

Southern Cayuga Central School District - Curriculum Map

Subject: ELArt

School Year: __2017-2018____

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
<i>Assessment of student readiness in research and writing</i>	<p>Can students find basic information using a web search and can they then summarize that information into a typed and printed document?</p> <p>Can students identify credible web sources?</p> <p>Can students observe the rules of standard English and academic writing in creating a document?</p> <p>Vocabulary</p> <p>Credible url summarize condense relevant</p>	<p>Students are all assigned a simple research question, e.g. what occurred to form the Finger Lakes. They research the answer on the web, using at least two credible sources, and then write the answer in a two paragraph, typed response. Sources are cited.</p>	<p>Search process will be evaluated. Final document will be evaluated using an appropriate writing rubric</p>	3 weeks
<p><i>Independent Research and writing assessment activity</i></p> <p><i>This is intended to assess student readiness in conducting research into a topic of their choosing, gathering information, and compiling it into a</i></p>	<p>Can students transform their curiosity and desire to learn something into a productive search for information?</p> <p>Can students use their knowledge to identify credible web sources?</p>	<p>Students are asked to think about something they want to know, or something they want to know more about. They are then directed to gather information that responds to their query, copy and past information into notes for reference, and then produce a document sharing what they learned, including citing their sources.</p>	<p>Search process will be evaluated. Finals document will be evaluated for accuracy, as well as adherence to writing conventions and effectiveness at communicating information.</p>	3 week

<p><i>document to be printed and handed in</i></p>	<p>Can students condense and summarize information into a written format?</p> <p>Vocabulary</p> <p>Standard publishing format</p> <p>Type font</p> <p>Line spacing</p>			
<p><i>Effective Presentations</i></p>	<p>What elements contribute to an effective presentation?</p> <p>What role does preparation and rehearsal play in effective presentations?</p> <p>Audience awareness</p> <p>Eye contact</p> <p>Visual aids</p>	<p>Students chose a topic they want to teach to the rest of the class, and then follow a series of steps in creating and preparing their presentation. Steps include:</p> <ol style="list-style-type: none"> 1) Creating an outline 2) Writing a script 3) Creating visual and non verbal aids 4) Rehearsing the presentation 	<p>Using a five point rubric students will each present to the class and be evaluated on the elements included in the rubric</p>	<p>5 weeks</p>
<p><i>Fiction writing- part 1</i></p>	<p>What are the elements of a well told story?</p> <p>How do writers structure stories so readers can follow the plot?</p> <p>What role does proof reading and editing have in quality story writing?</p> <p>Point of view</p> <p>Literary license</p> <p>Rising Action</p> <p>Resolution</p>	<p>In phase one of this unit students are introduced to the basic structure of a story, and basic fiction elements such as point of view and plot. Students are then given the assignment of relating something that actually happened to them, using a first person narrator.</p> <p>Students proof read and peer edit their stories and then share their stories by reading them aloud to each other.</p>	<p>Students are evaluated and graded on their ability to meet certain deadlines for progress on the their story.</p> <p>Using a rubric students are evaluated on their ability to structure their story using a first person narrator and developing a plot line that readers can follow.</p>	<p>3 weeks</p>

Fiction Writing- part 2	<p>How can a writer use events portrayed in another work to create an original story?</p> <p>What are the elements of surreal fiction?</p> <p>Surrealism Stream of consciousness</p>	<p>After creating a surrealistic collage in the art portion of the class, students then use the collage elements as the basis for a surrealistic short story.</p> <p>The stories are then shared by students during a reading session, when students display their collages and read their stories to their peers.</p>	<p>Students are evaluated using a rubric on their ability to write a story whose plot can be followed by readers.</p> <p>Students are evaluated for their ability to present their story to their class.</p>	3 weeks
Tiny House Project	<p>Using design software students will design a tiny house to specifications and present their design to a panel of "experts" describing their design goals and process.</p> <p>Vocabulary</p> <p>Target market Downsize Living space Design decisions</p>	<p>During the ELA portion of the class students will use the presentation preparation process learned in an earlier unit to prepare their Tiny House presentation. Special attention will be paid to balancing visual and spoken segments of the presentation to achieve maximum audience attention.</p>	<p>Students will be evaluated on time management during the preparation process as well as judged for design and presentation by the panel.</p>	6 weeks

**Each Unit above collectively addresses all of the Common Core Standards for ELA & Literacy.

Title or topics	Essential questions	Content skills (activities to cover essential questions)	Major Assessments	Time
Descriptive Writing Using Meditation and Visualization as a source of descriptive writing	<p>What happens when your mind and body completely relax?</p> <p>Can you think about nothing?</p> <p>How can breathe control and relaxation make us more productive?</p> <p>Vocabulary Breath control visualization</p>	<p>Students will be taught breath control and visualization techniques to reduce stress.</p> <p>Students will be led through a series of relaxation and visualization exercises.</p> <p>Students will engage in descriptive writing to describe in words the</p>	<p>Student descriptive writing piece documenting and explaining the details and sequence of visualization experience.</p>	2 weeks

		visualization experience.		
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Perfect Paragraphs	<p>How do well structured paragraphs look and read?</p> <p>How do you connect paragraphs to create effective transitions and flow?</p>	<p>Students will write a three paragraph essay, focusing on perfecting the introduction, the body and conclusion so that each effectively serves its purpose and that all three create and maintain a smooth flow.</p>		3 weeks
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