

Content, Skills and Assessment Map

Teacher: Jessica Avery-Helwig	School: Mancelona Middle	Grade: First Year (5 or 7)	Course or Content Area: Higher Order Thinking Skills (H.O.T.S.)
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Month	Content What topic(s) is being covered? What do the students need to know?	Skills What do students have to be able to do connected to the content?	Assessment What evidence (products and/or performances) is collected to establish that the Content and Skills have been learned?
Aug/Sept	<p>Course Introduction: rules, requirements procedures</p> <p>Unit 1: Meet the Computer <u>Software:</u> Introduction to Pippin</p> <p>Unit 2: Categorization-Similarities and Differences <u>Software:</u> Yuppies and Gruppies Whale Adventures</p> <p>Unit 3: Introduction to Writing <u>Software:</u> Storytime</p>	<p><u>Unit 1:</u> Quick introduction to the basic elements of the computer and the recurring themes</p> <ol style="list-style-type: none"> a) "Thinking as a culture" b) thinking is more than the right answer c) The computer is a friend that can help solve problems. <p><u>Unit 2:</u> Learn what a trait is and how to characterize objects with multiple traits</p> <ol style="list-style-type: none"> a) How scientists use traits to study animals b) How to apply the analysis of traits to identify species of whales <p><u>Unit 3:</u> develop motivation to write stories by providing a more intuitive approach to writing, and to begin with process of learning to write on the computer.</p>	<p>Teacher observation</p> <p>Whale Data Card Sheet</p> <p>Storytime Story</p>
October	<p>Unit 4: Using Settings and Contexts to Make Predictions <u>Software:</u> Hangman Wild Wood Adventure</p> <p>Unit 5: Introduction to Strategy Development <u>Software:</u> Brave the Wind</p>	<p><u>Unit 4:</u> Learn how to use surrounding context and setting to formulate and test predictions about:</p> <ol style="list-style-type: none"> a) the meaning of unknown words and concepts, and how to use such predictions to determine the meaning the unknown words, b) future events <p><u>Unit 5:</u> Learn</p> <ol style="list-style-type: none"> a) how to develop and articulate a strategy for solving problems b) the executive planning skill of breaking complex problems into parts and solving each separately as a way of developing a comprehensive strategy c) how to use information from a variety of sources and modalities to solve problems 	<p>Teacher observation</p>

November I	<p>Unit 6: Crossword-O-Rama Linkage <u>Software:</u> Crossword-O-Rama</p>	<p><u>Unit 6:</u> Begin the process of learning to write clues and make decisions about what information is important in a lot of material.</p>	<p>Crossword</p> <p>Teacher observation</p>
December	<p>Unit 7: Strategy II-Numerical estimation <u>Software:</u> Guess Ultra Findyfun</p> <p>Linkage: Crossword-O-Rama</p>	<p><u>Unit 7:</u> Discover an optimal strategy for guessing numbers where the bounds are known and directional hints are provided, and to recognize that this same problem exists in many different forms-but that the same strategy/principle applies to all different environments.</p>	<p>Teacher observation</p> <p>Crossword</p>
January	<p>Unit 8: Figuring Out Rules <u>Software:</u> Snap Word Meister</p> <p>Unit 9: Recognizing Patterns <u>Software:</u> Yuppies and Gruppies Cups</p>	<p><u>Unit 8:</u> Learn to discover the rules underlying the operation of a program. Discover that learning the rules of the game is important to developing a strategy for winning.</p> <p><u>Unit 9:</u> Learn the linkage concept of patterns and learn to recognize different types of patterns.</p>	<p>Teacher observation</p>
February	<p>Unit 10: Capabilities and Compound Structures <u>Software:</u> Storytime</p>	<p><u>Unit 10:</u> Reinforce the linkage concepts of ‘capabilities’ and introduce the linkage concept of ‘compound structures’. Students will learn how to discover the capabilities of a program and come to realize that knowing some of the special capabilities lets you be more creative and successful. Students will learn to turn their stories into CLOZE puzzles increasing reading comprehension skill.</p>	<p>Compound Structure Story</p> <p>CLOZE Puzzle</p>
March	<p>Unit 11: Similarities and Differences II <u>Software:</u> Word Meister</p> <p>Unit 12: Investigating One-Step Math Story Problems <u>Software:</u> One-Step word Problems, Story Problem Evaluator</p>	<p><u>Unit 11:</u> Students will apply the linkage concepts of similarities and differences used previously with the ‘Yuppies and Gruppies’ to the context of antonyms and synonyms. Students will also learn the need to read carefully in order to determine which rule applies to the current situation.</p> <p><u>Unit 12:</u> Learn the linguistic and grammatical structure of math word problems and how to use that understanding to solve one-step math word problems.</p>	<p>Teacher observation</p>
April	<p>Unit 13: Quiz How Linkage <u>Software:</u> Quiz Show Deluxe</p>	<p><u>Unit 13:</u> Learn how to write clues by construction ‘Quiz Show Deluxe’ categories around content material from the classroom assigned by the classroom teacher and then play each other’s games. It is expected that ongoing activities such as these involving the re-formulation of information will improve reading comprehension over time.</p>	<p>Quiz Show Game</p>

May/June	<p>Unit 14: Creating Funny Characters and Revising <u>Software:</u> Microsoft Word Kid Pix Deluxe</p>	<p><u>Unit 14:</u> Introduce students to the processes of : a) developing characters for stories b) revising their stories Students are also expected to describe their character in terms of its traits, its actions, and the background in which the actions take place. Related sub-goals are to a) learn how to web traits b) learn how to use feedback to revise their stories c) become familiar with the capabilities of Microsoft Word</p>	
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