

AP ENGLISH LITERATURE

School: Cheyenne Mountain High School

Course #: 160

Curriculum
Mapper

Teacher: Atkins, Liz

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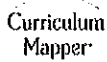
Grade Level: 12

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT	INSTRUCTIONAL RESOURCES	DIFFERENTIATION
August 2009	<p>I. Advanced Placement English Intro (a few days)</p> <ul style="list-style-type: none"> • AP Lit and Comp Course Outline <p>Guiding Questions:</p> <ul style="list-style-type: none"> What is AP Lit and Comp? What are the expectations of the AP course? What are the expectations of the AP final? • AP Final Requirement <ul style="list-style-type: none"> --Multiple Choice --Free Response --Grading Examples <p>II. Summer Reading Assignment (2 weeks)</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> How do various settings affect the story or even the characters? How is Briony's characterization as a writer significant? Why include WWI as historical setting? How do the narrative technique and point of view affect the story? Does Briony achieve atonement? <p>Structuralism</p>	<p>I.1. Draw connections between requirements and common practices for AP English</p> <p>I.2.a. Practice developing understanding by reading one selection from a sample mp test and answering 15 sample mp questions</p> <p>I.2.b. Evaluate sample student responses to free response questions</p> <p>II.1. Hypothesize author's purpose as theme</p> <p>II.2. Produce examples from text to substantiate literary concepts</p> <p>II.3. Interpret points of view orally and in writing</p> <p>II.4. Infer the purpose, perspective, and historical and cultural influences of author</p> <p>II.5. Summarize pertinent historical information as background to reading selections</p> <p>II.6. Detect characteristics of various genres of literature</p> <p>II.7. Judge various works of literature to one another through an understanding of common themes</p> <p>II.8. Deconstruct with appropriate literary terms</p> <p>II.9. Appraise literary criticism, literary analysis, and poetry</p> <p>II.10. Derive original, inclusive thesis for a paper of literary analysis</p> <p>Design persuasive essay and informal persuasive discussion</p> <p>II.11. Construct and critique various writing selections including their own and peers' essays</p> <p>II.12. Design persuasive essay</p>	<p>I.2.a. Homework: Students will write out the reason why they chose each mp answer.</p> <p>I.2.b. Discussion/Participation Grade: Student volunteers will read aloud the readers' rubric for grading student free response essays. Students will then mark the 3 essays as if they were a reader and be able to explain their reason for each score.</p> <p>II.1-5 Discussion grade: Student responses on wikispace (9 responses X 10 sentences each with textual reference)</p> <p>II.6-8 Reading quizzes:</p> <ul style="list-style-type: none"> Gothicism and literary timeline Structuralism Jane Austen's Northanger Abbey reading "Rime of the Ancient Mariner" reading Lady Winterbourne reading Wuthering Heights reading <p>II.1-8 Test grade:</p> <ul style="list-style-type: none"> AP multiple choice items <p>II.9-12 Writing grades:</p> <ul style="list-style-type: none"> Structuralist essay on <i>Atonement</i> <i>Six-trait rubric</i> AP Free Response <i>AP Free Response</i> 	<p>I.1. AP English course handout</p> <p>I.2.a. Copy of AP multiple choice section from Cliff's</p> <p>I.2.b. Copy of sample free response question 3, student sample responses, and reader rubric <i>Essay Questions and Responses</i></p> <p>II.1-5 Blog and Wikispace</p> <p>II.6-8 Coleridge's "Rime of the Ancient Mariner" from <i>Immortal Poems of the English Language</i></p> <p>Jane Austen's <i>Northanger Abbey</i> excerpt</p> <p>Henry James' <i>Lady Winterbourne</i></p> <p>Bronte's <i>Wuthering Heights</i> excerpt</p> <p>II.9-12 <i>Literary Criticism</i> by Charles E. Bressler</p> <p>Structuralism Website Purdue</p>	
