effectively complete a variety of writing tasks for various audiences.
- Use appropriate paragraph formats appropriate in both formal and informal writing. (V, O, C)
- **Listening and Speaking**

Students attend, understand and respond orally in a variety of situations.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

 - Predict, clarify, analyze and critique a speaker’s information and point of view. (also WP1-E5)
- Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion. (WP1-E4)
 - PO 1. summarize main ideas of an oral or written presentation
 - PO 2. differentiate between facts and opinions in a presentation
 - PO 3. formulate related questions in a presentation
 - PO 4. express opinions relating to the main idea in a presentation
- Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. (also WP1-E1)
- Interpret and respond to questions and evaluate responses.
- Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.
- **Language and Vocabulary**

Students use word identification and vocabulary building strategies.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

 - Expand vocabulary from content areas, experiences, readings, dictionaries, thesauruses, glossaries, second language acquisition and technology.
- Interpret and analyze verbal and nonverbal communications.
- Recognize the use of slang, jargon and specialized vocabulary.
- **Research, Presenting and Study Skills**

Students employ strategies necessary to access and synthesize information.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

 - Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of tasks. (W-E8)
- Utilize information acquired from several sources and transfer information learned in one situation to another. (WP3-E1)
 - PO 1. research a designated topic using a wide array of information sources
 - PO 2. analyze the information obtained from the research
 - PO 3. classify the information obtained from the research
 - PO 4. compare the information to a new situation with assistance

- Devise and implement a plan of action by specifying goals and constraints. (WP3-E2)
 - PO 1. define goals and objectives
 - PO 2. develop appropriate time line
 - PO 3. identify constraints to achieving goals
 - PO 4. identify resources needed to accomplish goals
 - PO 5. develop criteria to evaluate plan of action
- Generate alternatives, consider risks, evaluate and choose solutions. (WP3-E3)
 - PO 1. select from possible solutions in a designated scenario
 - PO 2. determine possible solutions in a designated scenario
 - PO 3. identify risks in a designated scenario
 - PO 4. identify risks and risk factors in a designated scenario
- Monitor progress and make adjustments to meet stated objectives. (WP3-E4)
 - PO 1. identify activities for given objectives
 - PO 2. discuss assessment tasks to measure progress towards objectives
 - PO 3. evaluate progress towards objective
 - PO 4. revise activities with assistance, when necessary, to achieve objective
- Analyze visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions as a group.
- Use a note-taking process to gather/summarize information.

LANGUAGE ARTS – 5TH GRADE

- **Reading**

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, non-fiction, classic and contemporary works.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.

 - Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode unfamiliar words in print. (R-E1)
 - PO 1. identify root words
 - PO 2. infer meanings of words in a selection through knowledge of prefixes and suffixes
 - PO 3. confirm meaning of words using context clues
 - Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions and determining author's purpose and perspective to comprehend written selections. (R-E2)
 - PO 1. identify the main ideas; critical and supporting details of the text, and the author's purpose, feelings and point of view
 - PO 2. distinguish fact from fiction
 - PO 3. summarize the text in own words (assessed at district level only)
 - PO 4. compare and contrast the text (e.g., characters, genre, cultural differences, fact, fiction)
 - PO 5. determine cause and effect relationships
 - PO 6. identify the text in chronological, sequential or logical order
 - PO 7. make an inference using contextual clues

- Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguish the main character from the minor ones; describe the relationship between the motivations of characters; and make inferences about the events, setting, style, tone, mood and meaning of a selection. (R-E3)
 - PO 1. distinguish and compare the main characters from the minor characters
 - PO 2. summarize the plot line to include cause and effect
 - PO 3. explain and make inferences concerning the interaction of major and minor characters in a selection
 - PO 4. draw defensible conclusions based on events and settings
 - PO 5. differentiate fiction, nonfiction and poetry based on their attributes
 - PO 6. explain cause and effect within the plot
- Identify the author's purpose, bias, position and strategies in a persuasive selection. (R-E4)
 - PO 1. analyze the author's purpose and use of details to support the purpose
 - PO 2. describe the author's use of strategies to convince or persuade (e.g., bandwagon, peer pressure, "loaded" words)
 - PO 3. identify the author's bias
- Compare and contrast the historical and cultural perspectives of literary selections. (R-E6)
 - PO 2. compare the lives and experiences of characters in history to present day individuals who have similar goals or face similar challenges
- Read with specific purpose to confirm predictions and check understanding.
- Understand, interpret and create charts, tables, graphs, pictures as an aid to comprehension.
- Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets.
- Share by reading fluently and expressively according to maturity level and difficulty of material.

- **Writing**

Students effectively use written language for a variety of purposes and with a variety of audiences.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.

Writing shows the following traits:

- idea development, focus, details (Ideas)
- organizational structure (Organization)
- author's voice, purpose, consideration of audience, tone and style (Voice)
- precise language and phrasing (Word Choice)
- correctness, rhythm and cadence of sentences (Sentence Fluency)
- mechanical correctness (Conventions)

- Use correct spelling, punctuation, capitalization, grammar and usage, varied sentence structure and paragraph organization, to complete a variety of writing tasks. (W-E1) (also WP1-E3) (C, O, W)
 - PO 1. spell correctly
 - PO 2. punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)
 - PO 3. apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)
 - PO 4. apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)
 - PO 5. organize paragraphs with a variety of sentence structures (e.g., simple, compound)
- Write a summary that presents information clearly and accurately, contains the most significant details and preserves the position of the author. (W-E3) (I, O, W, C)
 - Note: For instructional purposes - not for state assessment.
- Write an expository essay that contains effective introductory and summary statements and fully develops the ideas with details, facts, examples and descriptions. (W-E4) (I, O, W, F)
 - Note: For instructional purposes - not for state assessment.
- Write a report that conveys to a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources. (W-E5) (I, O, V, W, F, C)
 - PO 1. write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered
 - PO 2. use logical sequence (including transitional words and phrases)
 - PO 3. provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources
- Write formal communications such as personal or business letters, messages, directions and applications in an appropriate format and for specific audiences and purposes. (W-E6) (I, O, V, W, F, C)
 - PO 1. write a formal communication in an appropriate format for a specific audience and purpose
 - PO 2. organize ideas in a meaningful sequence using transitional words or phrases
 - PO 3. express ideas that are clear and directly related to the topic
- Write a response to a literary selection by supporting ideas with references to texts, other works or experiences. (W-E7) (I, O, V)
 - PO 1. write a clear response supported with examples from the text, other works or experiences
 - PO 2. relate own ideas to supporting details in a clear manner
 - PO 3. organize response with a clear beginning, developed middle and end
- Demonstrate research skills using reference materials such as a dictionary, encyclopedia and thesaurus to complete effectively a variety of tasks. (W-E8)
- Use the writing process, including generating topics, participating in prewriting activities, drafting, revising and editing to effectively complete a variety of writing tasks for various audiences.
- Use appropriate paragraph format/development and different language styles appropriate in both formal and informal writing. (V, O, C)

- Complete a variety of writing tasks using three types of written communication (printing, cursive writing and word processing). (C)
- **Listening and Speaking**
Students attend, understand and respond orally in a variety of situations.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
 - Predict, clarify, analyze and critique a speaker’s information and point of view.
(also WP1-E5)
- Respond to oral and written presentations by formulating relevant feedback, expressing opinions, discerning the main idea and distinguishing fact from opinion. (WP1-E4)
 - PO 1. summarize main ideas of an oral or written presentation
 - PO 2. differentiate between facts and opinions in a presentation
 - PO 3. formulate and evaluate related questions in a presentation
 - PO 4. express opinions relating to the main idea in a presentation
- Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience. (also WP1-E1)
- Interpret and respond to questions and evaluate responses both as interviewer and interviewee.
- Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.
- Students use word identification and vocabulary building strategies.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
 - Expand vocabulary from content areas, experiences, readings, dictionaries, thesauruses, glossaries, second language acquisition and technology.
- Evaluate, interpret and analyze verbal and nonverbal communications.
- Recognize the use of slang, jargon and dialects, and specialized vocabulary.
- **Research, Presenting and Study Skills**
Students employ strategies necessary to access and synthesize information.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
 - Devise and implementing a plan of action by specifying goals and constraints. (WP3-E2)
 - PO 1. define goals and objectives
 - PO 2. develop appropriate time line
 - PO 3. identify constraints to achieving goals
 - PO 4. identify resources needed to accomplish goals
 - PO 5. develop criteria to evaluate plan of action
 - Generate alternatives, consider risks, evaluate and choose solutions. (WP3-E3)
 - PO 1. create possible solutions in a designated scenario
 - PO 2. evaluate possible solutions in a designated scenario
 - PO 3. analyze risks in a designated scenario
 - PO 4. assess risks and risk factors in a designated scenario
 - Monitor progress and make adjustments to meet stated objectives. (WP3-E4)
 - PO 1. identify activities for given objectives
 - PO 2. designate assessment tasks to measure progress towards objectives
 - PO 3. evaluate progress towards objective
 - PO 4. revise activities when necessary to achieve objective
- Analyze visual media for language, subject matter and visual techniques used to influence attitudes, decision making and cultural perceptions.
- Use a note-taking process to gather/summarize information.

