

# TechPaths Projected/Diary Map Units Reminder Guide

(Individual  
planned/operational  
curriculum evidence at  
school-site level)

**Content =  
What Students  
Must KNOW**

- Written as a  
Key Noun/ Noun  
Phrase: Descriptor
- Capitalize each  
word as in a title
- All elements are  
intra-aligned  
through *Content*  
in each Sub-unit.

For this example,  
both units only  
have one sub unit.  
Look on page 3 to  
see an example of  
a three sub-unit  
UNIT.

Unit name written in all CAPITAL LETTERS					
Unit	Content	Skills	Assessments	Resources	Standards
September	EXPOSITORY READING I				
	Informational Text: Inform, Instruct, Guide, Direct, Show	State in writing 5 key purposes and examples of informational reading	10- Statement Matching Quiz - Pop test 9/30/2005	--Chapter 10, pp. 135-152 --The Arizona Republic --A Variety of How-To Manuals	3.2.1 ~ Locate specific information from functional text ... 3.2.2 ~ Interpret details functional text for a specific ... 3.3.1 ~ Determine an author's position regarding a partic...
		Identify in writing 3 self- determined attributes for a reader's use of informational text versus fictional text	20 MC / 5		
		Differentiate visually and in writing textual and visual details to support 5 informational purposes			
	FICTIONAL READING I				
	Historical Fiction Text: Fact Versus Fiction	Compare and contrast in writing similarities and differences between historical expository text and historical fiction text	James Edmond Pease Essay (Evaluation: 6+1 Trait Rubric— Voice and Word Choice) - Analytic essays 9/30/2005		
		Identify and define in writing 5 common literary devices used in diary- based reading: structure, tone, theme, point-of-view, characterization			

Standards are aligned  
to Content/Skills  
within in *each* Unit's  
sub-unit or sub-units

**If using Resources as an optional Element Field**

- The first listings are meant to be any adopted text or materials used. Map writer only needs to include a textbook's title in the first unit its used. In remaining units, list just the specific chapter(s)/unit(s); include specific page numbers when entire chapter/unit *not* used
- Include two dashes prior to each resource listing to separate the listings

- The name of the Assessment is written as a Defined Noun
- Aligned within each Sub-Unit to *appropriate* Content/Skills by indicating within first tab (Objective) in Assessment template
- Formative versus Summative indication is made within Assessment template
  - Explanations/Attachments (e.g., directions, rubrics, checklists, etc.), are recorded within Assessment template tabs

**In any element field, use numerals to represent quantities rather than number words including 0-9. (Note: Write the appropriate number word[s] if students are literally learning them, such as four or one-fourth.)**

**\*\*Target(s) include:**

**in writing / orally  
visually / aurally  
manually  
electronically  
manipulatively  
kinesthetically**

**• When including “visually” there needs to be a target expressing how the visual ability/action is measured (e.g., visually and in writing / visually and orally)**

September					
Unit					
EXPOSITORY READING I					
Content	Skills	Assessments	Resources	Standards	
Informational Text: Inform, Instruct, Guide, Direct, Show	State in writing 5 key purposes and examples of informational reading	10- State Quiz 9/30/2	--Chapter	3.2.1 ~ Locate specific information from functional text ...	
	Identify in writing 3 self-determined attributes for a reader's use of informational text versus fictional text	20- Prim Ident Mult 9/30/2			
	Differentiate visually and in writing textual and visual details to support 5 informational purposes	5- Infor Exce Essay 9/30/2			
FICTIONAL READING I					
Content	Skills	Ass			
Historical Fiction Text: Fact Versus Fiction	Compare and contrast in writing similarities and differences between historical expository text and historical fiction text	Ja Edm Essa 6+1 Voic Choi essa 9/30/2			
	Identify and define in writing 5 common literary devices used in diary-based reading: structure, tone, theme, point-of-view, characterization				

**Skills = What students must DO in relationship to the aligned KNOWing (Content) in given sub-unit**

- Skill statement is written as follows: **Measurable verb(s)/target(s)/descriptor**
- Do not begin skill statement with: **Demonstrate, Understand, Know, Show, Use.** These terms are not measurable. If starting with Apply... must state apply “to” what: Apply \_\_\_\_\_ to \_\_\_\_\_
- Also, do not begin with: **Practice ... Review ...** as these terms indicate activity, not skill and map appear in Lessons (an element field that does not appear in this reminder guide)
- Do not start skill statement with: **The student will... / The students will...**
- The first word (Measurable verb) is capitalized
- No period is necessary at end of skill statement
- Include **\*\*target(s)** that inform map readers “how” a skill or skills are assessed
- Include descriptors that provide map readers with explicit, pertinent details that enhance content information, not duplicate content information
- Make certain skill statements are truly measuring skill abilities/actions and *not* listing activities/practice exercises.

**Important Note: Make certain you have only one skill statement per element “box.”**

**This is an example of one unit:  
GEOMETRY II that has three sub-units.**

Angles: Isosceles Triangles, Equilateral Triangles, Pyramids, Rectangular Prisms, Cones	Identify visually and in writing each shape's angle attributes	25 MC Test - Multiple Choice test 10/31/2005	--Chapter 5, pp. 128-136 --Geoboards	12.1.4 ~ Identify the properties of two- and three-dimens... 15.1.7 ~ Solve problems involving area of simple polygons...
Angles: Acute, Obtuse	Identify in writing acute angle wherein measure is more than 0 degrees, but less than 90 degrees  Identify in writing obtuse angle with measurement greater than 90 degrees, less than 180 degrees	10 Item Angle Quiz - Pop test 10/31/2005	--Chapter 5, pp. 139-142	12.1.4 ~ Identify the properties of two- and three-dimens... 12.1.5 ~ Draw points, lines line segments, rays, and angl...
Line	Identify	10 Item Quiz		12.1.13 ~ Identify the lines of symmetry in a two-dimensi...

- A thin, blue line indicates separation between a UNIT's sub-units. This visually separates the intra-aligned elements (by Content) in one sub-unit folder from another sub-unit or sub-units within a given unit.