September 2009	<p>I. College Essay (1 week)</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> Who are you? What do you want this college to know about you? What is the prompt? What is the best, most creative method to convey your sense of self? <p>II. Senior Book (a few days)</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> What is the literary canon? How is the literary canon established? How do you actively read? How do you find a thesis? <p>1. Active reading--notation, journaling, highlighting</p> <p>2. Thesis--purpose, scope, audience</p> <p>III. Poetry (7 weeks)</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> What is poetry? How do poets derive meaning? How does aestheticism affect poetry? How does poetry differ from prose? Who are the British Romantic poets? 	<p>I. College Essay</p> <ol style="list-style-type: none"> 1. Judge submitted, published college essays 2. Devise a creative, celebratory story of self <p>II. Senior Book</p> <ol style="list-style-type: none"> 1. Execute active reading 2. Identify thesis <p>III.1. Deconstruct reading selections using appropriate literary terms</p> <p>III.2. Detect characteristics of various genres</p> <p>III.3. Hypothesize poet's purpose as theme</p> <p>III.4. Produce examples from text to substantiate literary concepts</p> <p>III.5. Classify vocabulary words in context</p> <p>III.6. Interpret new words from their readings</p> <p>III.7. Integrate subtle sub-textual meanings</p> <p>III.8. Appraise poetry</p>	<p>I. College Essay</p> <ol style="list-style-type: none"> 1. Participation grade: Rate essays and defend in discussion AP College Board Essays 2. Writing grade: Prompts, drafts, writer's memos and story of self to win hearts/minds of readers <i>Six-trait rubric</i> <p>II. Senior Book</p> <ol style="list-style-type: none"> 1. Participation grade: weekly check of annotating, journaling 2. Participation grade: interview with teacher on thesis draft <p>III.1-10 Participation grade: Notes on assigned chapter.</p> <p>Homework grade: All questions for all poems in chapter answered in complete sentences.</p> <p>Participation/Discussion grade: Teaching chapter to class and presenting model poem, class practice poem and homework poem</p> <p>Homework grade: Answering peers' questions to peers' homework poems</p> <p>III.2-3 Homework grade: Links on wikispace for poets' lives</p> <p>Notes/annotations/outline on biographical information of poets</p>	<p>I. College Essay</p> <ul style="list-style-type: none"> •100 Successful College Application Essays •Writer's Workshop <p>¶Focus lessons:</p> <ul style="list-style-type: none"> "Snapshot" "Zoom" "Tone" "Proofreading" ¶Peer and blitz conferences <p>II. Senior Book</p> <ol style="list-style-type: none"> 1. Annotation Guidelines and thesis development Prompt/Topic Unknown 2. More thesis hints Thesis Writing <p>III.1-10 <i>Perrine's Sound and Sense</i> Overhead/LCD projector</p> <p>III.11. Writer's Workshop</p> <p>Focus Lessons from <i>Immortal Poems of English Language</i>:</p> <ul style="list-style-type: none"> Shelley: "The World's Great Age" "Ozymandias" "One Word is Too Often Profaned" Keats: "Ode to a Nightingale" "Ode on a Grecian Urn" "When I Have Fears That I May Cease to Be" Lord Byron: love poems Wordsworth: "Daffodils" "Composed Upon Westminster Bridge" "It is a Beauteous Evening" "Tintern" 	