SOCIAL STUDIES 3RD GRADE

- **History**

Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.

- Demonstrate the ability to place events in chronological sequence. (SS1-F1)
 - PO 1. use a timeline to place in order important events in a student's life and relate to other events
 - PO 2. sequence a series of events
- Describe everyday life in the past and recognize that some aspects change and others stay the same. (SS1-F2)
 - PO 1. use primary source materials, including photographs, artifacts, interviews and documents to trace the history of a family from long ago
 - PO 2. the economies, symbols, customs and oral traditions of a Native American community of Arizona, including the significance of the Eagle Feather, trade networks, decorative arts, housing, songs and dances
 - PO 3. how past cultural exchanges influence present-day life, including food, art, shelter and language
- Use stories to describe past events, people and places. (SS1-F3)
 - PO 1. relate contributions from past events and cultures to own life and the lives of others
 - PO 2. examples of individual accomplishments and character
 - PO 3. descriptions of daily life and different places, including the various roles of men, women and children
- Describe the stories of important American heroes and their contributions to our society. (SS1-F4)
 - PO 1. those who secured our freedom, including George Washington, Benjamin Franklin, and Thomas Jefferson
 - PO 2. those who fought for the rights and freedoms of others, including Chief Joseph, Chief Manuelito (Navajo, the Long Walk), Abraham Lincoln, Harriet Tubman, Martin Luther King, Jr., Cesar Chávez and Dolores Huerta
- Discuss how neighborhoods or communities can be different.
- Describe how migration has changed communities.
- Explore "family" history and determine roles within the family.
- Understand the concepts of past, present and future.
- Recognize that art, music and literature are a means of passing along the traditions of cultural groups.
- Develop an awareness of conflicts and their consequences

- **Civics/Government**
Students understand the ideals, rights and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
 - Describe the varied backgrounds of people living in the United States and the ways they have become members of one nation. (SS2-F1)
 - PO 1. our shared principles, goals, customs and traditions
 - PO 2. the diversity in one's school and community and the benefits and challenges of a diverse population
 - Identify and describe the symbols, icons, songs and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time. (SS2-F2)
 - PO 1. the Pledge of Allegiance and patriotic songs such as the National Anthem and America the Beautiful
 - PO 2. the significance of the national holidays and the heroism and achievements of the people associated with them, including Thanksgiving, President's Day, Martin Luther King, Jr. Day, the Fourth of July, Labor Day and Veterans Day
 - PO 3. the American symbols, landmarks and essential documents, including the Declaration of Independence, the flag, the bald eagle and the Statue of Liberty
 - Identify and describe the symbols, icons, songs and traditions of the United States that exemplify cherished ideals and provide continuity and sense of community across time. (SS2-F2)
 - Describe the rights and responsibilities of citizenship. (SS2-F3)
 - PO 1. the elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated
 - PO 2. the importance of participation and cooperation in a classroom, community and country
 - PO 3. why we have rules and the consequences for violating them
 - PO 4. the responsibility of voting
 - Describe the basic structure and concepts of the United States government. (SS2-F4)
 - PO 1. making of rules by direct democracy and by representative democracy
 - Define a variety of creative thinking skills. (WP3-F3)
 - PO 1. use creative thinking skills in a variety of situations
 - Understand and demonstrate the importance of dependability, trustworthiness, productivity and initiative in all areas of life and when interacting with others. (WP4-F1)
 - PO 1. demonstrate characteristics of positive behavior
 - PO 2. identify and practice the various roles of team members
 - PO 3. interact collaboratively to obtain team results
 - Identify the difference between decisions and accomplishments made by individuals and groups. (WP4-F2)
 - PO 1. compare individual versus group decisions and their consequences
 - PO 2. compare individual versus group accomplishments

- Demonstrate teamwork skills by contributing ideas, suggestions and effort; resolving conflicts; and handling peer pressure. (WP4-F3)
 - PO 1. demonstrate skills necessary for positive group dynamics
- Recognize and participate in leadership roles. (WP4-F4)
 - PO 1. describe leadership
 - PO 2. give examples of leadership roles
 - PO 3. practice leadership roles
- Demonstrate ability to make decisions which contribute to a productive school and work ethic. (WP5-F2)
 - PO 1. demonstrate being dependable, trustworthy and productive while at school
 - PO 2. practice decision-making process
- Identify the components and how they fit together in community and social systems. (WP6-F1)
 - PO 1. discuss the relationship between systems in your community (e.g., family, school, social, technological)
- Understand the relationship between the goal-setting process and the allocation of time, money, material and human resources. (WP8-F1)
- Plan class time to accomplish schoolwork goals. (WP8-F2)
- Develop respect for others.
- Discuss why individuals have a responsibility to obey the rules of the family as well as the community.
- Recognize services provided within the community
- **Economics**

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers and citizens participating in local, national and global economies.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.
- Describe how scarcity affects students' daily lives. (SS4-F1)
 - PO 1. describe the opportunity cost of a choice
 - PO 2. describe natural resources, human resources and capital resources, and how they are used to produce goods and services
 - PO 3. describe the costs and benefits of personal spending and saving choices
- Describe the characteristics of production and exchange in an economy. (SS4-F2)
 - PO 3. describe the work that people do to manufacture, transport, and market goods and services
 - PO 4. describe the interdependence of consumers and producers of goods and services
- Identify and understand economic concepts of wants, needs, scarcity and choices.

SOCIAL STUDIES 4TH GRADE

- **History**

Students analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.
- Understand and apply the basic tools of historical research, including chronology and how to collect, interpret and employ information from historical materials. (SS1-E1)
 - PO 1. place key events on a timeline and apply chronological terms correctly, including decade, century and generation

- Recognize the multicultural and multiethnic dimensions of our community.
- Understand that culture encompasses all aspects of society and know how culture is transmitted.
- Examine the contributions of cultural groups throughout a region's history.
- **Civics/Government**
Students understand the ideals, rights and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels
- Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns. (WP4-E1)
 - PO 1. identify characteristics of mutual trust
 - PO 2. identify characteristics of mutual respect
 - PO 3. describe ways to build mutual trust and respect
 - PO 4. design action plan for negotiating concerns
- Exert a high level of effort and perseverance toward goal attainment, as a team member. (WP4-E3)
 - PO 1. identify the team goal
 - PO 2. identify the team member roles and responsibilities and assume various roles
 - PO 3. develop and utilize tools to measure effort and perseverance of individual team members
- Assume leadership roles in team settings. (WP4-E4)
 - PO 1. define leadership skills
 - PO 2. examine self roles/skills in a group setting and make adjustments to benefit group
 - PO 3. demonstrate leadership roles/skills in a group
 - PO 4. develop and utilize a tool to evaluate the roles/skills of self and group
- **Economics**
Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers and citizens participating in local, national and global economies.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
- Use basic economic concepts such as trade, opportunity costs, specialization, voluntary exchange and price incentives to examine historical events. (SS4-E1)
- Describe how consumers and businesses interact in the United States economy. (SS4-E3)
 - PO 2. how people earn income
- Demonstrate work ethics and behaviors for success as defined by school and community. (WP5-E2)
 - PO 1. identify characteristics of work ethics and behavior as defined by school and community
 - PO 2. demonstrate identified work ethics and behaviors in your school and community
-

SOCIAL STUDIES 5TH GRADE

- **History**

Students analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, beliefs and turning points in Arizona, American and world history.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
- Understand and apply the basic tools of historical research, including chronology and how to collect, interpret and employ information from historical materials. (SS1-E1)
 - PO 1. place key events on a timeline and apply chronological terms correctly, including B.C.E. (B.C.), C.E. (A.D.), decade, century and generation
 - PO 2. identify primary and secondary sources historians use to construct an understanding of the past, using such sources as letters, diaries, newspaper articles, archaeological evidence, maps and government records
- Recognize the role of individual and groups in society.
- Recognize the historical role of indigenous peoples, indentured servants, slaves and immigrants in U. S. History.
- Recognize the multicultural and multiethnic dimensions of our community.
- Understand that culture encompasses all aspects of society and know how culture is transmitted.
- **Civics/Government**

Students understand the ideals, rights and responsibilities of citizenship, and the content, sources and history of the founding documents of the United States, with particular emphasis on the Constitution and how the government functions at the local, state, national and international levels.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels
- Identify ways to build mutual trust and respect and develop an action plan for negotiating concerns. (WP4-E1)
 - PO 1. identify and practice characteristics of mutual trust
 - PO 2. identify and practice characteristics of mutual respect
 - PO 3. describe ways to build mutual trust and respect
 - PO 4. design action plan for negotiating concerns
- Exert a high level of effort and perseverance toward goal attainment, as a team member. (WP4-E3)
 - PO 1. identify the team goal
 - PO 2. identify the team member roles and responsibilities
 - PO 3. develop and utilize tools to measure effort and perseverance of individual team members
- Assume leadership roles in team settings. (WP4-E4)
 - PO 1. define leadership skills
 - PO 2. examine self roles/skills in a group setting and make adjustments to benefit group
 - PO 3. demonstrate leadership roles/skills in a group
 - PO 4. develop and utilize a tool to evaluate the roles/skills of self and group
- **Economics**

Students develop economic reasoning skills to apply basic economic concepts, assess problems, make choices and evaluate the choices of others as consumers, workers and citizens participating in local, national and global economies.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.

