

Quarter 1	Content	Standards	GLE	Assessment	Essential Questions
	<p>Review of summer reading</p> <p>Readers' Workshops on ACTIVATING SCHEMA, and VISUALIZING,</p> <p>Plot Motivation Characterization</p> <p>Introduction to the "short story"</p> <p>Introduce <b>evaluating</b> a text</p> <p>Analyzing illustrations to clarify meanings of abstract words or concepts. (Charles)</p> <p>Elements of fiction</p> <p>Literature Unit: <i>Insights</i></p> <p>Historical Fiction: <u>My Brother Sam Is Dead</u> (intro to literature circles) (censored book)</p> <p><b>Zach's Lie</b> by Roland Smith (a new novel that needs to be purchased) This novel is similar to Fakie. Students will be able to compare and contrast the two novels.</p> <p>Proverbs Vocabulary Building</p>	<p>Standard 1: Students will use written and oral English appropriate for various purposes and audiences.</p> <p>Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.</p> <p>Standard 3: Students will access, organize, and evaluate information gained by listening, reading, and viewing</p> <p>Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture</p>	<p>1.1; 1.5; 1.7;</p> <p>2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4f; 2.4g; 2.4i; <b>2.4j</b>; 2.4k;l 2.5a; 2.5b; 2.5d; 2.5e; 2.5f; <b>2.5g</b>; 2.5i; 2.5l;</p> <p>3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b;</p> <p>4.1a; 4.1b; 4.1c; 4.1e; 4.2a; 4.2b;</p>	<ul style="list-style-type: none"> <li>• Informal assessment by teacher observation ;</li> <li>• Written assignments;</li> <li>• Written answers will reflect (1.1) development, organization, style and word choice</li> <li>• Student assessment of teacher modeling of reading traits;</li> <li>• Reading Journals;</li> <li>• Delaware Reading Rubric for short answers and extended responses</li> </ul>	<p>What is the relationship between listener and speaker?</p> <p>What is the relationship between reader and writer?</p> <p>What connections can you make with the text? From whose viewpoint are we reading?</p> <p>How do texts about social and political issues affect me?</p> <p>What do good readers do?</p> <p>What do you do when you do not understand everything in a text?</p> <p>What are the elements of fiction?</p> <p>What is the main idea?</p> <p>What is the gist?</p> <p>How can I communicate so others will listen?</p> <p>How do speakers express their thoughts and feelings?</p> <p>Why share written ideas orally?</p> <p>What does a reader gain by retelling a story?</p> <p>What lies beneath the surface of the text?</p> <p>What is propaganda?</p> <p>How do we know if a text is valid or true?</p> <p>How does literature reveal us to ourselves?</p> <p>Is historical fiction a contradiction?</p> <p>Why conduct research? Why use technology for research?</p> <p>How do different genres affect the author's message or meaning?</p>

			4.2c; 4.2f; 4.4a		
	<p>Readers' Workshops on QUESTIONING and INFERENCING</p> <p>Motivation Characterization Style Plot Theme</p> <p><u>Fakie</u> by Tony Varato (author visit)</p> <p>Literature Unit: <i>Insights</i></p> <p>Proverbs Vocabulary Building</p> <p>Analyze text structures in informative/technical texts Analyze the unique features of various informative texts (e.g. newspapers, magazines, product information, manuals) to enhance understanding of the text</p>				<p>How should I read different types of texts? What do good readers do? What is the main idea? What questions did you have as you read and after? What questions do you have now? What predictions did you make? Did you make interpretations? Revise them as you go? Did you make judgments or conclusions not explicitly states in the text. How can I communicate so others will listen? What is the relationship between reader and writer? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What lies beneath the surface of the text? How does literature reveal us to ourselves? Why conduct research? Why use technology for research? How do different genres affect the author's message or meaning?</p>

