

## Content, Skills and Assessment Map

Teacher: Jessica Avery-Helwig	School: Mancelona Middle	Grade: Second Year (6 or 8)	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?
September	<b>Unit 14: Creating Funny Characters and Revising</b> <u>Software:</u> Microsoft Word Kid Pix Deluxe  <b>Parts of a story research</b> <b>Word Web</b> <b>Main Idea</b>	<u>Unit 14:</u> Introduce students to the processes of : a) developing characters for 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 b) learn how to web traits	Plot Diagram Strips  Word Web of Charter Traits  Mail Idea for Story
October	<b>Unit 14: Creating Funny Characters and Revising</b> <u>Software:</u> Microsoft Word KidPix Deluxe  <b>The Writing Process</b> <b>Revising</b> <b>Editing</b> <b>Teacher/Student Writing Conference</b>	<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 c) learn how to use feedback to revise their stories become familiar with the capabilities of Microsoft Word	Teacher observation  Rough Draft of Story  Final Draft of story
November	<b>Unit 14: Creating Funny Characters and Revising</b> <u>Software:</u> Microsoft Word Kid Pix Deluxe  <b>Illustrating Stories</b>	<u>Unit 14:</u> Introduces students to the processes of: a) Illustrating stories according to material they have written b) Becoming familiar with the capabilities KidPix Deluxe	Teacher observation  Finished/illustrated bound book printed in color

<b>December</b>	<p><b>Unit 14: Creating Funny Characters and Revising</b>  <u>Software:</u> Microsoft Word  Kid Pix Deluxe</p> <p><b>Illustrating Stories</b></p> <p><b>Unit 15: Introduction to Note-Taking</b>  <u>Software:</u> HOTS game Secrets of Marco Marshall</p>	<p><u>Unit 14:</u> Introduces students to the processes of:  a) Illustrating stories according to material they have written  b) Becoming familiar with the capabilities KidPix Deluxe</p> <p><u>Unit 15:</u> Introduces the students to the process of  A) note-taking strategies  B) how to make decisions as to which information is useful and which is extraneous in an information-rich environment  C) the concept of adventure</p>	<p>Teacher observation</p> <p>Finished/illustrated bound book printed in color</p> <p>Teacher observation</p> <p>Notes in notebook</p>
<b>January</b>	<p><b>Unit 15: Introduction to Note-Taking</b>  <u>Software:</u> HOTS game Secrets of Marco Marshall</p> <p><b>Unit 16: Writing Imaginary Autobiographies</b>  <u>Software:</u> Microsoft Word  Career Cruising  Internet</p>	<p><u>Unit 15:</u> Introduces the students to the process of  A) note-taking strategies  B) how to make decisions as to which information is useful and which is extraneous in an information-rich environment  C) the concept of adventure</p> <p><u>Unit 16:</u>  a) write a short story that is an autobiography consisting of things the student has done and plans to do  b) research future careers  c) learn how to use spell check</p>	<p>Teacher observation</p> <p>Notes in notebook</p> <p>Teacher observation</p> <p>Information on self  Career Choice Information  Final Career Choice  Story Development Project  Outline  Black and White Copy  Final Autobiography book</p>
<b>February</b>	<p><b>Unit 16: Writing Imaginary Autobiographies</b>  <u>Software:</u> Microsoft Word  Career Cruising  Internet</p>	<p><u>Unit 16:</u>  a) write a short story that is an autobiography consisting of things the student has done and plans to do  b) research future careers  c) learn how to use spell check</p>	<p>Teacher observation</p> <p>Information on self  Career Choice Information  Final Career Choice  Story Development Project  Outline  Black and White Copy</p>

March	<p><b>Unit 16: Writing Imaginary Autobiographies</b>  <u>Software:</u> Microsoft Word  Career Cruising  Internet</p>	<p><u>Unit 16:</u></p> <ol style="list-style-type: none"> <li>a) write a short story that is an autobiography consisting of things the student has done and plans to do</li> <li>b) research future careers</li> <li>c) learn how to use spell check</li> </ol>	<p>Teacher observation  Information on self  Career Choice Information  Final Career Choice  Story Development Project  Outline  Black and White Copy  Final Autobiography book</p>
April	<p><b>Unit 17: Intermediate Note-Taking</b>  <u>Software:</u> Where in the World Is Carmen Sandiego?</p>	<p><u>Unit 17:</u></p> <ol style="list-style-type: none"> <li>a) TLW learn how to use reference materials</li> <li>b) Develop a note-taking system for quickly and efficiently applying the most useful information from reference sources for solving problems</li> <li>c) Learn how to select the most useful information</li> <li>d) Skimming for details</li> <li>e) Using outlines and indexes</li> <li>f) Learn how to organize key details into multiple categories</li> </ol>	<p>Teacher observation  Notes  Case Report Forms  Rank Progress Chart</p>
May/June	<p><b>Unit 18: Idea Formulation and Development</b>  <u>Software:</u> Word Meister  Rhymer.com  Microsoft Word</p> <p><b>Unit 22: Advanced Note Taking and Outlining</b></p>	<p><u>Unit 18:</u></p> <ol style="list-style-type: none"> <li>a) TLW conduct research about a famous person and to then convert the information into a poem which is written and preformed.</li> </ol> <p><u>Unit 22:</u></p> <ol style="list-style-type: none"> <li>a) TLW collect evidence by watching both the reaction of the computer and the space creatures they are trying to figure out how to keep alive</li> <li>b) Organize and share information with teammates as a critical element in making and supporting hypotheses.</li> </ol>	<p>Teacher Observation  Notes book  3X5 Note cards  Finished RIP</p> <p>Teacher Observation  Note books</p>