- Describe how consumers and businesses interact in the United States economy. (SS4-E3)
 - PO 1. how competition, markets and prices influence people’s behavior
 - PO 2. how people earn income by providing their labor for businesses
- Demonstrate work ethics and behaviors for success as defined by school and community. (WP5-E2)
 - PO 1. identify characteristics of work ethics and behavior as defined by school and community
 - PO 2. demonstrate identified work ethics and behaviors in your school and community

Demonstrate work ethics and behaviors for success as defined by school and community. (WP5-E2)

PO 1. identify characteristics of work ethics and behavior as defined by school and community

PO 2. demonstrate identified work ethics and behaviors in your school and community

MATHEMATICS - 3RD GRADE

- Every student should understand and use all concepts and skills from the previous grade levels. The standards are designed so that new learning builds on preceding skills and are needed to learn new skills. Communication, Problem-solving, Reasoning & Proof, Connections, and Representation are the process standards that are embedded throughout the teaching and learning of mathematical strands.

- **Strand 1: Number Sense and Operations**

Number Sense is the understanding of numbers and how they relate to each other and how they are used in specific context or real-world application. It includes an awareness of the different ways in which numbers are used, such as, counting, measuring, labeling, and locating. It includes an awareness of the different types of numbers, such as, whole numbers, integers, fractions, and decimals and the relationships between them, and when each is most useful. Number sense includes an understanding of the size of numbers, so that students should be able to recognize that the volume of their room is closer to 1,000 than 10,000 cubic feet.

Students develop a sense of what numbers are: to use numbers and number relationships, to acquire basic facts, to solve a wide variety of real-world problems, and to estimate to determine the reasonableness of results.

- Understand and apply numbers, ways of representing numbers, the relationships among numbers and different number systems. (3-M1-C1)
 - PO 1. Read whole numbers in contextual situations (through six-digit numbers).
 - PO 2. Identify six-digit whole numbers in or out of order.
 - PO 3. Write whole numbers through six digits in or out of order.
 - PO 4. State whole numbers, through six digits, with correct place value, by using models, illustrations, symbols, or expanded notation (e.g., $53,941 = 50,000 + 3,000 + 900 + 40 + 1$).
 - PO 5. Construct models to represent place value concepts for the one's, ten's, and hundred's places.
 - PO 6. Apply expanded notation to model place value through 9,999 (e.g., $5,378 = 5,000 + 300 + 70 + 8$).
 - PO 7. Sort whole numbers into sets containing only odd numbers or only even numbers.
 - PO 8. Compare two whole numbers through six digits.
 - PO 9. Order three or more whole numbers through six digit numbers (least to greatest, or greatest to least).
 - PO 16. Use decimals, through hundredths in contextual situations.
- **Concept 2: Numerical Operations**
 Understand and apply numerical operations and their relationship to one another. (3-M1-C2)
 - PO 1. Demonstrate the process of subtraction using manipulatives through three-digit whole numbers.
 - PO 2. Add two three-digit whole numbers.
 - PO 3. Subtract two three-digit whole numbers.
 - PO 4. Add a column of numbers.
 - PO 5. Select the grade-level appropriate operation to solve word problems.
 - PO 6. Solve word problems using grade-level appropriate operations and numbers.
 - PO 7. Demonstrate the process of multiplication as repeatedly adding the same number, counting by multiples, combining equal sets, and making arrays.
 - PO 13. Apply grade-level appropriate properties to assist in computation.
 - PO 14. Apply the symbols: \times , \div , $/$, $*$, $\%$, and the grouping symbols () and “ ”.
 - PO 15. Use grade-level appropriate mathematical terminology.
- **Strand 5: Structure and Logic**
 This strand is unique to the Arizona Mathematics Standard and might be considered an extension of problem solving. Students draw from the content of the other four strands to devise algorithms and analyze algorithmic thinking. Strand One and Strand Three provide the conceptual and computational basis for these algorithms. Logical reasoning and proof draws its substance from the study of geometry, patterns, and analysis to connect remaining strands. Students use algorithms, algorithmic thinking, and logical reasoning, both inductive and deductive, as they make conjectures and test the validity of arguments and proofs. They evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions and recognize their applications.

- **Concept 1: Algorithms and Algorithmic Thinking**
 - Use reasoning to solve mathematical problems in contextual situations. Determine step-by-step series of instructions to explain mathematical processes. (3-M5-C1)
 - PO 1. Discriminate necessary information from unnecessary information in a given grade-level appropriate word problem.
- **Concept 2: Logic, Reasoning, Arguments, and Mathematical Proof**
 - Evaluate situations, select problem solving strategies, draw logical conclusions, develop and describe solutions, and recognize and describe their applications. Develop mathematical arguments based on induction and deduction, and distinguish between valid and invalid arguments. (3-M5-C2)
 - PO 1. Draw conclusions based on existing information (e.g., “All students in Ms. Dean’s 1st grade class are less than 7 years old. Rafael is in Ms. Dean’s class. Conclusion: Rafael is less than 7 years old.”).
-

MATHEMATICS – 4TH GRADE

- **Number Sense**

Students develop number sense and use numbers and number relationships to acquire basic facts, solve a wide variety of real-world problems, and determine the reasonableness of results.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.
- Read, write and order integers, whole numbers and rational numbers. (M1-E1)
 - PO 1. compare and order using concrete or illustrated models for whole numbers (up to a million), common fractions (halves, thirds, fourths, eighths), decimals (to the hundredths)
 - PO 2. represent place value using concrete or illustrated models for whole numbers (up to a million) and decimals (to the hundredths)
 - PO 3. read and write whole numbers, integers, common fractions and decimals using real-world situations for whole numbers (up to a million), decimals (to hundredths) and fractions (halves, thirds, fourths, eighths)
- Relate the basic arithmetic operations to one another (e.g., multiplication and division are inverse operations). (M1-E2)
 - PO 1. represent the process of multiplication as repeated addition, using concrete or illustrative models for whole numbers
- Demonstrate proficiency with the operations of multiplication and division of whole numbers. (M1-E3)
 - PO 1. calculate multiplication/division of two-digit by two-digit to find the product; facts through 10; mental math and estimation with multiples of 10; and one-digit divisor into two-digit number to find quotient with remainder
 - PO 2. calculate multiplication and division problems using contextual situations
- Develop and apply number theory concepts (e.g., primes, factors and multiples) to represent numbers in various ways. (M1-E4)
 - PO 1. state the factors for a given whole number

- Recognize that the degree of precision needed in calculating a number depends on how the results will be used and the instruments used to generate the measurements. (M1-E6)
 - PO 2. apply the appropriate strategy (e.g., rounding, estimation, approximation or exact numbers) when calculating to solve problems
 - PO 3. demonstrate/describe the magnitude of whole numbers up to 500 (e.g., number of students in your school)
 - PO 4. interpret calculations and calculator results within a contextual situation up to 500 (e.g., number of books in a library)
- **Data Analysis and Probability**
 Students use data collection and analysis, statistics and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Use counting strategies to determine all the possible outcomes of a particular event (e.g., the number of ways students can line up to have their pictures taken). (M2-E4)
 - PO 1. find all the possible outcome sets involving two sets of objects (e.g., shirts and pants)
- Determine probabilities through experiments and/or simulations and compare the results with the mathematical expectation. (M2-E5)
 - PO 1. make predictions from the results of a student-generated experiment (empirical/probability); single events (e.g., spinner)
 - PO 3. describe events that are certain or impossible
 - PO 5. identify outcomes that are more likely, less likely or equally likely to occur
- **Mathematical Structure/Logic**
 Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Construct, use and explain algorithmic procedures for computing and estimating with whole numbers, fractions, decimals and integers. (M6-E2)
 - PO 1. design a method with a series of defined steps for solving a problem using whole numbers; justify the method
- Apply math standards 1-6 to a variety of workplace scenarios. (WP2-E2)
-
-