Common Assessment	Helping Social Studies or Science Departments with their assessments
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Timeline	Content	Standards	GLE	Assessment	Essential Questions
Quarter 2	<p>Readers' Workshops on DETERMINING IMPORTANCE and SYNTHESIZING</p> <p>Simile Metaphor Irony Figurative Language Flashback</p> <p>Proverbs</p>	<p>Standard 1: Students will use written and oral English appropriate for various purposes and audiences.</p> <p>Standard 2: Students will construct, examine, and extend the meaning of literary,</p>	<p>1.6; 1.7; 2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; <b>2.4c</b>; 2.4d; 2.4e;</p>	<ul style="list-style-type: none"> <li>Informal assessment by teacher observation ;</li> <li>Written assignments;</li> <li>Reading Journals;</li> </ul>	<p>Are there some parts of the text that are more important than others? What lies beneath the surface of the text? Did you connect different parts of the text to create an overall meaning or theme? What is the main idea? How did you decide what the text is really about? If you were to tell another person about the text in a few sentences, what would you tell them?</p>

	<p>Vocabulary Building</p> <p>Analyze how figurative language and literary devices extend meaning.</p>	<p>informative and technical texts through listening, reading and viewing.</p> <p>Standard 3: Students will access, organize, and evaluate information gained by listening, reading, and viewing</p> <p>Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture</p>	<p>2.4f; 2.4g; 2.4i; 2.4k; 2.5a; 2.5b; 2.5d; <b>2.5e</b>; 2.5f; 2.5i; 2.5l;</p> <p>3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b;</p> <p>4.1a; 4.1b; 4.1c; 4.1e; 4.2a; 4.2b; 4.2c; 4.2f; 4.4a</p>	<ul style="list-style-type: none"> <li>• Student assessment of teacher modeling of reading traits;</li> <li>• Delaware Reading Rubric for short answers and extended responses</li> </ul>	<p>How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What is the relationship between reader and writer? What does a reader gain by retelling a story? How does literature reveal us to ourselves? Why conduct research? Why use technology for research? How do different genres affect the author's message or meaning?</p>
	<p>Readers' Workshops on FIX-Up STRATEGIES</p> <p>Literature Unit: <i>Rising to the Challenge</i></p> <p>Characters' Motivation Dynamic/Static Characters</p> <p><u>Flowers for Algernon</u></p> <p>Proverbs Greek and Latin roots Vocabulary Building</p> <p>Media Messages (new!!)</p>	<p>Standard 1: Students will use written and oral English appropriate for various purposes and audiences.</p> <p>Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.</p> <p>Standard 3:</p>	<p>1.7; 2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4f; 2.4g; 2.4i; 2.4k; 2.5a; 2.5b; 2.5d; 2.5e;</p>	<ul style="list-style-type: none"> <li>• Informal assessment by teacher observation ;</li> <li>• Written assignments;</li> <li>• Reading Journals;</li> <li>• Student assessment of teacher modeling of reading traits;</li> </ul>	<p>Did you have any problem understanding the text? Where did comprehension break down? Why? What did you use to solve your problems? How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? (assumptions, biases, preconceptions) What's new? What's old? How does literature reveal us to ourselves? Why conduct research? Why use technology for research?</p>

		<p>Students will access, organize, and evaluated information gained by listening, reading, and viewing</p> <p>Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture</p>	<p>2.5f; 2.5i; 2.5l; <b>2.7b</b>;  3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b;  4.1a; 4.1b; 4.1c; 4.1e; 4.2a; 4.2b; 4.2c; 4.2f; 4.4a</p>	<ul style="list-style-type: none"> <li>Delaware Reading Rubric for short answers and extended responses</li> </ul>	<p>What is the relationship between reader and writer? How do different genres affect the author's message or meaning?</p>
	<p>Begin Literature Unit <i>The Human Spirit</i> Poetry Mini Unit Martin Luther King Jr's <u>I Have a Dream</u></p> <p>Mini Team Expedition: CSI Unit/Mock trial</p> <p><b><i>The Christopher Killer</i> (a new novel which needs to be purchased)</b></p> <p>Proverbs Greek and Latin roots Vocabulary Building</p>	<p>Standard 1: Students will use written and oral English appropriate for various purposes and audiences.</p> <p>Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.</p> <p>Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing</p>	<p>1.7;  2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4f; 2.4g; 2.4i; 2.4k; 2.5a; 2.5b; 2.5d; 2.5e; 2.5f; 2.5i; 2.5l;  3.1a; 3.1b;</p>	<ul style="list-style-type: none"> <li>Informal assessment by teacher observation;</li> <li>Written assignments;</li> <li>Reading Journals;</li> <li>Student assessment of teacher modeling of reading traits;</li> <li>Delaware Reading Rubric for short answers and extended responses</li> </ul>	<p>What is the importance of <i>setting</i> in detective fiction? How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? How does literature reveal us to ourselves? What is a <b>red herring</b>? Why conduct research? Why use technology for research? What is the relationship between reader and writer? How do different genres affect the author's message or meaning?</p>

		Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture	3.2a; 3.2b; 3.3a; 3.3b;  4.1a; 4.1b; 4.1c; 4.1e; 4.2a; 4.2b; 4.2c; 4.2f; 4.4a		
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Common Assessment	Continue helping other departments devise and score common assessments.				
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Quarter 3	Continue Unit on <i>The Human Spirit</i>  Fact vs. Opinion  DSTP Prep  Proverbs Greek and Latin roots Vocabulary Building  <u>The Wednesday Wars</u> by Gary Schmidt	Standard 1: Students will use written and oral English appropriate for various purposes and audiences.  Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.  Standard 3: Students will access, organize, and evaluate information gained by listening, reading, and viewing  Standard 4: Use literary knowledge	1.7;  2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4f; 2.4g; <b>2.4h</b> ; 2.4i; 2.4k; 2.5a; 2.5b; 2.5d; 2.5e; 2.5f; 2.5i; 2.5l;  3.1a; 3.1b; 3.2a;	<ul style="list-style-type: none"> <li>Informal assessment by teacher observation ;</li> <li>Written assignments;</li> <li>Reading Journals;</li> <li>Student assessment of teacher modeling of reading traits;</li> <li>Delaware Reading Rubric for short answers and extended responses</li> </ul>	How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? Under what conditions is an interpretation of a text valid? How does literature reveal us to ourselves? Why conduct research? Why use technology for research? What is the relationship between reader and writer?
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		accessed through print and visual media to connect self to society and culture	3.2b; 3.3a; 3.3b;  4.1a; 4.1b; 4.1c; 4.1e; 4.2a; 4.2b; 4.2c; 4.2f; 4.4a		
	Review for DSTP  DSTP Prep Books Proverbs Greek and Latin roots Vocabulary Building	Standard 1: Students will use written and oral English appropriate for various purposes and audiences.  Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.  Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing  Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture	1.7;  2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4f; 2.4g; 2.4i; 2.4k; 2.5a; 2.5b; 2.5d; 2.5e; 2.5f; 2.5i; 2.5l;  3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b;  4.1a;l 4.1b; 4.1c; 4.1e;	<ul style="list-style-type: none"> <li>• Informal assessment by teacher observation;</li> <li>• Written assignments;</li> <li>• Reading Journals;</li> <li>• Student assessment of teacher modeling of reading traits;</li> <li>• Delaware Reading Rubric for short answers and extended responses</li> </ul>	How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? How does literature reveal us to ourselves? Why conduct research? Why use technology for research? What is the relationship between reader and writer? How do different genres affect the author's message or meaning?

