

BRAINERD HIGH SCHOOL

Curriculum Map

Name: Schroeder Course: Content Reading

Date: August 13, 2007

Pre-Assessment: Basic Skills Test

Mid-Term Assessment: 9 weeks exam

Final Assessment: Final Exam

<u>Month</u>	<u>Content</u>	<u>Essential Question(s)</u>	<u>Standards (SPI's)</u>	<u>Literacy Focus</u>	<u>Assessment</u>
Aug	Short Story Unit: Analogies Homophone / homograph pairs Capitalization Punctuation Root Word Vocabulary Study 12 words	<i>THEME: JOURNEY</i> What are the elements of a story? How can analogies and homophone work help me on the EOC? Why study root words? How can they improve my vocabulary? How can these 12 words improve my test scores?	1.1.E Select from the following groups of words the correct one for the sense of the sentence: you're and your; it's and its, their, they're, and there. 1.2.K Select from the following pairs the correct word for the sense of the sentence: stationary and stationery, complement and compliment principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too. 2.3.D Select a logical word or phrase to complete	Short Story Unit: "The Friendship", "The First Day", "Sixth Grade", "The Journey", "A House My Own" Monthly Book Analysis/Summer Reading	<input type="checkbox"/> 1 Project/Presentation <input type="checkbox"/> 2 Teacher Observation <input type="checkbox"/> 3 Show and Tell <input type="checkbox"/> 4 Self-Assessment <input type="checkbox"/> 5 Test/Quiz <input type="checkbox"/> 6 Individual practice <input type="checkbox"/> 7 Daily Assignments <input type="checkbox"/> 8 Homework <input type="checkbox"/> 9 Class work <input type="checkbox"/> 10 Journals

			<p>an analogy.</p> <p>2.2.E Identify an author's point of view (1st person or 3rd person limited, 3rd person omniscient).</p> <p>2.2.G Identify how the author reveals character (what the author tells us, what other characters say about him/her, what the character does, what the character says, what the character thinks).</p>		
Sept	<p>Short Story Unit Continued</p> <p>Root Word Vocabulary Study</p> <p>Introduction to The Writing Process</p> <p>Comparative/Superlative forms of adjectives and adverbs</p> <p>Singular and possessive pronouns</p> <p>Theme</p>	<p>THEME: DISCOVERIES</p> <p>Why study root words? How can they improve my vocabulary?</p> <p>What are the elements of a story?</p> <p>What are the types of point of view?</p> <p>What is characterization? Why is it important?</p> <p>Why should I use</p>	<p>1.1.A Use editing skills to correct comparative and superlative forms of adjectives or adverbs.</p> <p>1.1.B Use editing skills to correct singular and plural possessive pronouns.</p> <p>2.2.E Identify an author's point of view (1st person or 3rd person limited, 3rd person omniscient).</p> <p>2.2.G Identify how the author reveals character (what the</p>	<p>Short Story Unit: "The Gift", "Marigolds", "Helen on 86th Street", "Scarlet Ibis", "Raymond's Run", "Thank You, Ma'am"</p> <p>Monthly Book Analysis</p>	<p><input type="checkbox"/>1 Project/Presentation</p> <p><input type="checkbox"/>2 Teacher Observation</p> <p><input type="checkbox"/>3 Show and Tell</p> <p><input type="checkbox"/>4 Self-Assessment</p> <p><input type="checkbox"/>5 Test/Quiz</p> <p><input type="checkbox"/>6 Daily Assignments</p> <p><input type="checkbox"/>7 Homework</p> <p><input type="checkbox"/>8 Class work</p> <p><input type="checkbox"/>9 Journals</p>

		<p>the writing process? How can it help me to become a better writer?</p>	<p>author tells us, what other characters say about him/her, what the character does, what the character says, what the character thinks).</p> <p>1.1.G Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, first draft, revision, editing, publishing).</p>		
Oct	<p>Short Story Unit</p> <p>The Writing Process</p> <p>Types of Writing</p> <p>Main Idea, topic sentence, titles, effective orders</p> <p>Target Audience</p> <p>Writer's Purpose</p>	<p>Theme: Facing Monsters</p> <p>What are the types of point of view?</p> <p>What is characterization? Why is it important?</p> <p>Why should I use the writing process? How can it help me to become a better writer?</p>	<p>2.2.E Identify an author's point of view (1st person or 3rd person limited, 3rd person omniscient).</p> <p>2.2.G Identify how the author reveals character (what the author tells us, what other characters say about him/her, what the character does, what the character says, what the character thinks).</p> <p>1.1.D Select the most appropriate title for a passage.</p>	<p>Short Story Unit: "The Birds", "Poison", "Interlopers", "Black Boy", "A Sound of Thunder"</p> <p>Monthly Book Analysis</p>	<p><input type="checkbox"/>1 Project/Presentation</p> <p><input type="checkbox"/>2 Teacher Observation</p> <p><input type="checkbox"/>3 Show and Tell</p> <p><input type="checkbox"/>4 Self-Assessment</p> <p><input type="checkbox"/>5 Test/Quiz</p> <p><input type="checkbox"/>6 Daily Assignments</p> <p><input type="checkbox"/>7 Homework</p> <p><input type="checkbox"/>8 Class work</p> <p><input type="checkbox"/>9 Journals</p>