MATHEMATICS – 5TH GRADE

- **Number Sense**
 Students develop number sense and use numbers and number relationships to acquire basic facts, solve a wide variety of real-world problems, and determine the reasonableness of results.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

- Read, write and order integers, whole numbers and rational numbers. (M1-E1)
 - PO 1. compare and order using concrete or illustrated models for whole numbers (through the millions), common fractions (halves, thirds, fourths, eighths), decimals (to the thousandths)
 - PO 2. represent place value using concrete or illustrated models for whole numbers (through millions) and decimals (to the thousandths)
 - PO 3. read and write whole numbers, integers, common fractions and decimals using real-world situations for whole numbers (through millions), decimals (to thousandths) and fractions (halves, thirds, fourths, eighths)
- Relate the basic arithmetic operations to one another (e.g., multiplication and division are inverse operations).(M1-E2)
 - PO 1. represent the process of multiplication as repeated addition, using concrete or illustrative models for whole numbers
- Demonstrate proficiency with the operations of multiplication and division of whole numbers. (M1-E3)
 - PO 1. calculate multiplication/division of three-digit by two-digit to find the product; facts through 12; mental math and estimation with multiples of 10; and one-digit divisor into three-digit number to find quotient with remainder
 - PO 2. calculate multiplication and division problems using contextual situations
- Recognize that the degree of precision needed in calculating a number depends on how the results will be used and the instruments used to generate the measurements. (M1-E6)
 - PO 2. apply the appropriate strategy (e.g., rounding, estimation, approximation or exact numbers) when calculating to solve problems
 - PO 3. demonstrate/describe the magnitude of whole numbers up to 1000 (e.g., number of students in your school)
 - PO 4. interpret calculations and calculator results within a contextual situation up to 1000 (e.g., number of books in a library)
- Data Analysis and Probability
 Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Determine probabilities through experiments and/or simulations and compare the results with the mathematical expectations. (M2-E5)
 - PO 1. make predictions from the results of a student-generated experiment (empirical/probability); single events (e.g., spinners)
 - PO 3. describe events that are certain or impossible
 - PO 5. identify outcomes that are more likely, less likely or equally likely to occur
- Patterns, Algebra and Functions
 Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

- Analyze functional relationships to explain how a change in one variable results in a change in another. (M3-E4)
 - PO 1. describe a real-life situation in which a change in one variable results in the change of the other (e.g., temperature in the classroom goes up and the amount of clothing goes down)
 - PO 3. compute an "output" for a given "input" in a function
- **Mathematical Structure/Logic**
 Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Construct, use and explain algorithmic procedures for computing and estimating with whole numbers, fractions, decimals and integers. (M6-E2)
 - PO 1. design a method with a series of defined steps for solving a problem using whole numbers; justify the method
- Apply math standards 1-6 to a variety of workplace scenarios. (WP2-E2)

FINE ARTS (VISUAL ARTS) – 3RD GRADE

- **Students study, appreciate and produce two- and three-dimensional visual works of art.**
Creating Art
 Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.
Students know and are able to do the following
- Select and use subjects, themes and symbols** in works of art. (FAV1-F1)
 - PO 1. use subjects in a work of art
 - PO 2. use themes in a work of art
 - PO 3. uses symbols in a work of art*Possible links to: Technology – use of electronic encyclopedias, indexes, catalogs as references; Language Arts – subjects and themes; Social Studies – subjects and themes*
- Use additional arts media (e.g., crayon, photography, pastels, video), techniques** and processes** to communicate a variety of ideas, experiences and responses. (FAV1-F2)
 - PO 3. demonstrate how different media, techniques and processes can be used to communicate a variety of ideas, experiences and responses
- Demonstrate knowledge and use of a variety of techniques, processes and media to create two- and three-dimensional artworks. (FAV1-F3)
 - PO 1. create a two-dimensional artwork using a variety of techniques, processes and/or media
 - PO 2. create a three-dimensional artwork using a variety of techniques, processes and/or media
- Apply the elements of art** and principles of design** (e.g., showing perspective by varying the size of objects in a landscape) to create and control mass, form** and space** constructions. (FAV1-F4)
 - PO 1. create an artwork with overlapping objects to show depth on a two-dimensional surface
 - PO 2. use varying sizes of objects in a composition to show depth (e.g., foreground objects appear larger than background objects)

- Use visual structures (e.g., organizational principles, expressive features, sensory qualities) to organize the components of own work into a cohesive and meaningful whole. (FAV1-F6)
 - PO 1. create a finished work of art based on organizational principles (e.g., rhythm, emphasis, unity)
 - PO 2. use expressive qualities to create meaning in a finished work of art
- **Art in Context**
 Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.
- Select and demonstrate an understanding of how subject matter communicates meaning, themes and ideas in works made by themselves and others. (FAV2-F1)
 - PO 1. match similar subject matter in art images/objects
 - PO 2. match various subject matter with various meanings or themes (e.g., smiling face with happiness or cityscape with growth of society)

Possible links to: Social Studies – cultural awareness
- Demonstrate how elements of time period and location influence art. (FAV2-F2)
 - PO 2. recall past information to suggest various influences on art images/objects (e.g., it looks like ...)

Possible links to: Social Studies – time and place influences; Language Arts – articulation
- Identify and describe how history, culture and visual arts can and do influence one another. (FAV2-F3)
 - PO 1. identify art images/objects from a particular culture
 - PO 2. tell what changes occur over time in a particular culture
 - PO 3. find commonalities in art images/objects from various cultures and time periods
 - PO 4. restate the purpose an art image/object served based on the cultural history of the maker (e.g., Kachina dolls to the Hopi)

Possible links to: Social Studies – historical influences; Foreign Language – cultural awareness and influences; Mathematics – number lines/timelines
- **Art as Inquiry**
 Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.
- Identify and discuss the similarities and differences of art produced by themselves and others, using technology ♦ as one means of communicating personal ideas in a variety of forums. (FAV3-F1)
 - PO 1. compare works of art produced by themselves to communicate a personal idea
 - PO 2. compare works of art produced by others to communicate a personal idea
- Understand there are various purposes for creating works of art. (FAV3-F2)
 - PO 1. explain various purposes for art (e.g., function, ceremonial)
 - PO 2. identify various uses for art works in time and context
 - PO 3. determine the other purposes the artwork could have served

- Provide a rationale for why they like or dislike specific artworks based on the art elements, principles of design**, values and themes. (FAV3-F3)
 - PO 1. use the elements of art** to provide a rationale for their like or dislike of a specific artwork
 - PO 2. use the principles of design** to provide a rationale for like or dislike of a specific artwork
 - PO 3. use values and themes to provide a rationale for their like or dislike of a specific artwork
- Describe how personal experiences and outside influences may affect the work of an artist, as well as the perceptions** of the viewer. (FAV3-F5)
 - PO 1. identify the influences and experiences of the artist in relationship to a particular artwork
 - PO 2. identify the influences and experiences of the viewer in relationship to a particular artwork
 - PO 3. compare the influences and experiences of the artist and viewer in relation to a particular artwork

FINE ARTS (VISUAL ARTS) – 4TH GRADE

- **Students study, appreciate and produce two- and three-dimensional visual works of art.**
Creating Art
 Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Choose the most appropriate media, techniques** and processes** to enhance communication of own ideas and experiences. (FAV1-E1)
 - PO 1. create artwork using the most appropriate media to communicate ideas and experiences
- Demonstrate increasing technical ability and skill to complete visual arts assignments. (FAV1-E2)
 - PO 1. demonstrate technical ability and skill to complete visual arts assignments
 - PO 2. demonstrate improvement of technical ability and skill in a sequence of their artwork
- Identify and demonstrate the basic physical and scientific properties of the technical aspects of visual arts media (e.g., glazes, paints, printing equipment, photo papers/chemicals, fiber dyes, kilns, cameras, computer software and hardware, mathematics, light, tensile strength). (FAV1-E3)
 - PO 1. identify basic physical and scientific properties of the technical aspects of visual arts media
 - PO 2. demonstrate, within their own artworks, the basic physical and scientific properties of the technical aspects of visual arts media
- **Art in Context**
 Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

- Use subjects, themes and symbols** that demonstrate knowledge of contexts**, values and aesthetics** to communicate intended meaning in their artworks. (FAV2-E1)
 - PO 1. identify cultural and historical symbols for their meaning past and present
 - PO 2. apply subjects, themes or symbols from various cultural or historical contexts to their art work that will communicate their intended meanings
 - PO 3. compare and contrast the values and aesthetics of their own work and the historic or cultural work with similar meanings
- Describe the role** art plays in culture and how it reflects, records and shapes history in various times, places and traditions. (FAV2-E4)
 - PO 1. explain functional and non-functional art forms
 - PO 2. describe traditional artforms based on culture
 - PO 3. state the social, economic, political, geographic or cultural implications of art
- Define or demonstrate knowledge of form as three-dimensionality (height, width and depth).
- Recognize and compare characteristic use of two- and three-dimensional space in art
- **Art as Inquiry**
Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.
- Interpret and describe the messages of contemporary and historic artworks in terms of cultural and ethnic influences. (FAV3-E3)
 - PO 1. describe the meaning of contemporary artworks in terms of a particular culture or ethnic background
- Use art elements and the principles of design** to describe the effective communication of ideas in own personal work and in the work of master artists (FAV3-E4)
 - PO 1. use the elements of art** to describe the effective communication of ideas in the work of master artists of various cultures
 - PO 2. use the principles of design** to describe the effective communication of ideas in the work of master artists of various cultures
- Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics. (FAV3-E6)
 - PO 1. identify images used to influence messages used by business, industry, and politics
 - PO 2. describe the persuasive power of the images to influence messages used by business, industry and politics

FINE ARTS (VISUAL ARTS) – 5TH GRADE

- **Students study, appreciate and produce two- and three-dimensional visual works of art.**
Creating Art
Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Students know and are able to do the following:
NOTE: All levels are built upon previous levels.