US HISTORY

School: Chevenne Mountain Junior High School

Course #: 111



Teacher: Bailey, James

Email: bailey@cmsd12.org

Grade Level: 8

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT	INSTRUCTIONAL RESOURCES	DIFFERENTIATION
August 2009	<ul style="list-style-type: none"> E.Q. How did the experience of the Colonies shape America's political, social, and economic ideals? <p>A. Political Development</p> <ul style="list-style-type: none"> Institutions Principles of Democracy <p>B. Social Development</p> <ul style="list-style-type: none"> Stratified social systems <p>C. Economic Development</p> <p>D. Religious Heritage</p>	<p>A1. Identify how early political institutions started the traditions of a democratic representative government.</p> <ul style="list-style-type: none"> House of Burgesses (optional) Puritan Meeting House (optional) Mayflower Compact-Essential Fundamental Orders of Connecticut (optional) Magna Carta (optional) <p>A2. Compare how specific incidents led to the development of limited government.</p> <ul style="list-style-type: none"> Peter Zenger Trial (Optional) English Bill of Rights (Essential) Act of Toleration (Optional) <p>A3. Apply the principles of colonial political tradition to present-day news events.</p> <ul style="list-style-type: none"> Democracy Representative Government Limited Government Obey Higher Law Individual Rights <p>A4. Analyze the problems with a Theocracy and how they related to the events of Salem Mass. In 1692.</p> <p>B1. Compare how regional colonial societies were diverse and changed over time.</p> <ul style="list-style-type: none"> New England- Puritans, Pilgrims, Quakers Middle-diverse European culture Southern-Englishmen and African slaves <p>B2. Summarize the limited political and economic rights that existed in colonial society for women, non land owners, and Africans.</p> <p>B3. Summarize the unique ideas of toleration and living with other groups demonstrated by Quakers and Middle Colonists.</p> <p>C1. Compare and contrast the economy of the four areas of the colonies.</p> <ul style="list-style-type: none"> New England-subsistence farming, fishing, whaling Middle Colonies-breadbasket colonies Southern colonies- Plantation farming Backcountry-subsistence farming <p>C2. Analyze how geography influenced the economic development of the New England, Middle, and Southern colonies.</p> <p>C3. Compare examples of a free market economy in the colonies with contemporary examples in American society today.</p> <p>C4. Summarize the trade patterns between the Colonies, Europe, Africa, and Caribbean.</p>	<p>Reading Notes Check: Origins of English colonial America</p> <p>Group Analysis Project: Relating early colonial government to modern democracy</p> <p>Reading Notes Check: Development of regional colonial identities</p> <p>Test: Unit 1 Origins of English colonies in America - Development of Regional Identities</p>	<p>Primary and secondary source documents on:</p> <ul style="list-style-type: none"> Mayflower Compact House of Burgesses 	

