**CURRICULUM MAP Reading 2 Grades 11-12**

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 2: Key Ideas and Details**  Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  **Grade 11-12 Specific Literature Standard:**  Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  **Grade 11-12 Specific Informational Standard:**  Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. | Students will be able to analyze themes.  Students will be able to summarize thematic developments within literature and informational texts. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How are central ideas developed through plot? * Why is it important to be able to relate the content of what we read to our own lives? * How does a literary theme connect to larger social or political issues? * How do themes evolve throughout a text? * How does the theme of \_\_\_\_\_\_\_\_\_\_\_(love, family dysfunction, racism) echo itself in real life?   **Topical Questions:**  **Literature**   * How do multiple themes within a text interact and build upon one another? * How does the interaction of multiple themes within a text spiral to produce a complex account? * What is an objective summary of a text? * How do themes allow for an objective summary of a text?   **Informational**   * What is an objective summary of a text? * How do central ideas allow for an objective summary of a text? * How does the interaction of multiple central ideas within a text spiral to produce a complex analysis? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How details interrelate and combine to create theme and central ideas (informational texts) * How particular details are essential to develop themes * The difference between subjective and objective summaries of the text * How to determine two or more themes in a text * How to analyze thematic development over the course of a text * How each piece of a text builds upon the next * How to summarize a text | **Students will be able to. . .**   * Identify the difference between theme and main idea. * Identify detailed evidence in the text that evolve into themes or central ideas. * Locate evidence from the text to demonstrate central ideas or themes. * Analyze themes and central ideas in terms of a larger meaning or purpose. * To conduct a close reading to examine and observe how themes or central ideas develop within a text. * Determine two or more themes in a text * Analyze thematic development of a text * Understand how each part of the literary structure affects the next * Perform an objective summary of text |
| **CONTENT:** | |
| **Sample Texts:**  **Plays**  *A Streetcar Named Desire* by Tennessee Williams  *Death of A Salesman* by Arthur Miller  *The Glass Menagerie* by Tennessee Williams  *The Crucible* by Arthur Miller  *Beyond the Horizon* by Eugene O’Neill  *Fences* by August Wilson  **Novels**  *The Scarlet Letter* by Nathaniel Hawthorne  *One Flew Over the Cuckoo’s Nest* by Ken Kesey  *Ethan Frome* by Edith Wharton  *The Joy Luck Club* by Amy Tan  *The Great Gatsby* by F. Scott Fitzgerald  *Song of Solomon* by Toni Morrison  *Ragtime* by E.L. Doctorow  **Poetry**  “The Lovesong of J. Alfred Prufrock” by T.S. Eliot  Phillis Wheatly  Maya Angelou  Walt Whitman  Alan Ginsburg  Sonnets  Adrienne Rich  **Interviews/Film**  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  *The Inconvenient Truth*  *King Corn*  *The Plow that Broke the Plains*  *The Grapes of Wrath*  *Eyes on the Prize*  **Speeches**  “Sinners in the Eyes of an Angry God” by Jonathan Edwards  “I Have a Dream” by Martin Luther King Jr.  “The Gettysburg Address” by Abraham Lincoln  Lincoln’s Inaugural Speeches  John F. Kennedy’s Inauguration Speech  “Remarks on the Assassination of Martin Luther King, Jr.” by Robert F. Kennedy  **Nonfiction/Informational Texts**  “The Communist Manifesto” by Karl Marx  “On Keeping a Notebook” by Joan Didion  *Pilgrim at Tinker Creek* by Annie Dillard  “Letter from Birmingham Jail” by Martin Luther King Jr.  “The Way to Rainy Mountain” by N. Scott Momaday | |
| **VOCABULARY:** | |
| Objective summary | |
| **ASSESSMENT / EVIDENCE:** In addition to larger performance assessments, it is understood that there will be on-going built-in assessments attached to each classroom lesson or Aim that will guide lesson planning and instruction to meet the needs of all students.  The assessments listed here are sample benchmark assessments. Daily, informal, on-going assessments should include (but are not limited to): exit cards, journals, mini-comprehension quizzes, peer interviews, peer reviewing and critiquing, pair-share, class discussions, short written responses, and so forth.  In addition, on-going student self-assessments should be utilized on a regular basis. (Example: What have I learned? What don’t I understand yet? How can I connect what I learned to what I already know? How can I apply what I have learned? How do my biases influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**  Performance Assessment:   * Through a thematic project study, students will track the development of theme through character analysis across multiple texts.   Self-Assessment:   * Students will respond in writing explaining how theme relates to their own personal experiences through journal reflections.   **Informational Reading:**  Performance Assessment:   * Students will use historical information and/ or current events to connect to the major themes of selected texts. These connections will be discussed and/ or presented.   Other assessment:  Essays   * Students will write a constructive paragraph, establishing a controlling idea on a common theme comparing two texts. (Question 26 to ELA Regents). Self Assessment using ELA Regents Rubric. * Students clearly identify a central theme and uses specific evidence from both texts to support the controlling idea. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students work in groups with a list of discussion questions that will help them to derive the theme of chosen text and present their findings to the class. * Students in pairs will write a subjective and an objective summary of the text. Students will compare and contrast the two summaries as a large group discussion using the SMARTBOARD or document camera to display the summaries. * Students will create a dialectical journal to track how themes or central ideas develop within a text (see RESOURCES). * Students will identify the details an author uses to create central ideas or themes of a text. | |
| **RESOURCES:** | |
| <http://www.sdcoe.net/score/actbank/tdia.htm>, <http://cuip.uchicago.edu/~jevans/wevbo/eq-dialecticjournals.htm> | |
| **TECHNOLOGY INTEGRATION:** | |
| SMARTBOARD and document camera. | |