- Choose the most appropriate media, techniques** and processes** to enhance communication of own ideas and experiences. (FAV1-E1)
 - PO 1. create artwork using the most appropriate media to communicate ideas and experiences
- Demonstrate increasing technical ability and skill to complete visual arts assignments. (FAV1-E2)
 - PO 1. demonstrate technical ability and skill to complete visual arts assignments
 - PO 2. demonstrate improvement of technical ability and skill in a sequence of their artwork
- Investigate and sequence multiple visual solutions to a given problem, making revisions and articulating the rationale for the best solutions. (FAV1-E5)
 - PO 1. identify the issues to be addressed within their artwork
 - PO 2. determine the variety of options one could use in producing an artwork to address an artistic problem
 - PO 3. select the specific options that would best solve an artistic problem
 - PO 4. create an artwork that best solves an artistic problem
- **Art in Context**
 Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels
- Use subjects, themes and symbols** that demonstrate knowledge of contexts**, values and aesthetics** to communicate intended meaning in their artworks. (FAV2-E1)
 - PO 1. identify cultural and historical symbols for their meaning past and present
 - PO 2. apply subjects, themes or symbols from various cultural or historical contexts to their art work that will communicate their intended meanings
 - PO 3. compare and contrast the values and aesthetics of their own work and the historic or cultural work with similar meanings
- Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context. (FAV2-E3)
 - PO 1. determine characteristics in several artworks from the same cultural group
- Describe the role** art plays in culture and how it reflects, records and shapes history in various times, places and traditions. (FAV2-E4)
 - PO 1. explain functional and non-functional art forms
 - PO 2. describe traditional artforms based on culture
 - PO 3. state the social, economic, political, geographic, or cultural implications of art
- **Art as Inquiry**
 Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Compare and contrast the various purposes for creating art. (FAV3-E1)
 - PO 1. analyze purposes for creating art
 - PO 2. compare various purposes for creating art
 - PO 3. contrast various purposes for creating art

- Interpret and describe the messages of contemporary and historic artworks in terms of cultural and ethnic influences. (FAV3-E3)
 - PO 1. describe the meaning of contemporary artworks in terms of a particular culture or ethnic background
 - PO 2. describe the meaning of historical artworks in terms of a particular culture or ethnic background
- Describe and demonstrate the persuasive power of the visual arts to influence messages used by business, industry and politics. (FAV3-E6)
 - PO 1. identify images used to influence messages used by business, industry and politics
 - PO 2. describe the persuasive power of the images to influence messages used by business, industry and politics
- Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with visual arts. (FAV3-E7)
 - PO 1. identify the curriculum concepts from other disciplines that are used in the visual arts (e.g., measurements in mathematics, writing and public speaking in language arts)

FINE ARTS (GENERAL MUSIC) – 3RD GRADE

- **Students study music history, theory and applications throughout society.**
Creating Art
 Students know and apply the arts, disciplines, techniques and processes to communicate in original or interpretive work.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Sing/play a varied repertoire of songs from different genres** and diverse cultures. (FAM1-F1)
 - PO 1. continue to sing and/or play American folk songs
 - PO 2. expand ability to identify folk songs from various cultures
 - PO 3. sing and/or play folk songs from diverse cultures
 - PO 4. sing and/or play songs of various genres
- **Art in Context**
 Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Identify various uses (e.g., songs of celebration, game songs, marches, dance music, work songs) of music in daily experiences and describe characteristics that make certain music suitable for each use. (FAM2-F1)
 - PO 1. expand ability to describe how music is used in daily experiences
 - PO 2. list and classify songs used in different settings
 - PO 3. describe characteristics that make music suitable for each setting
- Identify and describe the roles** of musicians (e.g., orchestra conductor, folksinger, church organist) in various musical settings and cultures. (FAM2-F3)
 - PO 3. describe the roles of musicians in various musical settings
- Explain personal preference for a specific musical work, using appropriate terminology. (FAM2-F4)
 - PO 1. describe characteristics that make music suitable for each setting
- Perform songs/games in languages other than the primary language of the student

- Describe characteristics of music from their own ethnic and cultural group as well as those of other students.
- Perform and/or create songs about people who are related to their lives, and who are important in their larger community.

FINE ARTS (GENERAL MUSIC) – 4TH GRADE

- **Students study music history, theory and applications throughout society.**
Creating Art
 Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- **Art in Context**
 Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels
- Discuss diverse functions which music serves. (FAM2-E3)
 PO 1. recognize various settings where music is used
- Perform folk songs representative of historical and cultural events.
- **Art as Inquiry**
 Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.
Students know and are able to do the following:
- Analyze and demonstrate the use of the elements of music** (e.g., in live and recorded performance, verbal discussion). (FAM3-E3)
 PO 1. analyze how music is used to reflect particular moods and feelings
 PO 2. expand ability to demonstrate a story utilizing the elements of music
-

FINE ARTS (GENERAL MUSIC) – 5TH GRADE

- **Students study music history, theory and applications throughout society.**
Creating Art
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.
- Students know and apply the arts disciplines, techniques and processes to communicate in original or interpretive work.
- **Art in Context**
 Students demonstrate how interrelated conditions (social, economic, political, time and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.
Students know and are able to do the following:
 NOTE: All levels are built upon previous levels.

- Analyze the uses of dynamics**, pitch, duration, melodic contour, structure, timbre*and tempo in aural** examples representing diverse genres** and cultures. (FAM2-E1)
 - PO 1. expand ability to describe characteristics of various musical genres and cultures
- Discuss diverse functions which music serves. (FAM2-E3)
 - PO 1. identify various settings where music is used
- **Art as Inquiry**

Students demonstrate how the arts reveal universal concepts and themes. Students reflect upon and assess the characteristics and merits of their work and the work of others.

Students know and are able to do the following:

NOTE: All levels are built upon previous levels.
- Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with music. (FAM3-E2)
 - PO 1. describe elements of subject matter in other disciplines
 - PO 2. compare/contrast elements for PO 1 with the elements used in music
- Analyze and demonstrate the use of the elements of music** (e.g., in live and recorded performance, verbal discussion). (FAM3-E3)
 - PO 1. develop ability to analyze how music is used to reflect particular moods and feelings
 - PO 2. demonstrate a story utilizing the elements of music

INSTRUCTIONAL MATERIALS AND RESOURCES

LESSON 1:

¡SI SE PUEDE!/JUSTICIA ON VIDEO

¡Sí Se Puede! – Video (English)
Justicia – Video (Spanish)
Writing paper

LESSON 2:

DISCRIMINATION AND THE INVISIBLE WORKER

Jorge The Church Janitor Finally Quits by Martin Espada (appendix)
“Janitors Make Plea for Raise”, L.A. Times Article, 9-24-00 (appendix)
“Janitors Deserve a Livable Wage”, L.A. Times Article, 4-7-00 (appendix)
“Degrees of Inequality”, L.A. Weekly Article, August 2001 (appendix)
Writing paper

LESSON 3:

THE ECONOMICS OF A JANITORS LIFE

“Commuters Putting Mettle to the Pedal”, Los Angeles Times, 5/28/01 (appendix)
“Moving on Up”, OC Weekly, 1/31/03 (appendix)
Math Practice Questions (appendix)
Budgeting Question (appendix)
Writing paper

LESSON 4:

¡SI SE PUEDE!/YES WE CAN

¡Sí Se Puede!/Yes We Can By Diana Cohn
Vocabulary Definition sheet (appendix)
Vocabulary word search (appendix)
Boycott and Strike Activity Sheet (appendix)
¡Sí Se Puede!/Yes We Can Questions (appendix)
Writing paper

LESSON 5:

