

Freshman English Curriculum Map (Updated: 2015-2016)

		UHigh Alignment to The Common Core Standards		Reading Literature	Reading Informational Texts	Writing for a Variety of Purposes	Speaking & Listening	Language & Content
First Semester		Anchor Texts	Assessments					
Orientation Week	Big Ideas/ Essential Questions							
Orientation Week	What is text?	sample texts (visual, musical,	N/A					
<i>Theme for the year: explorations in our identity</i>	Begin to identify and analyze the rhetorical situation of each text (SOAPS)	Excerpted articles on motivation and learning						
	What are different ways of reading a text?							
	What does a text say? What does it NOT say?							
Unit 1			Unit 1					
<i>Qualities of Strategic Writers</i>	What is my writing identity?	<i>Narrative Writing: This I Believe</i>	Summative: Narrative piece,			W. 3, 4 [1]		L. 1, 2 [2]
	How does writing help me explore my experiences and the world?	Summer reading text:				W. 5, 6 [3]		
	How does writing help me become a stronger reader? what are my writing territories?	<i>The Reason I Jump</i>						
Unit 2			Unit 2					
<i>Qualities of Active Readers:</i>	What is my reading identity?							[5]
	How do good readers approach texts and comprehend them as they read?	<i>Summer reading Text:</i>	Summative: summary	RL. 1 [4]				
	What types of thinking do strategic readers use?	<i>Fahrenheit 451</i>	Formative: Lit strategies, introduce Socratic Discussion, daybooks/thought papers	RL. 2, 3 [6]				
	How do I cite apt textual evidence?							
	How do I use evidence to support my own idea?							
TEAM TEACHING W/ WS: What are social constructs and what are the social constructs at work in our society?								
Unit 3			Unit 3					
<i>Reading as a Community</i>	How do strategic readers discuss literature?	<i>American Born Chinese</i>	Summative-Test	RL. 1 [7]		[8]	SL. 1 [9]	L. 3 [10]
	How do we analyze images and how do authors use images to enhance a narrative?	<i>Race: A History Beyond Black</i>	Formative: journals, vi	RL. 2, 3 [11]				
	What is identity and how do social constructs influence the development of teenage identity?							
	How is rhetoric used in visual texts? How do authors use images to enhance a narrative?							
	Should a graphic novel be considered "literature"?							
Unit 4			Unit 4					
<i>Reading for a variety of purp</i>	Why do we read? What readings to we find pleasurable?	Text selected by students (RE	Summative: Book Reiv	RL. 1 [12]	RI. 1 [13]	W. 1, 2, 4 [14]		L. 4, 5 [15]
	How do we approach nonfiction texts?		Formative: Discussion	RL. 2, 3 [16]	RI. 2, 3 [17]	W. 5, 6 [18]		L. 6 [19]
	What is the rhetorical situation in which an author is writing? (SOAPS)			RL. 4, 5, 6 [20]	RI. 4, 5, 6 [21]			
	How does an author develop a theme or thesis?							
	How do we quote, paraphrase, summarize, and credit source material in our writing?							
How do organize paragraphs in order to argue effectively in our writing?								
Unit 5			Unit 5					
<i>Where Literature Began: A st</i>	What challenges does classical literature present to a reader?	<i>Antigone-drama</i>	Summative: Unit exam	RL. 2, 3 [22]		W. 1, 2, 4 [23]	SL. 1 [24]	L. 3 [25]
	What are the origins of Drama?	<i>Whale Rider (the film)</i>	Formative: graphic org	RL. 6 [26]				
	How is rhetoric used in Greek literature?			RL. 7, 9 [27]				
	What role does gender play in both classic and modern hero stories? (Antigone/Whale Rider)							
	How does gender function as a social constructs? (Antigone/Whale Rider)							
Olympic Prep Nov 24								
Unit 6			Unit 6					
<i>Shakespeare</i>	What role do the stage and theatre play in both classic and modern societies?	<i>U1, H1, S1: Midsummer Night's</i>	Summative Assessment:	RL. 1 [28]		W. 1, 2, 4 [29]	SL. 1 [30]	L. 4, 5 [31]
	What themes does Shakespeare develop on love, loyalty, and relationships and how are those themes	<i>U2, H2, S2: Much Ado about Not</i>	Formative assessments:	RL. 2, 3 [32]			SL.4, 5, 6 [33]	
	What are the various effects of the language Shakespeare uses?			RL.7, 9 [34]				
Second Semester 9th Grade								
Unit 7			Unit 7					
<i>Reflecting upon one's society a</i>	How do authors develop characters and ideas over the course of a novel?	<i>Hunger Games</i>	Summative: 2 tests (first	RL. 1 [35]	RI. 7 [36]	W. 1, 2, 4 [37]	SL. 1 [38]	L. 3 [39]
	What role does the interactions between characters and ideas play in texts?	Carrie Ryan article: "Panem Et Ci	Formative: journals, sym	RL. 2, 3 [40]				
	What are the social constructs at work in "The Hunger Games?"	<i>Merchants of Cool/Generation Like</i>						
	What elements of society does Collins critique with "The Hunger Games" and how does the text develop those critiques?							
What do football, gladiators, and the Hunger Games have in common?								
Drop-in Unit: Race: A History			Drop-in Unit					