ECONOMICS

School: Cheyenne Mountain High School

Course #: 241

Teacher: Kenefsky, Jeff

Email: Kenefsky@cmsd12.org

Grade Level: 9

Curriculum
Mapper

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT	INSTRUCTIONAL RESOURCES	DIFFERENTIATION
August 2009	<p>A. Ten Key Elements of Economics</p> <ol style="list-style-type: none"> Incentives Matter No such thing as a free lunch Decisions are made at the margin Trade Promotes economic progress 	<p>A1. Define- economics, politics, social, incentives, margin, altruism, consumer, producer, profit, goods/services, scarcity, marginal benefits/ costs, trade, comparative advantage, specialization, standard of living, production, domestic, transaction costs, tariff/tax, import/export, investment, per capita income</p> <p>A2. Analyze the following:</p> <ol style="list-style-type: none"> Why do the authors raise the question of whether incentives would matter if people were altruistic ?? that is, if people were not greedy and selfish. How do incentives matter even in cases of altruism and/or charity? Explain, using examples other than those used by the authors (i.e., drowning children and Mother Theresa). Suppose you are taking a class and the teacher announces that all students will receive the same grade at the end of the term. How would this influence a student's incentive to study and master the material? If teachers want their students to learn the course material, do they have a strong incentive to establish a close relationship between performance and the grade earned? Explain. What does the cost of a good or service reflect? At what point will profit maximizing producers no longer have incentive to supply a good or service to consumers? What does it mean to make a decision at the margin? Ask students to provide examples of how they used marginal analysis to decide whether to attend class one day this week. 	<ol style="list-style-type: none"> Recite from memory the Ten Key Elements of Economics Test- identify key words, essay, short answer 	<p>READINGS:</p> <ol style="list-style-type: none"> The Road Not Taken by Robert Frost Demand and Supply by Dwight Lee It's the Margin that Counts by Dwight Lee Markets and Marginalism by Dwight Lee Opportunities and Costs by Dwight Lee <p>STOSSEL VIDEO CLIPS:</p> <ol style="list-style-type: none"> Is Life Getting Worse? Exchange and wealth creation Government spending, jobs, and unemployment Invisible hand steak example 	
September 2009	<p>B. Ten Key Elements of Economics (part 2)</p> <ol style="list-style-type: none"> Transaction costs are obstacles to trade Profits direct business towards activities that increase wealth People earn income by helping others Economic progress comes through trade, investment, better ways of doing things, sound economic opportunities The invisible hand directs buyers and sellers to better general welfare Too often long term consequences are ignored 	<p>B. Define- entrepreneur, economic progress, market economy, invisible hand, resources, self-interest, inflation, short run/long run, unintended consequences, opportunity costs, factors of production, command economy, capitalism, mixed economy, regulation, Adam Smith, Karl Marx, human capital, micro/macro, market failure, tradeoffs, outsourcing, equilibrium, externality</p> <p>B. Analyze the following</p> <ol style="list-style-type: none"> Why do people trade? What is the law of comparative advantage? Why does it lead to specialization, and how does this improve living standards? Do you agree or disagree with the following quote: "...if you want to earn a large income, you had better figure out how to help others a great deal. The opposite is also true. If you are unable and unwilling to help others, your income will be small. Does doing good always translate into doing well? How can this statement still be true, even in the face of seemingly contradictory examples, like public school teachers and 	<ol style="list-style-type: none"> Recite from memory the Ten Key Elements of Economics Test- identify key words, essay, short answer 	<p>B. Readings</p> <ol style="list-style-type: none"> Opportunities and Costs by Dwight Lee Opportunity Costs and Hidden Inventions by Dwight Lee Politics and Foreign Trade by Dwight Lee The Power of Incentives by Dwight Lee Sacrificing Lives for Profits by Dwight Lee Specialization and Wealth by Dwight Lee THE POWER OF INCENTIVES. How Seat Belts Kill. From The Armchair Economist by Steven E. Landsburg. Productivity and Human Capital: Why is Bill Gates so much richer than you are? From Naked Economics by Charles Wheelan These are the good ol' Days <p>B. Stossel video Clips</p> <ol style="list-style-type: none"> Invisible hand steak example Pharmaceutical price controls and availability Opportunity costs, tradeoffs, and secondary effects Subsidized flood insurance 	

