

Curriculum Map 2009-2010: Unit 1

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language: fanboys, lead words		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
1-2 months: September and October	35-40 days	<p>EL.CM.L1.03 Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections (ongoing).</p> <p>EL.CM.WR.21 Write a biographical or autobiographical narrative or story</p> <ul style="list-style-type: none">• Relate sequence of events and communicate significance of events to audience• Describe with concrete sensory details: sights, smells, sounds, tastes, specific actions, gestures, and/or internal monologues with people <p>EL.CM.WR.13 Demonstrate understanding of sentence construction, parallel structure, and subordination, achieve clarity of meaning, vary sentence types, and enhance flow and rhythm.</p>	<ul style="list-style-type: none">• Main ideas• Sequence of events• Supporting details• Main events• Sequence of events• Sensory details• Significance• Noun• Verb• Subject• Predicate/verb phrase• Beginning sentence capital letter• Ending periods• FANBOYS• Sentence leads	<p><i>Knowledge:</i></p> <ul style="list-style-type: none">• Students will be able to identify main ideas.• Students will be able to order events in chronological order.• Students will be able to differentiate supporting details from main events. <p><i>Reasoning:</i></p> <ul style="list-style-type: none">• Students will be able to communicate the importance of that event• Students will be able to self-reflect on meaningful events in their life <p><i>Knowledge:</i></p> <ul style="list-style-type: none">• Students will be able to recognize sentence parts (nouns and verbs; subjects and predicates)• Students will be able to recognize when sentences are correctly capitalized and punctuated.• Students will memorize FANBOYS words• Students will be able to recognize sentence leading words• Students will be able to write both simple and complex sentences with capitals and periods.	<ul style="list-style-type: none">• View photos to identify main events/ideas.• Read commonly known stories (nursery rhymes, children's stories, etc.) and identify main events/ideas.• Watch videos and differentiate main ideas/events from details.• Read other narrative selections to identify.• Share stories aloud• Respond and write to narrative journal prompts• Graph your life: good and bad moments• Brainstorm sensory detail words• Create a list of sensory details related to narrative story• Change bland, telling sentences into showing with sensory details• Adjective building• Locate sentence parts within a given sentence• Label sentences as simple, FANBOYS, or sentence leads• Group/class writings of complex sentences• Narrative journal prompts with capitals, periods, FANBOYS, and sentence leads• Revision of simple sentences into complex form.	<ul style="list-style-type: none">• Formative: Identify pieces to a summary• Summative: Given a literary selection, correctly respond to summary/main idea and event reading questions• Summative: Given a literary selection, write a literary summary.• Formative: Summary of main events in story in logical order• Formative: Telling sentence to showing paragraph• Formative: Create a list of sensory details related to narrative story• Formative: Paragraph explaining how narrative event is significant• Summative: Final narrative draft• Formative: Write simple, FANBOYS, and sentence leads• Summative: use and labeling of simple, FANBOYS, and sentence leads in narrative draft

Curriculum Map 2009-2010: Unit 2

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language: character traits		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
4 weeks: October- November	15-20 days	EL.CM.L1.07. Infer the main idea when it is not explicitly stated and support with evidence from the text	<ul style="list-style-type: none">Character traitsTextual evidenceConnecting evidence to main idea	<p><i>Knowledge:</i></p> <ul style="list-style-type: none">Students will be able to identify character traits when they are not explicitly stated.Students will be able to support character trait from the text with a direct quote.Students will be able to provide a correct parenthetical citation for textual evidence. <p><i>Reasoning</i></p> <ul style="list-style-type: none">Students will be able to explain connection between evidence and main idea.	<ul style="list-style-type: none">View pictures of characters and identify traits and evidenceGraphic organizer for characterization techniquesMeet and greet and identify character traits of othersCharacter Head/Mind MapAct out: act out a character traitCharadeRead literary selections and identify character traits and textual evidence with correct citationDirect instruction of citation format	<ul style="list-style-type: none">Formative: T-chart (character trait & evidence) with citationFormative: T-chart with added explanation of connection between evidence and main ideaSummative: T-chart with added explanation of connection between evidence and main idea
		EL.CM.L1.05 Analyze interactions between characters in a literary text (example internal and external conflicts, motivations, relationships, influences) and how these interactions effect the plot	<ul style="list-style-type: none">Character conflictsMotivationsInteractions with plot	<ul style="list-style-type: none">Students will be able to analyze character conflicts and explain how a character's traits or actions effect plot.	<ul style="list-style-type: none">Character Conflict Body MapConflict organizerOther misc. organizers	<ul style="list-style-type: none">Formative: Graphic organizer of character, trait or action, conflict, and effectSummative: add on to L1.07 summative explanation of effect