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<i>Drop-In Unit: Chapter 7 of Race</i>	How has race been acted upon throughout history? What is the power of race today?	<i>Chapter 7 of Race: a History Beyond Black & White</i>		RI. 2, 3 [41] RI. 7 [45]	W. 1, 2, 4 [42]	SL. 3 [43]	L. 3 [44]	
Unit 8			Unit 8					
<i>Ender's Game: leadership, Id/S</i>	How can I use a literary theory to guide my reading of a text? What are the psychological costs of warfare? How can a society shape the most effective soldier? Humans have an innate desire to be trusting. This trust is most often found in children; however, children's voices are often silenced, or valued less than that of an adult. How does this oppression manipulate a child's sense of value?	<i>Ender's Game</i> Texts related to selected lit theories: Psychological Th	multimodal presentatio	RL. 1 [46] RL. 2, 3 [49] RL. 7, 9 [51]	W. 1, 2, 4 [47]	SL.3 [48] SL.4,5,6 [50]		
Unit 9			Unit 9					
<i>Non-fiction Book Unit</i>	What role does evaluating and using sources play in developing an argument as a writer? How does structure of a piece of writing influence the power of a writer's argument? How do I cite and annotate a research source? How do race and other social constructs impact our personal lives, passions, and interests?	<i>Self-selected non-fiction text</i> "See Baby Discriminate Article" "Unpacking the Knapsack of Privilege" by Peggy MacIntosh	Summative: Annotated Bibliography Formative: journals, reading guides, graph	RI. 1 [52] RI. 2, 3 [55] RI. 4, 5, 6	W. 1, 2, 4 [53] W. 7, 8, 9, [56]		L. 4, 5 [54] L. 6 [57]	
Unit 10			Unit 10					
<i>Research: Final Race Research</i>	How has race been acted upon throughout history? What is the power of race today? How do strategic writers identify a topic, pose a question, research, and write a credible paper in order to enter a discussion? How do I find, evaluate, and use relevant sources to explore a research topic of my interest? How do I use evidence to prove a claim (thesis)?	<i>Race: A History Beyond Black &</i>	Summative Assessment: Research paper, Formative Assessments: reading guides,	RI. 1 [58] RI. 4, 5, 6	W. 1, 2, 4 [59] W. 5, 6 [61] W. 7, 8, 9, [63]		L. 1, 2 [60] L. 3 [62]	
Unit 11			Unit 11					
<i>Discovering Identity: Absolutely True Diary of a Part-Time Indian</i>	How do we apply the tools we've developed for understanding race and racism to an unfamiliar story? How does understanding rhetoric help us speak responsibly and with empathy when discussing contro How does visual rhetoric function in the novel? What are the dominant myths about Native Americans and how does the protagonist struggle against those myths to form his own identity? How does humor function in the novel? How do education and leaving home affect family and community relationships? How is the act of changing schools influenced by racial/ethnic identity? How have you developed as a learner over the semester? What are your strengths? What are your weaknesses? What strategies have you developed for helping you overcome weaknesses?	<i>Absolutely True Diary of a Part-Ti</i> <i>Film: Smoke Signals</i>	Summative Assessment: Formative Assessment:	RL. 1 [64] RL. 2, 3 [67] RL. 6 [68]	W. 1, 2, 4 [65]	SL. 1 [66]		

Freshman English Curriculum Map (Updated: 2015-2016)