GRADE 2 PHYSICAL EDUCATION

School: Pinon Valley Elementary School

Course #: 111

Curriculum
Mapper

Teacher: Johnson, Scott

Email: johnson@cmsd12.org

Grade Level: 2

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT	INSTRUCTIONAL RESOURCES	DIFFERENTIATION
August 2009	<p>A. Daily Routine (throughout the entire year)</p> <p>B. Rules, Procedures and Expectations</p> <p>C. State Standards and Grading</p> <p>D. R2EACH</p> <p>E. Movement Concepts</p> <p>F. Body Awareness</p> <p>G. Soccer (continued into September)</p>	<p>A1. Enter the gym quietly. A2. Read the whiteboard for "Quickstart" warm-up activity. A3. Perform warm-up activity according to the rules. A4. Gather at the whiteboard on the teacher's signal. A5. Come prepared for physical activity with proper clothing and footwear.</p> <p>B1. Demonstrate fire drill and lock-down procedures. B2. Discuss expectations for bathroom use, getting drinks, and dealing with injuries. B3. Practice signals for starting and stopping activity.</p> <p>C1. Discuss the Colorado State Standards for Physical Education. C2. Understand procedures for grading.</p> <p>D1. Examine how our school motto of R2EACH applies in physical education class.</p> <p>E1. Discuss safety while moving in space. E2. Demonstrate safe and proper movement. E3. Perform walk, jog, run, skip, hop, leap, gallop, slide on teacher's command. E4. Perform chase, flee, tag, dodge, start, stop through Tiger Tails game.</p> <p>F1. Move various body parts on command. F2. Create shapes with the body on command. F3. Work with a partner to create shapes, letters, and numbers. F4. Create movements of various animals with the body as they are called out.</p> <p>G1. Dribble a soccer ball in open space. G2. Dribble a ball with defensive pressure. G3. Demonstrate passing with inside, outside, laces, sole of foot, and heel. G4. Pass a ball with a partner through small cones. G5. Play lead-up game of 1 versus 1. G6. Shield a ball from opponents through keepaway. G7. Demonstrate proper shooting technique against a goalkeeper.</p>	<p>A. Observation, Q&A</p> <p>B. Observation, Q&A</p> <p>C. Oral Response, Q&A, Group Discussion</p> <p>D. Oral Response, Q&A, Group Discussion</p> <p>E. Teacher Observation</p> <p>Informal Testing of Movement Concepts</p> <p>F. Teacher Observation</p> <p>Informal Testing of Movement Concepts</p> <p>G. Teacher Observation and Correction of Technique</p> <p>Soccer Skills Test</p>	<p>A. 1st Day</p> <p>"The Sports Rules Book", by Human Kinetics, 1998 (used throughout the year for many activities)</p> <p>B. 1st Day</p> <p>C. 2nd Day</p> <p>D. PBS Materials, PVE, 8/09</p> <p>E. Body Movement 1</p> <p>F. Body Movement 2</p> <p>G. www.pcentral.org</p> <p>Soccer 1 Soccer 2</p> <p>"The Sports Rules Book", by Human Kinetics, 1998 (used throughout the year for many activities)</p> <p>"Soccer In The Streets", DVD, 2007</p>	
September 2009	<p>A. Soccer (continued from August)</p> <p>B. Football</p>	<p>A1. Demonstrate goalkeeping technique. A2. Play modified game of soccer with goalkeepers, using at least two balls.</p> <p>B1. Demonstrate a proper pass with a partner, using the laces. Demonstrate proper catching technique. B2. Pass and catch with a partner.</p>	<p>A. Teacher Observation and Correction of Technique</p> <p>B. Teacher Observation and Correction of Technique</p>	<p>A. www.pcentral.org</p> <p>Soccer 1 Soccer 2</p> <p>"The Sports Rules Book", by Human Kinetics, 1998 (used throughout the year for many activities)</p> <p>"Soccer In The Streets", DVD, 2007</p> <p>B. Football</p> <p>"The Sports Rules Book", by Human Kinetics, 1998 (used throughout the year for many activities)</p>	

GENERAL PHYSICS

School: Cheyenne Mountain High School

Course #: 332

Curriculum
Mapper

Teacher: Hendrick, C

Email: (Withheld)

