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

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 11: Responding to Literature**  Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret library texts from a variety of genres and a wide spectrum of American world cultures.  **Grade 11-12 Specific Literature Standard:**  Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.  a. Self-select text to respond and develop innovative perspectives.  b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.  **Grades 11-12 Specific Informational Standard:**  N/A | Students will be able to respond to literature through literary analysis across genres and cultures.  Students will be able to respond to literature through cultural lenses. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How does the meaning of a text change depending on the lens through which we view it? * How does the analysis of literature help a reader connect to the ups and downs of human experience? * How does exposure to text from various cultures help foster a more diverse society? * How do writers use various genres to criticize social institutions? * How does literature from different genres, times and/or cultures portray the complex relationships between different peoples?   **Topical Questions:**  **Literature:**   * What does it mean to analyze various forms of texts aesthetically and philosophically? * How does making aesthetic and philosophical connections to text help explore ideas, cultural and personal perspectives? * What is literature? * With what techniques does an author demonstrate relationships? | |
| **KNOWLEDGE:** | **SKILLS:** |
| * **Students will know. . .** * How to interpret, analyze and evaluate text. * How to make connections between texts, ideas, cultural perspectives, eras, personal events and situations.   + How to select appropriate text in which to make connections and develop varying perspectives.   + How to identify, establish and use criteria to identify and evaluate texts.   + How to evaluate quality texts. * How to interpret, analyze, and evaluate ideas, cultural perspectives, eras, personal events, and situations reflected in a text * How to create measures of judging a text and assessing its merit | * **Students will be able to. . .** * Read with the purpose to identify and evaluate appropriate text for interpretation, analysis and comparison. * Read with the purpose to classify text with varying purposes; such as: response, perspective and/or comparison. * Evaluate the quality of a text * Analyze the cultural perspective of a text * Identify the significance of ideas, time periods, events, and situations within a text * Use rubrics to assess the overall quality of a text |
| **CONTENT:** | |
| **Sample Texts:**  **Novels:**  Gabriel Garcia Marquez *100 Years of Solitude* (Columbia)  Alan Paton (South Africa) *Cry the Beloved Country*  *No Name Woman* Maxine Kingston (Asia)  *Interpreter of Maladies, The Namesake* (India) Jhumpa Lumpari  *Nectar in the Sieve* Kamala Markandaya (India)  Pablo Neruda (Chile)  *The Blue Bouquet* Octavio Paz (Mexico)  George Seferis (Greek poetry)  *Down these Mean Streets* Piri Thomas (Puerto Rico)  *The Alchemist* Paulo Coelho  **Plays**  *Othello*  *Fences*  *Death of a Salesman*  *A Streetcar Named Desire*  *Macbeth*  **Novels/Short Stories**  Works of Edgar Allan Poe  *Ethan Frome*  *Great American Short Stories*  *Invisible Man*  *Native Son*  *The Adventures of Huckleberry Finn*  *The Age of Innocence*  *The Awaking and Selected Short Stories*  *The Bluest Eye*  *The Catcher in the Rye*  *The Color Purple*  *The Grapes of Wrath*  *The Great Gatsby*  *The Red Badge of Courage*  *The Scarlet Letter*  *The Sun Also Rises*  *Their Eyes Were Watching God*  *To Kill a Mockingbird*  **Poetry (authors)**  Walt Whitman  Kahlil Gibran  **Interviews/ Speeches**  Americanrhetoric.com  **Films**  *Kingdom of Heaven*  [*Citizen Kane*](http://www.filmsite.org/citi.html)  *The Color Purple* | |
| **VOCABULARY:** | |
| Interpretation  Analysis  Evaluating narratives  Aesthetically  Philosophically  Perspective  Era  Personal events | |
| **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 biased influence my understanding? What are my strengths? What are my weaknesses? What learning tools/resources would help my learning progress?) | |
| **Literature:**  Performance Task:   * Students will write a research paper in which they will read multiple texts from the same author and analyze the texts through literary theory.   Self-Assessment Task:   * Students will write a reflection about the difficulties that they had while writing their research paper. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Use Problem Based Learning (PBL) to identify social issues, brainstorm causes and effects, find sources and annotate sources for relevant information * Develop arguments to support positions on social issue * Apply various analytical lens --cooperative groups use gender, psychological, cultural, historical lens, etc.-- to a single text * Compare and contrast the themes, historical elements, characters from one film and one written text. * Create rubrics to assess a text * Select intra-text and extra-text character from which to analyze character, theme, plot, cause and effect, connections or sequence. * Use literature circles to practice reading skills, analytical discussion and personal responses * Make text to self, text and world connections in order to develop ideas for essays and research papers. * Identify, and qualify genres * Interview persons and correlate experiences to socio-cultural elements from text. * Use graphic organizers to deconstruct a text * Prepare a functional document (pamphlet, poster, newsletter, blog, web page) to represent literary or informational texts. | |
| **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)  *Understanding By Design* Grant Wiggins  *Strategies that Work*, by Stephanie Harvey and Anne Goudvis | |
| **TECHNOLOGY INTEGRATION** | |
| Power Point presentations  Blogs  E-databases | |