- [1] Write narratives to develop real or imagined.
- [2] Demonstrate command of the conventions of standard English grammar and mechanics when writing or speaking.
- [3] Develop strength in writing by engaging writing process, including using technology for production and publication.
- [4] Cite Apt Textual Evidence and Draw Inferences.
- [5] Demonstrate command of the conventions of standard English grammar and mechanics when writing or speaking.
- [6] Determine and analyze plot, theme, and character development.
- [7] Cite Apt Textual Evidence and Draw Inferences.
- [8] Write texts to argue, inform, or explain claims and examine and convey complex ideas.
- [9] Initiate and participate effectively in a range of collaborative discussions using a variety of communication strategies.
- [10] Apply knowledge of language to different contexts, including interdisciplinary connections, in order to effectively comprehend reading or listening.
- [11] Determine and analyze plot, theme, and character development.
- [12] Cite Apt Textual Evidence and Draw Inferences.
- [13] Cite Apt Textual Evidence and Draw Inferences.
- [14] Write texts to argue, inform, or explain claims and examine and convey complex ideas.
- [15] Determine or clarify the meaning of unknown and multiple-meaning words and phrases, figurative language, word relationships, and nuances by choosing flexibly from a range of strategies.
- [16] Determine and analyze plot, theme, and character development.
- [17] Determine the Central Idea of a Text and Analyze its Rhetorical Development.
- [18] Develop strength in writing by engaging writing process, including using technology for production and publication.
- [19] Demonstrate independence in acquiring and using accurately a variety of words and phrases for multiple purposes
- [20] Determine and Analyze Author's Rhetorical Choices and Devices.
- [21] Identify and Analyze rhetorical choices in construction of exposition or argument.
- [22] Determine and analyze plot, theme, and character development.
- [23] Write texts to argue, inform, or explain claims and examine and convey complex ideas.
- [24] Initiate and participate effectively in a range of collaborative discussions using a variety of communication strategies.
- [25] Apply knowledge of language to different contexts, including interdisciplinary connections, in order to effectively comprehend reading or listening.
- [26] Analyze Point of View across Multicultural Perspectives and Experiences.
- [27] Analyze multiple texts and evaluate interpretations across genres
- [28] Cite Apt Textual Evidence and Draw Inferences.
- [29] Write texts to argue, inform, or explain claims and examine and convey complex ideas.

Freshman English Curriculum Map (Updated: 2015-2016)

- [30] Initiate and participate effectively in a range of collaborative discussions using a variety of communication strategies.
- [31] Determine or clarify the meaning of unknown and multiple-meaning words and phrases, figurative language, word relationships, and nuances by choosing flexibly from a range of strategies.
- [32] Determine and analyze plot, theme, and character development.
- [33] Present information, findings, and supporting evidence in a cogent form, including strategic use of digital media as appropriate to audience and task
- [34] Analyze multiple texts and evaluate interpretations across genres
- [35] Cite Apt Textual Evidence and Draw Inferences.
- [36] Delineate, Analyze, and Evaluate multiple non-fiction texts in order to determine emphasis.
- [37] Write texts to argue, inform, or explain claims and examine and convey complex ideas.
- [38] Initiate and participate effectively in a range of collaborative discussions using a variety of communication strategies.
- [39] Apply knowledge of language to different contexts, including interdisciplinary connections, in order to effectively comprehend reading or listening.
- [40] Determine and analyze plot, theme, and character development.
- [41] Determine the Central Idea of a Text and Analyze its Rhetorical Development.
- [42] Write texts to argue, inform, or explain claims and examine and convey complex ideas.
- [43] Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identify any fallacious reasoning or exaggerated or distorted evidence.
- [44] Apply knowledge of language to different contexts, including interdisciplinary connections, in order to effectively comprehend reading or listening.
- [45] Delineate, Analyze, and Evaluate multiple non-fiction texts in order to determine emphasis.
- [46] Cite Apt Textual Evidence and Draw Inferences.
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Freshman English Curriculum Map (Updated: 2015-2016)

[55] Determine the Central Idea of a Text and Analyze its Rhetorical Development.

[56]

Develop short and sustained research to gather relevant information from both literary and informational texts to answer a question.

[57] Demonstrate independence in acquiring and using accurately a variety of words and phrases for multiple purposes

[58] Cite Apt Textual Evidence and Draw Inferences.

[59] Write texts to argue, inform, or explain claims and examine and convey complex ideas.

[60] Demonstrate command of the conventions of standard English grammar and mechanics when writing or speaking.

[61] Develop strength in writing by engaging writing process, including using technology for production and publication.

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[65] Write texts to argue, inform, or explain claims and examine and convey complex ideas.

[66] Initiate and participate effectively in a range of collaborative discussions using a variety of communication strategies.

[67] Determine and analyze plot, theme, and character development.

[68] Analyze Point of View across Multicultural Perspectives and Experiences.