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Common Assessment	Assisting other departments with common assessments and rubric development.
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Quarter 4	Content	Standards	GLE	Assessment	Essential Questions
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Quarter	<p><u>The Diary of Anne Frank;</u></p> <p>Communication skills: Paraphrasing; perception check, Clarification questioning</p> <p>Holocaust Book clubs (5 different novels)</p> <p>Applying <i>Point of View</i> to the Holocaust readings</p> <p>Proverbs Greek and Latin roots Vocabulary Building</p>	<p>Standard 1: Students will use written and oral English appropriate for various purposes and audiences.</p> <p>Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.</p> <p>Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing</p> <p>Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture</p>	<p>1.7;</p> <p>2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4 f; 2.4g; 2.4i <b>2.4j</b>; 2.4k; 2.5a; 2.5b; 2.5d; 2.5e; 2.5f; <b>2.5g</b>; 2.5i; 2.5j; 2.6a;</p> <p>3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b;</p> <p>4.1a; 4.1b; 4.1c;</p>	<ul style="list-style-type: none"> <li>• Informal assessment by teacher observation;</li> <li>• Written assignments;</li> <li>• Reading Journals;</li> <li>• Student assessment of teacher modeling of reading traits;</li> <li>• Delaware Reading Rubric for short answers and extended responses</li> </ul>	<p>What was the Holocaust and how were different groups of people affected? How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? What is propaganda? How do we know if a text is valid or true? How does literature reveal us to ourselves? How are stories about other places and times about me? Why conduct research? Why use technology for research? What is the relationship between reader and writer? How do different genres affect the author's message or meaning?</p>
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			4.1e; 4.2a; 4.2b; 4.2c;4.2f; <b>4.3a</b> ; 4.4a		
	<p>Employ comprehension skills in lit for drama performances</p> <p>Complete Holocaust unit</p> <p>Independent Reading Project (preparation for work in High School) Only if time and schedule allows.</p> <p>Proverbs Greek and Latin roots Vocabulary Building</p>	<p>Standard 1: Students will use written and oral English appropriate for various purposes and audiences.</p> <p>Standard 2: Students will construct, examine, and extend the meaning of literary, informative and technical texts through listening, reading and viewing.</p> <p>Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing</p> <p>Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture</p>	<p>1.7; 2.1; 2.2 a; 2.3a; 2.3 c; 2.4a; 2.4d; 2.4e; 2.4f; 2.4g; 2.4i; 2.4k; 2.5a; 2.5b; 2.5d; 2.5e; 2.5f; <b>2.5g</b>; 2.5i; 2.5l; 3.1a; 3.1b; 3.2a; 3.2b; 3.3a; 3.3b; 4.1a; 4.1b; 4.1c; 4.1e; 4.2a; 4.2b; 4.2c; <b>4.2f</b>; <b>4.3a</b>; <b>4.4a</b></p>	<ul style="list-style-type: none"> <li>• Informal assessment by teacher observation;</li> <li>• Written assignments;</li> <li>• Reading Journals;</li> <li>• Student assessment of teacher modeling of reading traits;</li> <li>• Delaware Reading Rubric for short answers and extended responses</li> </ul>	<p>How can I communicate so others will listen? How do speakers express their thoughts and feelings? Why share written ideas orally? What does a reader gain by retelling a story? What is the main idea? What lies beneath the surface of the text? How does literature reveal us to ourselves? Why conduct research? Why use technology for research? What is the relationship between reader and writer? How do different genres affect the author's message or meaning? How does literature help us to shape our decisions?</p>
	Gear up for summer.	Standard 1:	1.7	• Informal	How can I communicate so others will



	<p>View: <u>The Devil's Arithmetic</u> as a culmination to the Holocaust unit.</p> <p>Read for enjoyment</p>	<p>Students will use written and oral English appropriate for various purposes and audiences.</p> <p>Standard 3: Students will access, organize, and evaluated information gained by listening, reading, and viewing</p> <p>Standard 4: Use literary knowledge accessed through print and visual media to connect self to society and culture</p>		<p>assessment by teacher observation;</p> <ul style="list-style-type: none"> <li>• Written assignments;</li> <li>• Reading Journals;</li> <li>• Student assessment of teacher modeling of reading traits;</li> <li>• Delaware Reading Rubric for short answers and extended responses</li> </ul>	<p>listen?</p> <p>How do speakers express their thoughts and feelings?</p> <p>Why share written ideas orally?</p> <p>What is the main idea?</p>
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Common Assessment	Assisting other departments with common assessments and rubric development.
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Directions: Each content teacher should complete a curriculum map for school year 2009-2010. The map should identify what content, state standards, GLE's, assessments, and essential questions are being taught in that specific quarter. Identify the content, skills, and format for each quarterly assessment.

Common Elements Across All Grades:

Journals. This year, however, we are doing some of the more complex journals in 8<sup>th</sup> grade and the 6<sup>th</sup>/7<sup>th</sup> will do different ones.

Vocabulary: All grades will learn vocabulary words