

Jamieson Elementary School Unit

Curriculum Map 2007-2008

on: Coming of Age and Meeting Challenges

Subject: Language Arts Dates: Sept-Nov

<p>Essential Questions (The overarching questions that guide instruction and engage student learning.)</p>	<p>How do our lives parallel those of the characters of our selections in terms of coming of age? What does coming of age mean? How do we meet challenges in comparison to those that we read about? What impact have we made based on the challenges we have met thus far in our lives?</p>
<p>Content (The key concepts and ideas presented in this unit, as well as the instructional materials used to introduce the concepts.)</p>	<ul style="list-style-type: none"> • Personal Growth • Literary Analysis • Literary Elements • Word Analysis <p>Repetition in Poetry Making Connections Setting Theme Plot</p>
<p>Skills (The actions that a student needs to do in order to show understanding of this unit. Look at your state standards)</p>	<p>The Drummer Boy of Shiloh</p> <ul style="list-style-type: none"> • To analyze and respond to Historical Setting. • To connect the literary elements of setting to mood. • To define words using context. • Proper use of nouns. • Using the Latin root bene-. <p>Charles</p> <ul style="list-style-type: none"> • To determine the point of view from which a story is told • Students will use dialogue. • To identify word origins. • Using common and proper nouns. • Working with the Latin root cred-. <p>Road Not Taken/All But Blind/The Choice</p> <ul style="list-style-type: none"> • Determine the speaker in a poem. • Compare and contrast the tone of works. • To paraphrase a writer's work. • Utilizing general and specific nouns. • Spelling with the Latin root verg-.

Grandma Ling, Old Man, The Old Grandfather and his Little Grandson

- Focus on sensory language.
- Creating images through the use of sensory language.
- Understanding the meaning of a word in context.
- Using personal pronouns.
- Writing with forms of the word supply.

Ring Out, Wild Bells, Winter Bells, Poets To Come

- To analyze and respond to literary elements-Repetition

-Compare and contrast poems

- To develop word analysis skills, fluency, and systematic vocabulary- Latin Suffix -or

- to understand and apply written and oral language conventions- Intensive Pronouns

Columbus, Western Wagons, The Other Pioneers

-to analyze and respond to literary elements- Author's perspective

To read comprehend, analyze, and critique poems- Relating to what you know

Develop Word analysis skills, fluency, and systematic vocabulary- Antonyms wann and swarthy

- To understand and apply written and oral language conventions- Active and Passive Voice

Apply appropriate writing and research strategies- Written proposal

Oral Description

The Tell-Taled Heart

- Analyze and respond to Plot and Symbol

Comprehend and analyze through making predictions

Develop word analysis using the Latin root -found-

Apply written and oral language conventions using Adverb clauses

Conduct an interview

The Secret

- analyze and respond to Setting

-Comprehend and critique a short story using word origins

Develop word analysis using the Greek word part micro

-Apply written and oral language conventions using action and linking verbs.

-use story continuation and science fiction recommendations in writing

-Apply listening and speaking strategies to Persuasive Speech

The Story Teller, the Medicine Bag

-Analyze and respond to Theme

-analyze and critique short stories using Drawing Inferences

- Develop word analysis using the suffix -less

-apply written and oral language using Complex sentences

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Assessments

(What product would you accept as evidence that the student understands the content of the unit?)

- Writing a letter home from a soldier.
- Civil war photo album-PowerPoint
- Writing a humorous anecdote
- Conducting an interview
- Writing a persuasive memo
- Memorizing and reciting a poem
- Conducting research on an animal
- Writing a description of an older person
- Report on life expectancy
- Review and assess questions
- Selection tests(multiple choice, short answer, extended response)
- Extension activities

Jamieson Elementary School Unit
Curriculum Map 2007-2008
on: Meeting Challenges and Quest for Justice
Subject: Language Arts Dates: Nov.-Jan.

<p>Essential Questions (The overarching questions that guide instruction and engage student learning.)</p>	<p>How do we meet challenges in comparison to those that we read about? In what ways do people try to find or create what is just? Thinking about the struggles and determination of people and characters who have chosen to take an active role in bringing justice about, how can we as well?</p>
<p>Content (The key concepts and ideas presented in this unit, as well as the instructional materials used to introduce the concepts.)</p>	<ul style="list-style-type: none"> - Idioms - Author's purpose - Connotation - Logic - Predicting - Responding to theme - Conflict - Irony - Historical character and context - Comparing/Contrasting - Epithet - Persuasion - Character traits
<p>Skills (The actions that a student needs to do in order to show understanding of this unit. Look at your state standards)</p>	<p>Cub Pilot on the Mississippi</p> <ul style="list-style-type: none"> - Respond to conflict between characters - Critique by using and identifying Idioms - Develop word analysis using forms of judge - Apply written and oral language conventions using verbs and verb phrases - Use appropriate writing strategies in an Autobiographical anecdote and brochure <p>A Retrieved Reformation</p> <ul style="list-style-type: none"> - Respond to surprise endings and irony - Critique asking questions - Develop word analysis using the Latin root -simul- - Apply written and oral language conventions using adjectives and parallelism - Apply appropriate writing strategies in responding to literature and in a news broadcast <p>Paul Revere's Ride</p> <ul style="list-style-type: none"> - Respond to historical characters/hero - Critique poem through recognition of author's purpose - Develop word analysis using the Latin root -spec- - Apply written and oral language conventions using prepositional phrases - Apply appropriate writing strategies in a Comparison-and Contrast essay <p>Emancipation, O Captain My Captain</p>

- Respond to historical context
- Critique a poem determining cause and effect
- Develop word analysis using the Latin suffix -ate
- Apply written and oral language conventions using adverbs and sentence variety
- Apply writing strategies to description and review
- Choice: A Tribute to Dr. Martin Luther King Jr. Ellis Island, Achieving the American Dream, The New Colossus
- Respond to epithets
- Critique nonfiction and poems by recognizing connotations of words
- Develop word analysis using forms of migrate
- Apply written and oral language conventions using correlative conjunctions
- Apply appropriate writing strategies in a tribute, multimedia report and speech
- The American Dream, The Trouble with Television
- Respond to persuasion
- Critique nonfiction by evaluating logic
- Develop word analysis using the Greek prefix anti-
- Apply written and oral language conventions through pronoun agreement with indefinite subjects
- Apply appropriate writing strategies in written directions and speech
- A Ribbon for Baldy, The White Umbrella
- Respond to character traits
- Critique two short stories by predicting
- Develop word analysis using the Latin root -cred-
- Apply written and oral language conventions using predicates and subjects
- Apply appropriate writing strategies to a recommendation, a list of sites, and a Narrative presentation
- Taught Me Purple, The City is so Big, Those Winter Sundays
- Respond to theme
- Critique three poems responding to theme
- Develop word analysis using the Greek root -chron-
- Apply written and oral language conventions through compound subjects and verbs
- Apply appropriate writing strategies in response to poems and informal speech

- Selection tests (multiple choice, short answer, extended response)
- Extension activities
- Extended response
- Narratives
- Persuasion
- Descriptives
- Chinese New Year Wishes
- Epithet
- Autobiographical anecdotes
- Interviews
- Power Point
- Oral Speech
- Letters of Recommendation
- Review and Assess questions

Assessments

(What product would you accept as evidence that the student understands the content of the unit?)