ARTE DE JUSTICIA

¡Sí Se Puede!/Yes We Can By Diana Cohn
Construction paper or butcher paper
Poster board
Crayons, markers, and paint
Picket sign handles

Writing paper

INSTRUCTIONAL MATERIALS AND RESOURCES CONTINUED

LESSON 6:

MUSIC AND POETRY OF THE MOVIMIENTO

¡Sí Se Puede! CD
¡Sí Se Puede! Lyrics in English and Spanish (appendix)
Movimiento poems and songs packet (appendix)
Writing paper

LESSON 7:

UNION: A GROWING FORCE

“Union a Growing Force”, The Orange County Register Article,
(11-11-02) (appendix)
“Santa Ana College, union set up free English classes for janitors”, The
Orange County Register, 9/5/01

PUBLICATION RESOURCES REQUIRED

Textbooks						
Author's Last	Author's First	Publication Title	Publisher	Publisher City and State	Copyright Year	ISBN
Cohn	Diana	<i>¡Sí Se Puede!/Yes We Can</i>	Cinco Punto Press	El Paso, TX	2002	0-93831-769-5

Director's Last Name	Director's First Name	Year	Video Title	Publisher
Loach	Ken	2001	<i>Bread and Roses</i>	Studio Home Entertainment
			<i>Justicia</i>	SEIU
			<i>¡Sí Se Puede!</i>	SEIU

Producer's Last Name	Producer's First Name	CD Title	Publisher	Year
Brambila	Art P.	<i>¡Sí Se Puede!</i>	United Farm Workers of America	1977/ 1994

ADDITIONAL RESOURCES

Textbooks						
Author's Last	Author's First	Publication Title	Publisher	Publisher City and State	Copyright Year	ISBN
Milkman	Ruth	<i>Organizing Immigrant</i>	UCLA	Los Angeles, CA.	2000	0-89215-
Wong	Kent	<i>Workers in Los Angeles</i>	Press			188-9

Internet – Websites

<http://www.justiceforjanitors.org>

Information on the Justice for Janitors campaign and the Service Employees International Union (SEIU)

<http://www.boohooyahoo.com>

The official SEIU Local 1877 Justice for Janitors at Yahoo! website which tells the stories of the janitors who clean Yahoo!'s offices

<http://www.oclatino.net/issues/2002/features/albasanchezjust.html>

Newspaper feature on issues related to Justice for Janitors

LESSON SUMMARY

LESSON 1:	¡SI SE PUEDE!/JUSTICIA ON VIDEO <ul style="list-style-type: none">⇒ Viewing of the short ¡Si Se Puede! and/or Justicia documentary related to the Justice for Janitors Campaign.⇒ Summary discussion of the documentary.⇒ Student reflective writing piece centered on their initial views of the janitorial workers plight.
LESSON 2:	DISCRIMINATION AND THE INVISIBLE WORKER <ul style="list-style-type: none">⇒ Discussion of visible and invisible workers⇒ Examine the role of Janitors as “invisible workers”.⇒ Examine inequality through newspaper articles that highlight janitors and the immigrant experience.⇒ Interview school workers and parents.
LESSON 3:	THE ECONOMICS OF A JANITORS LIFE <ul style="list-style-type: none">⇒ Summary discussion of the reality of janitor lives using newspaper articles and financial data.⇒ Case Studies – Calculating cost of living.⇒ Students design a living budget using set standards.
LESSON 4:	¡SÍ SE PUEDE!/YES WE CAN <ul style="list-style-type: none">⇒ Introduce students to the Justice for Janitors Campaign.⇒ Explore vocabulary associated with the book <i>¡Sí Se Puede!/Yes We Can</i>.⇒ Student reflective writing focused on posed questions.
LESSON 5:	ARTE DE JUSTICIA <ul style="list-style-type: none">⇒ Brainstorm ideas for symbols, designs, and pictures.⇒ Create picket signs reflecting the Justice for Janitors Campaign.⇒ Students’ reflective writing describing the interpretation of their sign.

LESSON SUMMARY CONTINUED

LESSON 6:

MUSIC AND POETRY OF THE MOVIMIENTO

- ⇒ Teacher to lead discussion on definition of metaphors.
- ⇒ Students listen to songs and examine poetry to identify metaphors and word usage.
- ⇒ Students will create a poem or song using metaphors and will present to the class.

LESSON 7:

UNION: A GROWING FORCE

- ⇒ Examine the changing role of unions in workers' lives and in society.
- ⇒ Teacher led discussion of the changing role of unions.
- ⇒ Student generated ideas/plans for change in their role as a union of students in solidarity on issues that affect them.

LESSON 1

¡SÍ SE PUEDE!/JUSTICA ON VIDEO

LEARNING OBJECTIVES

- The Students will be able to discuss the information from the video as it relates to janitors and immigrant workers.
- The Students will be able to summarize in writing their understanding of the video.

INTRODUCTION

- This lesson will introduce students to the Service Employees International Union's (SEIU) Justice for Janitors Campaign. The documentary is designed to get students quickly thinking about what it must be like to be a janitor and /or an immigrant worker in the United States. The video documentary is important so that students can put actual faces to the lives of janitors.

INSTRUCTIONAL PROCEDURES/ACTIVITIES

- Teachers will prepare students for the documentary by asking students to be ready to express their thoughts in writing after the video has played. Discussion to follow regarding what they saw and heard in this short 14 minute video. The documentary serves as a brief introduction to the Justice for Janitors Campaign, as well as to the plight of Latino immigrant workers.
- The teacher has the option of showing either the Si Se Puede video, which is in English or the Justicia video, which is in Spanish. Teachers should select the video that is appropriate to the language spoken in the classroom. It is advised that the teacher show both videos so as to validate those who speak Spanish.
- Have students write a paragraph expressing their opinion on the documentary.
- Teacher shall lead classroom discussion related to the documentary. The discussion should incorporate the student writings.

ACTIVITY 1

SHORT VIDEO

Students will watch the “¡Sí Se Puede!” or “Justicia” documentary.

ACTIVITY 2**REFLECTIVE WRITING**

Students will write a reflective paragraph expressing their opinion of the documentary.

ACTIVITY 3**CLASSROOM DISCUSSION**

Students will participate in a classroom discussion about their opinion of the documentary. In addition, students will share ideas from their written paragraphs throughout the discussion.

CHECK FOR UNDERSTANDING

- The Students will write a reflective paragraph that summarizes the video.

LESSON 2

DISCRIMINATION AND THE INVISIBLE WORKER

LEARNING OBJECTIVES

- The students will recognize and identify the role of a janitor.
- The students will recognize and identify the inequalities experienced by immigrant workers on the job.
- The students will conduct interviews of workers within the school.

INTRODUCTION

- This lesson will introduce the concept of invisible workers, highlighting specifically the role of janitors.
- The lesson will examine inequality immigrant workers face.
- The lesson will provide students with the opportunity to explore various jobs and the experience of workers in those jobs by interviewing family members and school workers.

INSTRUCTIONAL PROCEDURES/ACTIVITIES

- **Anticipatory Set** – Brainstorm with students the various types of jobs students are interested in (e.g. doctors, police officers). Use the chalkboard to list the ideas students have come up with. After the students have made their list, ask them about the possibility of other types of jobs (i.e. janitors). Ask them to distinguish between visible workers and invisible workers. Accept all answers about what is meant to be a visible or invisible worker. Share with students what might make a worker invisible. (The determination of invisibility is broad, however, night shift workers, whose work is unseen, as well as workers whose jobs are not respected could be considered invisible)
- Have the students read “**Jorge the Church Janitor Finally Quits**”. Ask students to read the poem in both languages. This validates students who speak Spanish and also locates writing in the broader linguistic world.
- Discuss the poem: Who is the narrator? How do people treat Jorge? What evidence in the poem tells us that? What does he compare the mop to? What does Espada want us to know about Jorge. What evidence supports your idea? (Questions in the appendix)

- Have students read the following articles “**Janitors Make Plea for Raise**”, Los Angeles Times 9/24/00, “**Janitors Deserve a Livable Wage**”, Los Angeles Times 4/7/00, and “**Degrees of Inequality**”, L.A. Weekly 8/2001. Teachers may need to provide definitions of vocabulary words within the articles for greater comprehension of the articles read.
- Students should then take 15-20 minutes to put into writing the ways in which they believe workers are disrespected and treated unfairly.
- Students should then share their writing results with the class, taking into consideration the thoughts of other students.
- Have students conduct interviews with school workers. Have students identify the different people who work in a school and list them on the board or flipchart (e.g. custodians, school principal, cafeteria workers, monitors, teachers, teacher aides, office staff). Explain that in order to find out more about these people’s jobs, small groups will be conducting interviews. Each group will develop a set of interview questions. List and review the main question words: what, why, when, where and how.