			<p>1.1.F Select the topic sentence in a paragraph.</p> <p>1.2.D Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.</p> <p>1.2.E Distinguish the strongest or weakest point of an argument within a passage.</p> <p>1.2.H Determine the most effective order of sentences within a paragraph.</p> <p>1.3.A Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison/contrast, chronological).</p> <p>2.2.F Discern an implied main idea from a passage</p> <p>1.1.C Identify the targeted audience for a selected passage.</p>		
Nov	Novel Study Fragments	Theme: OPENING DOORS	2.2.E Identify an author's point of view (1st person or	Novel "Night of the Twisters"	<input type="checkbox"/> 1 Project/Presentation <input type="checkbox"/> 2 Teacher Observation <input type="checkbox"/> 3 Show and Tell <input type="checkbox"/> 4 Self-Assessment

	<p>Run-on Sentences</p> <p>Subject/verb Agreement</p> <p>The Writing Process</p> <p>Short Essay on "Night of the Twisters"</p>	<p>What are the types of point of view?</p> <p>What is characterization? Why is it important?</p> <p>Why should I use the writing process? How can it help me to become a better writer?</p> <p>How can we look at a novel as a whole?</p>	<p>3rd person limited, 3rd person omniscient).</p> <p>2.2.G Identify how the author reveals character (what the author tells us, what other characters say about him/her, what the character does, what the character says, what the character thinks).</p> <p>1.1.G Identify (from a sample) the stage of the writing process represented (using graphics showing the stages: prewriting, first draft, revision, editing, publishing).</p> <p>1.1.H Correct a sentence fragment by using sentence combining techniques within a writing sample.</p> <p>1.2.A Recognize correct subject/verb agreement with confusing intervening elements within a writing sample.</p> <p>1.2.B Correct run-on sentences by</p>	<p>Monthly Book Analysis</p>	<p><input type="checkbox"/>5 Test/Quiz</p> <p><input type="checkbox"/>6 Daily Assignments</p> <p><input type="checkbox"/>7 Homework</p> <p><input type="checkbox"/>8 Class work</p> <p><input type="checkbox"/>9 Journals</p>
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			using a comma and coordinating conjunction, subordinate conjunction, or semicolon within a writing sample.		
Dec	<p>Short Story Unit</p> <p>Drama Study</p> <p>Cause/Effect</p> <p>Graphic Organizers</p> <p>Paraphrasing</p> <p>Comma Work</p>	<p>Theme: Expect the Unexpected</p> <p>What is irony? How can we recognize it?</p> <p>How can we pick out the elements of a story?</p> <p>Why are graphic organizers helpful?</p> <p>How can I correctly use commas?</p> <p>How can we look at a play as a whole?</p>	<p>2.2.D Differentiate among verbal, situational, and dramatic irony.</p> <p>2.2.G Identify how the author reveals character (what the author tells us, what other characters say about him/her, what the character does, what the character says, what the character thinks).</p> <p>2.1.A Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.</p> <p>2.3.A Determine the significance/meaning of a symbol in poetry or prose.</p> <p>2.3.B Identify an allusion in poetry or prose.</p> <p>2.3.C Differentiate between mood and tone in poetry and</p>	<p>"The Gift of the Magi"</p> <p>"The Miracle Worker"</p> <p>"The Necklace"</p> <p>Monthly Book Analysis</p>	<p><input type="checkbox"/>1 Project/Presentation</p> <p><input type="checkbox"/>2 Teacher Observation</p> <p><input type="checkbox"/>3 Show and Tell</p> <p><input type="checkbox"/>4 Self-Assessment</p> <p><input type="checkbox"/>5 Test/Quiz</p> <p><input type="checkbox"/>6 Daily Assignments</p> <p><input type="checkbox"/>7 Homework</p> <p><input type="checkbox"/>8 Class work</p> <p><input type="checkbox"/>9 Journals</p>

			<p>prose.</p> <p>1.2.L Recognize the correct placement of end marks with quotation marks.</p> <p>1.2.M Recognize correct usage of quotation marks in direct and indirect quotations.</p> <p>1.1.I Identify the use of commas with appositives and introductory words, phrases, or clauses.</p> <p>2.2.C Pinpoint cause and effect relationship using a graphic organizer.</p>		
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