Grade Level: 10-12

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT	INSTRUCTIONAL RESOURCES	DIFFERENTIATION
August 2007	<p>Math Toolkit</p> <p>Scientific Method</p>	<p>Algebra 2 review Graphing MS Excel Spreadsheet basics</p> <p>Scientific Investigation What is it? How is it conducted? Types of variables Data tables & Graphs</p> <p>How is it reported? (Lab report format)</p> <p>Measurement of data.</p> <ul style="list-style-type: none"> Uncertainty in measurement Significant figures 	<p>Self paced, 4 day tutorial. Excel Quiz requires student to:</p> <ol style="list-style-type: none"> Build data table Incorporate equation into data table Produce graph of data contained in data table <p>Pendulum Lab (students gather data in lab groups, but each student writes individual report) Rubric: [icon]</p>	<p>Excel Tutorial notebook</p> <p>Merrill, Physics Chapter 2 Homework:</p> <ul style="list-style-type: none"> Manipulating algebraic equations Sig Fig (addition/subtraction & multiplication/division rules) Scientific Notation <p>Introductory Powerpoint on Scientific Method: [icon]</p> <p>Lab report format: [icon]</p>	
September 2007	<p>Introduction to Kinematics</p> <p>VELOCITY</p> <p>Graphs --displacement vs. time</p> <ul style="list-style-type: none"> slope is velocity ($v = \Delta d / \Delta t$) <ul style="list-style-type: none"> average velocity instantaneous velocity is the slope of the tangent line <p>--velocity vs. time</p> <ul style="list-style-type: none"> area underneath is displacement <p>ACCELERATION</p> <p>Graphs --velocity vs. time</p> <p>--slope is acceleration ($a = \Delta v / \Delta t$)</p> <p>Constant acceleration graph</p> <p>--Kinematic Formulae</p>	<p>Represent physical quantities in graphical form</p> <ul style="list-style-type: none"> Construct graphs of real-world data Interpret graphs of real world data to determine the mathematical relationship between the variables Utilize graphs of real-world data to predict future results Explain the physical relevance of properties of a graphical representation of real-world data, e.g.: slope, intercepts, area under the curve Correlate real-world data with mathematical models Solve problems using mathematical models Utilize dimensional analysis to confirm algebraic solutions <p>Student will solve 1-D problems with constant acceleration:</p> <ul style="list-style-type: none"> horizontal problems vertical, free-fall problems 	<p>CH 3 Test:</p> <ul style="list-style-type: none"> multiple choice free response graphical analysis <p>CH 4 Test:</p> <ul style="list-style-type: none"> multiple choice free response graphical analysis 	<p>Ch 3 Merrill, Physics</p> <p>ESPN Video: Tracking Speed</p> <p>Activities:</p> <p>Prediction of motion from established graph. "Walk the graph" using motion probeware.</p> <p>Motion simulation from PHET: http://phet.colorado.edu/news...</p> <p>Ch 4 Merrill, Physics</p> <p>Free fall activity: [icon]</p> <p>Measure the acceleration due to gravity (g) by dropping basketballs and measuring/graphing velocity vs. time with probeware. Find the slope to determine "g."</p>	
October 2007	<p>Motion in Two Dimensions</p> <p>VECTORS</p> <ul style="list-style-type: none"> graphically (drawing a picture) <ul style="list-style-type: none"> that are perpendicular <ul style="list-style-type: none"> Pythagorean Theorem Trigonometry (SOHCAHTOA) that are not perpendicular <ul style="list-style-type: none"> resolve vectors into components Add X and Y components Reconstruct resultant vector to find magnitude & direction <p>2 D KINEMATICS</p>	<p>Student will learn to add vectors:</p> <ul style="list-style-type: none"> graphically (drawing a picture) <ul style="list-style-type: none"> that are perpendicular <ul style="list-style-type: none"> Pythagorean Theorem Trigonometry (SOHCAHTOA) that are not perpendicular <ul style="list-style-type: none"> resolve vectors into components Add X and Y components Reconstruct resultant vector to find magnitude & direction <p>Students will learn the independence of perpendicular vectors</p> <ul style="list-style-type: none"> Solving typical problems: <ul style="list-style-type: none"> boat crossing river airplane navigation <p>Learn to analyze and solve</p> <ul style="list-style-type: none"> Projectile motion problems: <ul style="list-style-type: none"> With no vertical component With vertical & horizontal components 	<p>Mini-lab: Addition of non-perpendicular vectors Each student sets up unique solution</p> <p>Collaborative problem solving: Tennis ball launch (outdoor) Groups test fire on first day to gather data (distance & angle) 2nd day--solve algebra for authentic assessment: hit the target (teacher)</p> <p>CH 6 & 7 Test Multiple Choice</p>	<p>Ch 6, Merrill Physics</p> <ul style="list-style-type: none"> 6.1 6.2 (up to equilibrium) <p>Worksheet Force table for setting up three vectors in equilibrium</p> <p>Ch 7.1, Merrill Physics</p> <p>Projectile Motion Simulation from PHET: http://phet.colorado.edu/news...</p>	

GRADE 5 WRITING (MASTER MAP)