Form groups of 3-4 students, and ask each group to identify a different person/role they will interview in the school. Then, in groups develop a set of questions they might ask that individual. Working in the group for 15 minutes, have each group write them up on a piece of flipchart paper. Teacher should review, correct questions, and modify if necessary. Each group should rewrite the questions preferably using a computer so as not to get confused by various handwriting styles during the interview process.

Have the students practice interview skills with the following exercises.

1. Make an appointment with the school worker (preferably during class time).
2. Take turns practicing each of the interviewer roles.
 - Interviewer
 - Note taker
 - Writer of final copy

Students will then make class presentations based on what they have learned about the school workers from the interviews conducted.

Optional: Teachers may have students conduct their own personal interview of a family member for presentation to the class.

Do not forget to have students keep in mind the concept of invisible workers.

ACTIVITY 1

INVISIBLE WORKER POEM

The students will read the poem “**Jorge the Church Janitor Finally Quits**” By Martin Espada

ACTIVITY 2

INVISIBLE WORKER POEM DISCUSSION

The teacher will lead students in a discussion of the Poem “**Jorge the Church Janitor Finally Quits**”

ACTIVITY 3

JANITOR INEQUALITY AND DISCRIMINATION

Have students read the following articles “**Janitors Make Plea for Raise**”, Los Angeles Times 9/24/00, “**Janitors Deserve a Livable Wage**”, Los Angeles Times 4/7/00, and “**Degrees of Inequality**”, L.A. Weekly 8/2001

ACTIVITY 4

JANITOR INEQUALITY AND DISCRIMINATION WRITING PERIOD

Students should then take 15-20 minutes to put into writing the ways in which they believe workers are disrespected and treated unfairly.

ACTIVITY 5

JANITOR INEQUALITY AND DISCRIMINATION DISCUSSION PERIOD

Students should then share their writing results with the class, taking into consideration the thoughts of other students.

ACTIVITY 6

INTERVIEW OF SCHOOL WORKERS

Have students conduct interviews with school workers. Have students identify the different people who work in a school and list them on the board or flipchart. Students will then present the interview results to the class.

CHECK FOR UNDERSTANDING

- The students will write a paragraph depicting the injustices many janitors and/or immigrant workers face.
- The students will conduct interviews with various workers to identify job tasks.
- The students will present their information orally.

LESSON 3

THE ECONOMICS OF A JANITORS LIFE

LEARNING OBJECTIVES

- The students will understand the difficulty janitors face economically.
- The students will create a budget for a janitor.

INTRODUCTION

- This lesson will introduce students to the economic reality Janitors and their families face.
- This lesson will explore decisions janitors and their families must make in order to make financial ends meet.

INSTRUCTIONAL PROCEDURES/ACTIVITIES

- **Anticipatory Set-** Ask students to consider the following quote from a Janitor in Orange County, CA.

“ We rent a small room in a house in Santa Ana, but if we didn’t walk an extra 30 minutes to work so that we don’t have to take another bus, we wouldn’t even be able to afford this room. Right now our room is our bedroom, kitchen, living room and dining room. My wife and I share a bunk bed with our son.”

**-Rafael Meza
Orange County Janitor**

After the students take the aforementioned quote into consideration, ask them if they believe based on this quote if janitors are well paid workers.

- Financial numbers are provided for teachers in the appendix to use in discussions with students. Teachers should engage in class discussions with students on the economic realities faced by janitors and their families.
- Have the students read the article “Commuters Putting Mettle to the Pedal”, Los Angeles Times 5/28/01, as well as, the article “Moving on Up”, OC Weekly, 1/31/03. Have the students recall the articles in Lesson 1 as well.
- After reading the articles and examining the financial numbers discuss with students how they feel about workers wages and benefits, and how they feel about the lives workers must live to make financial ends meet.

- Students will begin the Math practice worksheet (appendix). The math practice worksheet will help students to come up with the average annual salary of janitors. When the students arrive at their answers, ask students to compare this salary to others. A good source for comparison salaries are local newspaper want ads.
- Have the students begin the budgeting activity included in the appendix. The activity is designed to help students understand the cost of living associated with the life of a janitor in Orange County, CA.

ACTIVITY 1

DISCUSSION OF FINANCIAL REALITIES

Students will review financial data and anecdotal stories provided in the appendix.

ACTIVITY 2

READ AND REVIEW OF ARTICLES

Students will read and review articles in the appendix.

ACTIVITY 3

DISCUSSION OF ARTICLES AND FINANCIAL DATA

After reading the articles and examining the financial numbers, the students will express how they feel about workers wages and benefits, and how they feel about the lives workers must live to make financial ends meet. These discussions will be open class discussions.

ACTIVITY 4

MATH PRACTICE

Students will begin the Math practice worksheet (appendix). The math practice worksheet will help students to calculate the average annual salary of janitors. When the students arrive at their answers, students will then compare this salary to others using local newspaper want ads.

ACTIVITY 5

COST OF LIVING BUDGET

Students will design their family monthly budgets based on a set yearly salary of \$14, 560. Students will have set standards to deal with as well as come up with their own personal needs not included in the standards. Students will refer to the budgeting worksheet in the appendix.

CHECK FOR UNDERSTANDING

- The students will calculate the average annual salary of a janitor.
- The students will calculate the average annual cost of living expenses of a janitor.
- The students will create a budget for a janitor based on the annual salary and cost of living expenses.

LESSON 4

¡SI SE PUEDE!/YES WE CAN

LEARNING OBJECTIVES

- The students will identify vocabulary words found in the *¡Sí Se Puede!/Yes We Can* text.
- The students understand the storyline of *¡Sí Se Puede!/Yes We Can*.

INTRODUCTION

- This lesson will introduce to students the Service Employees International Union's (SEIU) Justice for Janitor's Campaign through the eyes of a child using the book *¡Sí Se Puede!/Yes We Can*

INSTRUCTIONAL PROCEDURES/ACTIVITIES

- Teachers should begin the lesson by taking the students through a picture walk. Explore what students already know about the Justice for Janitors Campaign using the pictures. Allow students to make predictions based on the pictures.
- Provide students with the vocabulary worksheet in the appendix prior to reading the book aloud.
- Prior to reading the book aloud to them, inform the students that they will complete questions about the book after the book is read.
- The book should then be read aloud. Be sure to read the essay by Luis J. Rodriguez on Dolores Sánchez at the end of the book. Pass out the activity sheet for students to complete. Allow enough time for students to answer the questions and complete their thoughts.

ACTIVITY 1

PICTURE WALK

Students will participate in a picture walk of the book *¡Sí Se Puede!/Yes We Can*.

ACTIVITY 2

VOCABULARY BUILDING ACTIVITY

Students will review and complete the vocabulary activity sheet.

ACTIVITY 3

READ ALOUD

The book will now be read aloud to the students.

ACTIVITY 4

BOYCOTT AND STRIKE ACTIVITY

Students will complete the activity sheet “Boycott and Strike”

ACTIVITY 5

¡SI SE PUEDE!/YES WE CAN ACTIVITY SHEET

Students will complete the activity sheet designed for the *¡Sí Se Puede!/Yes We Can* book.

CHECK FOR UNDERSTANDING

- The students will complete vocabulary activity sheet.
- The students will demonstrate an understanding of the story *¡Sí Se Puede!/Yes We Can* through their completed answers to questions related to the text.

LESSON 5

ARTE DE JUSTICIA

LEARNING OBJECTIVES

- Students will identify the symbolism in the Justice for Janitors logo.
- Students will design their own logo that represents solidarity for janitors.

INTRODUCTION

- This lesson will allow students to examine the symbolism in the Justice for Janitors logo, as well as, in the Justice for Janitor picket signs.

INSTRUCTIONAL PROCEDURES/ACTIVITIES

- The teacher will begin by asking the students to refer back to the documentary shown in lesson 1, as well as, the book *¡Sí Se Puede! Yes We Can* so that the students can begin to examine the Justice for Janitors logo and picket signs. In the course of the examination the teacher will ask students to identify various types of symbolism in the logo and picket sign designs, while recording their responses on flipcharts. For example ask what the arm in the logo might symbolize.
- Teacher will then ask the students to brainstorm possible ideas for designs to be used as either logos or picket sign designs related to the Justice for Janitors Campaign. Students must explain their ideas. For example, ask what might we use to symbolize union?
- Students will then begin working on drafts of their own logos or picket sign designs. These are only drafts. Construction paper can be used for these drafts. Students will choose between creating a logo or picket sign design. The students may combine the logo and picket sign design for use as a picket sign.
- The students should then write a short narrative describing the symbolism in their logos and designs.
- The students will now be ready to create a final draft of their initial logo and design drafts. Heavy poster board and picket sign handles should be available so that students can create their final piece of art work.