Curriculum Map 2009-2010: Unit 3a

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language: catch the reader's attention with a hook, announce the context (title and author) and how the thesis is going to be proven; thesis		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
2 weeks: November	7-10 days	EL.CM.WR.11 Create an organized structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.	<ul style="list-style-type: none">• Introduction• CAT	<p><i>Knowledge:</i></p> <ul style="list-style-type: none">• Students will memorize the components of CAT• Students will hook the reader with non-question hooks• Students will announce the context (author and title) of text and identify how the thesis will be proven <p><i>Reasoning</i></p> <ul style="list-style-type: none">• Students will be able to write an organized introductory paragraph to support their thesis for character analysis writing	<ul style="list-style-type: none">• Direct instruction of components of introduction paragraph• Direct instruction of thesis statements• Identify character trait(s) plus reason• Differentiate broad and specific reasoning• Graphic organizer with thesis and body paragraphs topics• Copy sample introductory paragraphs• Compose and share introductory paragraphs	<ul style="list-style-type: none">• Formative: Compose thesis statement for a character analysis writing on a literary selection• Formative: Write a character analysis introductory paragraph for the same literary selection• Summative: Expository character analysis essay

Curriculum Map 2009-2010: Unit 3b

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language: topic sentence, example with context, and analysis (explanation of example including a summary of the quote, what it reveals about the character, and how it affects the plot)		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
3 weeks: December	10-15 days	EL.CM.WR.11 Create an organized structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.	<ul style="list-style-type: none">• Body paragraph• Elements of TEA• Textual evidence• Parenthetical citations	<p><i>Knowledge:</i></p> <ul style="list-style-type: none">• Students will memorize the main components of a solid body paragraph• Students will identify supporting textual evidence• Students will know the components and punctuation of a parenthetical citation <p><i>Reasoning</i></p> <ul style="list-style-type: none">• Students will be able to write an organized body paragraph to support their thesis for character analysis writing	<ul style="list-style-type: none">• Direct instruction of components of body paragraphs• Graphic organizer with thesis and body paragraphs• Copy sample body paragraphs• Compose and share body paragraphs	<ul style="list-style-type: none">• Formative: write a character analysis paragraph• Summative: Expository character analysis essay



Curriculum Map 2009-2010: Unit 3c

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language:		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
3 weeks: January	10-15 days	EL.CM.WR.11 Create an organized structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole.	<ul style="list-style-type: none">• Restate thesis• Summarize main points• perspective	<i>Knowledge:</i> <ul style="list-style-type: none">• Students will memorize the main components of a concluding paragraph• Students will summarize main points of essay• Students will provide perspective for the reader <i>Reasoning</i> <ul style="list-style-type: none">• Students will be able to write an organized concluding paragraph for a character analysis writing	<ul style="list-style-type: none">• Direct instruction of components of a concluding paragraph• Differentiate broad and specific (pyramid)• Graphic organizer• Copy sample concluding paragraphs• Compose and share concluding paragraphs	<ul style="list-style-type: none">• Formative: Compose a conclusion paragraph• Summative: Expository character analysis essay



Curriculum Map 2009-2010: Unit 4 (unit 3 continued)

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language:		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
February/ March	4-6 weeks	EL.CM.WR.1.1 Create an organized structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole. EL.CM.L.1.05 Analyze interactions between characters in a literary text (example internal and external conflicts, motivations, relationships, influences) and how these interactions effect the plot	(Same as unit 3) <ul style="list-style-type: none">Transitional elementsanalysis	<i>Knowledge:</i> <ul style="list-style-type: none">(Same as unit 3) <ul style="list-style-type: none">Students will be able to identify transitional words and phrases <i>Reasoning</i> <ul style="list-style-type: none">Students will be able to connect to text to worldStudents will be able to utilize transition words and phrases to effectively move between paragraphs	<ul style="list-style-type: none">Fill in the blank with transitional phrases and wordsDirect instruction on transitional words and phrasesRevisit Lead WordsHigh light transitional words and phrases in pre-made paragraphsPick character traits out of hat and explain how that trait connects to the world.	<ul style="list-style-type: none">Formative: Highlight transitional words and phrases in pre-made paragraphs, fill in the blank.Explain and include character trait connection to world in analysis section of paragraph.Summative: expository essay



Curriculum Map 2009-2010: Unit 4 (unit 3 continued)