School: District Consensus

Course #: 111

Teacher: TARPLEY, BEV

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Grade Level: 5

MONTH/YEAR	CONTENT	SKILLS	ASSESSMENT	INSTRUCTIONAL RESOURCES	DIFFERENTIATION
August 2009	<p>Map created by Amy Ellerbush and Annie House-PVE</p> <p>Content</p> <p>A. Review IDEA trait</p> <p>B. Intro to topic sentences</p> <p>Organization</p> <p>A. Topic Sentence</p> <p>Style/ Fluency</p> <p>Grammar/Usage/Spelling</p> <p>A. Complete Sentences</p>	<p>Content</p> <p>A. List of 25 topic ideas</p> <p>B. Construct a topic sentence</p> <p>Organization</p> <p>A. Recognize a topic sentence.</p> <p>B. Identify supporting details to connect with a topic sentence</p> <p>C. Create topic sentences to match with supporting details.</p> <p>Style/Fluency</p> <p>Grammar/Usage/Spelling</p> <p>A. Identify subject and predicate of sentences</p>	<p>Content</p> <p>A. IDEA 5 point rubric</p> <p>B. Beginning of the year writing sample</p> <p>C. Choose 10 groups of words and write a topic sentence</p> <p>Organization</p> <p>A. Beginning of the year writing sample</p> <p>Style/Fluency</p> <p>A. Beginning of the year writing sample</p> <p>Grammar/Usage/Spelling</p> <p>A. Beginning of the year writing sample</p>	<p>Content</p> <p>A. Read aloud to model strong IDEAS <u>The Raft</u> <u>All the Places to Love</u></p> <p>B. Exemplar writing samples (6-Trait - 1)</p> <p>C. Step-up Notebook</p> <p>D. Trait-crate</p> <p>Organization</p> <p>A. Fifth Grade writing information sheets</p> <p>B. Grammar Book pg. 90, 228</p> <p>Style/Fluency</p> <p>Grammar/Usage/Spelling</p> <p>A. The Grammar & Writing Book (SF)</p>	<p>Content</p> <p>Organization</p> <p>Style/Fluency</p> <p>Grammar/Usage/Spelling</p>
September 2009	<p>Content</p> <p>A. Expository Paragraphs</p> <p>Organization</p> <p>A. Planning (ORGANIZATION)</p> <p>B. Paragraph Writing</p> <p>C. Summaries</p> <p>D. Subjects and Predicates</p> <p>Style/Fluency</p> <p>A. Four Kinds of Sentences</p> <p>B. Voice</p> <p>C. Compound and Complex Sentences/Independent-Dependent Clauses (SENTENCE FLUENCY)</p> <p>D. Creating mood</p> <p>E. Transitions</p> <p>Grammar/Usage/Spelling</p> <p>A. Punctuation</p> <p>B. Vowel Patterns</p>	<p>Content</p> <p>A. Identify topic sentences, key ideas, supporting details, summaries</p> <p>Organization</p> <p>A. Identify supporting details to connect with a topic sentence</p> <p>B. Create topic sentences to match with supporting details</p> <p>C. Occasion/Position statements, power statements</p> <p>Style/Fluency</p> <p>A. Identify declarative sentence</p> <p> Create exclamatory sentence</p> <p> Identify Interrogative sentence</p> <p> Create an Imperative sentence</p> <p>B. Combine sentences using compound subjects and compound predicates</p> <p>Grammar/Usage/Spelling</p> <p>A. Identify subject and predicate of sentences</p>	<p>Content</p> <p>Organization</p> <p>A. Students highlight paragraphs to identify topic sentence, key Ideas, and supporting details</p> <p>B. Students write a plan for a paragraph</p> <p>C. After reading a paragraph, students work backward to create a plan</p> <p>D. Write summaries of reading series and novel study</p> <p>Style/Fluency</p> <p>Grammar/Usage/Spelling</p> <p>A. Grammar Book Test Preparation and Review</p>	<p>Content</p> <p>A. Step-up Section 2</p> <p>B. Grammar book pg. 205</p> <p>Organization</p> <p>A. Grammar book details pg.222</p> <p>B. Step-up Section 2</p> <p>C. Grammar book summary pg. 242</p> <p>D. Grammar book subjects and predicates pg. 58</p> <p>Style/Fluency</p> <p>A. Grammar Book</p> <p> Four kinds of sentences pg. 50</p> <p> Voice pg. 54</p> <p> Compound and complex pg. 68</p> <p> Independent and dependent clauses pg. 62</p> <p> Mood pp. 80 and 156</p> <p> Transitions pg. 66</p> <p>Grammar/Usage/Spelling</p>	<p>Content</p> <p>Organization</p> <p>Style/Fluency</p> <p>Grammar/Usage/Spelling</p>