**CURRICULUM MAP Reading 8 Grades 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 8: Integration of Knowledge and Ideas**  Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.  **Grade 9-10 Specific Literature Standard:**  **Not applicable**  **Grade 9-10 Specific Informational Standard:**  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and  fallacious reasoning. | **Informational Texts only:**  Students will be able to evaluate arguments.  Students will be able to evaluate effectiveness of rhetorical strategies. |
| **ESSENTIAL QUESTION (S):** | |
| **Overarching Questions:**   * How does an individual’s power and voice arise from effective rhetorical argumentation and analysis? * How do authors use rhetoric and logic to communicate their arguments? * How is rhetoric used in historical and seminal texts? * What effect does the use of rhetoric have on how an audience perceives the information in historical and seminal texts? * How does the evaluation of the effectiveness of rhetorical strategies assist with persuading others of your own opinion? * How does a politician convince people to vote against their own self-interests? * How does an individual convince others with reasoning, support and structure?   **Topical Questions:**  **Informational:**   * What criteria can be used to determine fact from fiction in an article? How do you know when the author is being truthful or when he/she is expressing an opinion? * How do good readers recognize an author's bias? * Identify and describe the argument and statement in this text. Is it valid? Why? * How is the evidence in this text relevant to the argument and claim? * What are the false statements in this text? * How did you identify fallacious reasoning in this text? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * That logical fallacies can affect meaning. * That rhetorical strategies are used to convey an author’s meaning and purpose. * That authors can be biased even though the text is factual * Difference between fact and opinion. * Students will know various types of propaganda. | **Students will be able to. . .**   * Analyze how authors use rhetoric and logic to communicate their arguments. * Analyze how rhetoric is used in historical and seminal texts to convey a particular meaning or tone. * Analyze how effective rhetorical strategies are used to convey meaning. * Identify and analyze the use of logical fallacies. * Determine an author’s biased based on textual evidence and tone. * Identify statements that can be proven or are accepted as reasonable information (facts) and those which are misrepresented by the writer. * Provide examples of propaganda techniques in a text. |
| **CONTENT:** | |
| **Sample Texts:**  **Plays**:  *A Raisin in the Sun* by Lorraine Hansberry  *Antigone* by Sophocles  *A Doll’s House* by Henrik Ibsen  *The Tempest* and *Romeo and Juliet* by William Shakespeare  **Novels:**  *Of Mice and Men* by John Steinbeck  *Night by* Elie Weisel*, Frankenstein by* Mary Shelley  *House on Mango Street* by Sandra Cisneros  *Kite Runner* Khaled Hosseini  *If you Come Softly* Jacqueline Woodson  *Monster* Walter Dean Myers  Gary Soto  *Beowulf*Seamus Heaney  *Canterbury Tales*  *Gilgamesh*  Mythology  Grimms’ Fairytales  *1984* by George Orwell  *Farenheit 451*  *Joy Luck Club* Amy Tan  Oscar Wilde  *The Color of Water* James McBride  **Short Stories:**“Monkey’s Paw” “The Most Dangerous Game” “The Necklace”  Authors: Saki (H. H. Munro), Guy de Maupassant, Ray Bradbury, Kurt Vonnegut, O’Henry, Edgar Allen Poe  **Films**: *The Power of One, Life is Beautiful, The Price of the Ticket: Interview with James Baldwin, Freedom Writers,*  **Poetry**:Shelley, Byron, Coleridge, Blake, Wordsworth, Keats, Maya Angelou, Langston Hughes, Louis Ginsberg, (poets list)  **Informational texts***: “*Perils of Indifference” by Elie Weisel, “Pilgrimage to Non-violence” by Dr. Martin Luther King Jr. “On Being 17 Bright and Unable to Read” by David Raymond  “Black Men and Public Space” Brent | |
| **VOCABULARY:** | |
| Subtext, inference, explicit, implicit, citation, symbol, memoir, interpretive, evaluative, predictions, perspective, direct and indirect characterization, protagonist, antagonist  central ideas, plot, literary theme, objective, subjective, informational text, main idea, relevant material, irrelevant material, point of view, narration, narrator, internal and external conflict, epic hero, epic, author’s intent, connotation, denotation, diction, figurative language, rhetoric | |
| **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?) | |
| Performance Assessment:  Students will edit each other’s writing, looking for false evidence that is not proven.  Students will identify rhetorical strategies evident in present-day essays. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Using informational pieces such as newspaper articles and speeches, students can work with a partner to analyze the techniques in the text that highlight facts and opinions. * Using a topic that may be covered in a history class, have students read speeches/literature/news reports that pertains to the topic. In small groups students will discuss the relevance and accuracy of such information using a rubric. * Analysis of past or current speech; read, present and assess the arguments in the speeches | |
| **RESOURCES:** | |
| *The English Teacher’s Companion* by Jim Burke  [www.readwritethink.org](http://www.readwritethink.org)  [www.pbs.org](http://www.pbs.org)  [www.amnestyinternational.org](http://www.amnestyinternational.org)  [www.americanrhetoric.com](http://www.americanrhetoric.com)  *Understanding By Design* Grant Wiggins | |
| **TECHNOLOGY INTEGRATION:** | |
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