**CURRICULUM MAP Reading 5 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 5: Craft and Structure**  Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.  **Grade 11-12 Specific Literature Standard:**  Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  Grade 11-12 Specific Informational Standard:  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. | Students will understand the organization and structure of literary and informational texts.  Students will Interpret structure of literary and informational texts through diction. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * What do the smaller parts of a story and the order of ideas accomplish in capturing meaning to develop new (or reinforce) concepts of self and world? * How do specific phrases and words effect and create meaning in text? * How does the order of the words and information in a given text create meaning? * How does evaluating the use of diction highlight the true meaning of what is being said? * How does structure influence the flow of writing? * How do writers use various genres as didactic tools?   **Topical Questions:**  **Informational:**   * How does Martin Luther King, Jr. use various types of sentences to create his meaning in “Letter from Birmingham Jail”? * Determine how effective an author’s choice of structure is in conveying his/her meaning. | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * That introductions and conclusions are essential in determining meaning and aesthetic impact. * How suspense is created by narrative structure. * The elements of plot and conflict. * The importance of parallel plots. * That structure refines an author’s meaning. * How to analyze how an author’s choice in structure. * How the structure of a work impacts the overall meaning and aesthetics of a text. | **Students will be able to. . .**   * Analyze how introductions and conclusions affect meaning. * Analyze how introductions and conclusions have aesthetic impact. * Identify and analyze the function of flashbacks and foreshadowing. * Analyze how authors’ choices regarding structure contribute to its meaning and aesthetic impact. * Identify and determine chronological order and sequence of events from a chronologically-complex text. * Connect the central ideas evoked or created from parallel plots. * Analyze how an author’s choice in structure affects the overall meaning and aesthetics of a text. |
| **CONTENT:** | |
| **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  *An 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:** | |
| Aesthetic, parallel plots, flashback, foreshadowing, chronologically-complex, refines, structure, suspense | |
| **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:   * Jig saw puzzle- Using a story such as Zora Neale Hurston’s “Their Eyes Were Watching God”, Xerox about five pages of the story, cut the pages so that students or group of students will have one to two paragraphs and have them attempt to write what comes next. Afterwards have students go on a “scavenger” hunt and find the missing parts. Just like a jigsaw puzzle have students put the parts together. Once they have the parts, have them compare what they wrote. Were they able to determine the next part of the story? How was the meaning changed by not having the parts before and after? Have them write a reflection about how the process of ordering and sequencing events by the author influences the meaning of the text.   Performance Assessment:   * Students will write an analytical essay on how author’s choices concerning how to structure parts of a text contribute to its overall structure.   Self-Assessment Task:   * Students will answer exit questions after each unit concerning author’s choices within a text.   **Informational Reading:**  Performance Task:   * Using a newspaper article that is a feature story, have students extract meaningful lines from the piece. Once they have their lines, have students write their chosen lines on a chart paper. Once the chart is complete, allow the students to discuss the relevance of each of their lines. This process will allow them to construct meaning and understand how word choice can enhance a piece of writing or detract from it. * JIGSAW Students in groups will read a “cut up” news article and put it back together making decisions on how it should be structured. Students will determine an appropriate headline to their article.   Performance Assessment:   * Students put the article back together and present to class their story. Students orally defend their choices by presenting the information using a graphic organizer. For example a Z chart. Headline, Bullet Point Summary of Article, A Picture associated with the text. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Performance Task:   * Using a newspaper article that is a feature story, have students extract meaningful lines from the piece. Once they have their lines, have students write their chosen lines on a chart paper. Once the chart is complete, allow the students to discuss the relevance of each of their lines. This process will allow them to construct meaning and understand how word choice can enhance a piece of writing or detract from it. * JIGSAW Students in groups will read a “cut up” news article and put it back together making decisions on how it should be structured. Students will determine an appropriate headline to their article. * Students put the article back together and present to class their story. Students orally defend their choices by presenting the information using a graphic organizer. For example a Z chart. Headline, Bullet Point Summary of Article, A Picture associated with the text. | |
| **RESOURCES:** | |
| *Understanding By Design* by Grant Wiggins and Jay McTighe | |
| **TECHNOLOGY INTEGRATION:** | |
| Online periodicals | |