ACTIVITY 1

EXAMINATION OF LOGOS AND DESIGNS

Students will examine the symbolism in the Justice for Janitors logo and picket signs.

ACTIVITY 2

BRAINSTORM

Students will brainstorm possible ideas for logos and picket sign designs.

ACTIVITY 3

FIRST DRAFT OF LOGO AND PICKET SIGN DESIGN

Students will create first drafts of the Justice for Janitors logo or picket sign design.

ACTIVITY 4

NARRATIVE

Students will write a short narrative describing the symbolism in their logos or designs.

ACTIVITY 5

PICKET SIGN CREATION

Students will create their own logos or pickets signs (final draft).

CHECK FOR UNDERSTANDING

- Each student will have designed a logo or picket sign.
- The students will have produced a report that explains and justifies the symbolism in their logo or picket sign.

LESSON 6

MUSIC AND POETRY OF THE MOVIMIENTO

LEARNING OBJECTIVES

- The students will identify metaphors in poems and songs.
- The students will create a poem or song that conveys a message through the use of metaphors.

INTRODUCTION

- This lesson will incorporate whole brain learning through metaphors.
- This lesson is designed to use poetry and music as a way to define the identities and the spirit of the union workers and their families.

INSTRUCTIONAL PROCEDURES/ACTIVITIES

- **Anticipatory set:** Explain to students that they will be working both sides of their brain with this lesson. This will be a whole brain function. Explain to them that poetry and music will be used to do this. This will motivate students and get them ready to begin working.
- Start the lesson by having the students use dictionaries to find the definition of metaphor. Then write the definition of metaphor on the board for students to see throughout the lesson. Explain to students that metaphors are often used in poems and songs to convey messages. Let them know that you have poems for them to read and songs for them to listen to that highlight workers issues, immigrant workers in particular.
- Have the students create their own metaphors.
- Share poems that can be found in the appendix of this unit with them. Share with them the themes of the poems and highlight the powerful words contained within the poems. Have students identify the metaphors used. This can be done as an aloud activity, however, the teacher may choose to have students list the metaphors on paper

- Have the students listen to the songs that are available on compact disc that is used in conjunction with this unit. Make sure to hand out the lyrics of the songs so that students can read along as they listen to the songs. The lyrics can be found in the appendix. Most of the lyrics to the songs on compact disc are in Spanish, however, the lyrics in the appendix are in both English and Spanish. Be sure to mention that the message in Spanish is quite powerful and sometimes the passion and power of the songs message can get lost in the translation. If there are students in your classroom who speak Spanish, have them help you to convey the message of the songs to the students who do not speak Spanish. This helps to validate the students who speak Spanish. Have the students identify metaphors contained within the songs. This can be done as a whole group activity, however, the teacher may choose to have students list the metaphors on paper.
- Teacher should now have the students write their own poems or songs for janitorial workers. Be sure to have the students use metaphors in their poems and songs. When the students have completed their poems and song, have them present them orally to the class.
- For closure, ask students how they felt about the lesson and whether or not they truly believe poems and songs can be uplifting. Their answers should be positive. Share with them poems or songs that have helped you feel positive. Have the students share with you and the class what poems and songs make them feel good. Relate this back to the reason workers use poetry and song to help them cope with the situation upon which they find themselves

ACTIVITY 1

DEFINE METAPHOR

Students will take time to look up the definition of metaphor in the dictionary.

ACTIVITY 2

USING METAPHORS

Students will create their own metaphors.

ACTIVITY 3

MOVIMIENTO/WORKER POETRY

Students will read the poetry contained in the appendix. Students should identify the metaphors used in the poems.

ACTIVITY 4

MOVIMIENTO/WORKER SONGS

Students will listen to the songs contained on the compact disk as well as review the written lyrics to the songs.

ACTIVITY 5

CREATION OF POEMS OR SONGS

Students will create their own poems or songs using metaphors.

ACTIVITY 6

PRESENTATION OF POEMS OR SONGS

Students will orally present their poems or songs to the class.

ACTIVITY 7

CLOSURE DISCUSSION

Students together with their teacher will discuss whether or not poems and songs can truly be uplifting. Teacher and students will share poems and songs that have been positively uplifting to them

CHECK FOR UNDERSTANDING

- The students will create a poem or a song that conveys a message through the use of metaphors.

LESSON 7

UNION: A GROWING FORCE

LEARNING OBJECTIVES

- The students will identify how the concept of unionism has evolved.
- The students will create an action plan to bring about change within their school and/or classroom using unionism and acting in solidarity with each other.

INTRODUCTION

- This lesson will explore the changing role of labor unions in the lives of workers.

INSTRUCTIONAL PROCEDURES/ACTIVITIES

- Students will begin by reading the article “Union a Growing Force”, The Orange County Register 11/11/02 (appendix), as well as, the article “Santa Ana College, union set up free English classes for janitors”, The Orange County Register, 9/5/01. The articles discuss the non-traditional labor union role that the Justice for Janitors campaign plays. For example, the union has tackled social issues such as, amnesty for undocumented immigrants and English classes for new immigrants. Traditionally labor unions have dealt only with issues related to collective bargaining.
- After reading the article, the teacher should lead a discussion on the various ways a labor union could affect the lives of their members. Ask the students how the union can help its workers. Use the janitor’s union as the example from which students are to come up with ways that members could be helped. What type of activities would the union partake in. Explain to the students that most unions do not engage in activities that help the lives of its members beyond collective bargaining. Ask the students if they believe the janitor union’s non-traditional role is better than that of the traditional union’s role of simple collective bargaining.
- **Student Initiated Action**– The students are in simple terms a union of students in your classroom. They have built up solidarity with one another by virtue of being together in your classroom. Ask the students to generate ideas and plans for change on issues that affect them in their role as a union of students in solidarity.

- When the students have come up with their ideas and plans, have them begin the process of implementation. For example, if the students have come up with the idea that they believe shade trees should be provided for students when they are outside for recess, have them put together a plan of action to address this need. The students should use their collective strength as a class to argue for shade trees. Students should take from their readings examples of ways they can make a change. It could start off by writing a letter to the principal as a collective group of students from one classroom. If that fails, they could try and organize all of the students on campus and write a letter as a collective campus student body. Teacher should help students decide how far to take their campaign for shade trees. Be sure to have the students come up with multiple plans in case their initial plans are not successful.
- Prepare students for the possibility of campaign failure, as that is the life of union members. Students should be ready to act on plan B if their initial plan is not successful. If and when students are successful, be sure to hold a celebration highlighting their success.
- This lesson is a culmination of the students work. Explain to the students that they have on a small scale done something that the janitors have done, organized and created or tried to create social justice. Explain that their actions were based on unionism and solidarity.

ACTIVITY 1

ARTICLE READING

Students will read “Union a Growing Force”

ACTIVITY 2

TEACHER LED DISCUSSION

Teacher will lead a discussion on the various ways a labor union could affect the lives of their members. Students will present ideas on how the union can help its workers. The janitor’s union will be used as the example from which students are to come up with ways that members could be helped.

ACTIVITY 3

ACTION PLANNING

Students will come up with ideas and plans as to how they can make a change in their school as a collective group of students in solidarity. Students will come up with various plans on how to make their campaign a success.

ACTIVITY 4

STUDENT INITIATED ACTION

Students will follow through with their ideas and plans for action.

ACTIVITY 5

CELEBRATION

Celebrate the campaign success or regroup and change the plan if the initial plan is unsuccessful.

CHECK FOR UNDERSTANDING

- The students will create a list of ideas regarding how unions help members.
- The students will act as a union in solidarity to create an action plan to implement that will bring about change within their classroom and/or school.

Appendix

Table of Contents

Lesson 2:

- *Jorge the Church Janitor Finally Quits* by Martin Espada
- “Janitors Make Pleas for Raise”, Los Angeles Times article, 9/24/00
- “Janitors Deserve a Livable Wage”, Los Angeles Times article, 4/7/00
- “Degrees of Inequality”, L.A. Weekly article, August 2001

Lesson 3:

- “Commuters Putting Mettle to the Pedal”, Los Angeles Times, 5/28/01
- “Moving on Up”, OC Weekly, 1/31/03
- “A Future for Working Families, Justice for Janitors 2003”
- Activity Sheet: Calculating Janitor Salaries
- A Janitor’s Cost of Living Budgeting Exercise

Lesson 4:

- Vocabulary Definitions
- Activity Sheet: ¡Sí Se Puede! Vocabulary Word Search
- Activity Sheet: Boycott and Strike
- Activity Sheet: ¡Sí Se Puede!/Yes We Can Story Questions

Lesson 6:

- ¡Sí Se Puede! Compact Disc
- ¡Sí Se Puede! Lyrics in English and Spanish
- Movimiento Poems and Song

Lesson 7:

- “Union a Growing Force”, The Orange County Register article, 11/11/02

Additional Teacher Resources