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language:		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
February/ March	4-6 weeks	EL.CM.WR.11 Create an organized structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole. EL.CM.L1.05 Analyze interactions between characters in a literary text (example internal and external conflicts, motivations, relationships, influences) and how these interactions effect the plot	(Same as unit 3) <ul style="list-style-type: none">Transitional elements analysis	<i>Knowledge:</i> <ul style="list-style-type: none">(Same as unit 3) <ul style="list-style-type: none">Students will be able to identify transitional words and phrases <i>Reasoning</i> <ul style="list-style-type: none">Students will be able to connect to text to worldStudents will be able to utilize transition words and phrases to effectively move between paragraphs	<ul style="list-style-type: none">Fill in the blank with transitional phrases and wordsDirect instruction on transitional words and phrasesRevisit Lead WordsHigh light transitional words and phrases in pre-made paragraphsPick character traits out of hat and explain how that trait connects to the world.	<ul style="list-style-type: none">Formative: Highlight transitional words and phrases in pre-made paragraphs, fill in the blank.Explain and include character trait connection to world in analysis section of paragraph.Summative: expository essay



Curriculum Map 2009-2010: Unit 5

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language:		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
End of March/ April	3 weeks	EL.CM.WR.12. Use precise language , action verbs, sensory details , and appropriate modifiers. EL.CM.WR.11. Create and organizational structure that logically and effectively presents information using transitional elements that unify paragraphs and the work as a whole. EL.CM.RE.11 Identify and use literal and figurative meaning of words and phrases.	Denotation/Connotation Poetry Forms Prose	<i>Knowledge:</i> <ul style="list-style-type: none">Students will be identify literal and figurative meanings of words and phrases.Students will be able to differentiate between literal and figurative meanings of words and phrasesStudents will be able to define prose. <i>Reasoning</i> <ul style="list-style-type: none">Students will be able to effectively convey a message through prose.Students will be able to utilize appropriate language, including sensory details and word choice, to convey a specific message.	<ul style="list-style-type: none">Decode poetryWord find in poemsGroup posters for denotationGroup posters for connotationWord presentations	Formative: Given a list of words identify denotative and connotative meaning Paraphrase a piece of prose Create different forms



Curriculum Map 2009-2010: Unit 6

School: Centennial High School		Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language:		
Month	Days	Power Standard	Content	Skills	Activities	Assessment
April	3 weeks	EL.HS.SL. Orally convey a message to an audience in an organized fashion. EL.HS.SL. Explain intended purpose of speech and why the topic is important.	<u>Speaking</u> <ul style="list-style-type: none">• Delivery• Organization• Ideas• Language	<i>Knowledge:</i> <ul style="list-style-type: none">• Students will be able to identify effective speaking techniques. <i>Reasoning</i> <ul style="list-style-type: none">• Students will be able to utilize effective speaking techniques to convey a message.• Students will be able to effectively organize ideas in a meaningful fashion.• Students will be able to utilize strong word choice to enhance message.• Students will be able to present information using effective speaking techniques.• Students will be able select an appropriate mode to convey their message.	<ul style="list-style-type: none">• Direct instruction in effective speaking techniques.• View model speeches	Formative: Identify speaking techniques Formative: Speech outline Summative: Formal speech

Curriculum Map 2009-2010: Unit 7

School: Centennial High School			Grade Level: 9 Names: Rana Houshmand		Subject: English/ Reading Common Instructional Language:	
Month	Days	Power Standard	Content	Skills	Activities	Assessment
May & June	6 weeks: 35-40 days	EL.CM.LI.04 Predict probable future outcomes supported by the text, including foreshadowing clues. EL.CM.RE.21 Predict probable future outcomes supported by the text.	Prediction	<i>Reasoning</i> <ul style="list-style-type: none">Students will be able to predict future outcomes	<ul style="list-style-type: none">Watch old and new versions of R&JClose readings of major soliloquiesAnticipatory set and prediction for textRewrite text passages in modern EnglishCharacter analysis paragraphsTheme discussionsConnect text to self and world	Formative: Matching literary elements and definitions Formative: Paragraph identifying literary element and how it impacts the text Summative: RAFT
		EL.CM.LI.14 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage directions in dramatic literature.	Literary Elements <ul style="list-style-type: none">DialogueSoliloquiesAsidesFoilsStage direction	<i>Knowledge:</i> <ul style="list-style-type: none">Students will be able to define literary techniquesStudents will be able to identify literary elements of drama		
		EL.CM.RE.25 Infer the main ideas when it is not explicitly stated, and support with evidence from the text	Inferences Main ideas	<i>Reasoning</i> <ul style="list-style-type: none">Students will be able to infer main ideas		
		EL.CM.RE.26 Draw conclusions about the author's purpose based on evidence in the text.	Inferences Main ideas	<i>Knowledge:</i> <ul style="list-style-type: none">Students will be able to identify main ideasStudents will be able to provide textual support <i>Reasoning</i> <ul style="list-style-type: none">Students will be able to infer main ideas		