**CURRICULUM MAP Reading 3 Grades11-12**

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

|  |  |
| --- | --- |
| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 3:** **Key Ideas and Details**  Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  **Grade 11-12 Specific Literature Standard:**  Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  **Grades 11-12 Specific Informational Standard:**  Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | Students will analyze cause and effect.  Students will gain demonstrate analysis, interaction and development of individuals, events and themes. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * Why do causal relationships shape a clearer understanding of society, events and individuals? * How do all elements of story work together? * How do an author’s choices about structure of a text determine/affect its meaning? * How do characters affect change through events? * How does the study of cause and effect reveal the impact of life’s consequences? * How do themes of various texts impact influence and shape your own beliefs? * How do one’s actions affect his or her world? * What makes a person stand against his or her society?   **Topical Questions:**  **Literature:**   * How does the author’s point of view impact the development of the story or drama? * How do setting, order of action and characters create the story or drama? * Why would a man defy the religion of his people? * What causes John Proctor to stand alone and choose death before dishonor?   **Informational:**   * How do complex ideas and events interact and develop over the course of a text? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * The difference between simple and complex characters * How characterization affects conflict and other aspects of narrative development * That an author’s choices about structure affect the meaning of a text * How elements of narrative structure create causal relationship * How to analyze the impact of the author’s choices on a work * How to draw conclusions based on how his or her choice in literary elements serve to develop the story | **Students will be able to. . .**   * Identify causal relationships between the elements of a text. * Identify and explain the techniques an author uses to characterize characters. * Identify and analyze an author’s writing strategy, looking at structure and how it impacts meaning. * Characterize characters based on textual evidence. * Analyze how and why authors use different characters for different purposes (i.e. simple and complex characters). * Analyze how the specific choices of an author impact a text * Determine the relationship between the elements in a story and its development |
| **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*  *A Streetcar Named Desire*  *Death of a Salesman*  **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:** | |
| Causal, narrative, textual evidence  Literary elements: plot, theme, characterization, mood, tone, setting, exposition, rising action, climax, falling action, denouement, resolution  Literary techniques (sample): figurative language, irony, personification, alliteration, simile, metaphor, assonance, hyperbole, anaphora, cacophony, zeugma, epistrophe, understatement (litote), etc. | |
| **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:**   * After reading a text, students will view the film version and compare how the author’s and director’s choices impact meaning and construction of themes. * Maintain a dialectical journal to track how literary techniques and other details work to develop characterization. * Compose an essay that analyzes how the various literary elements of a story work together to create the theme.   Self-Assessment Task:   * Students will write a reflection about the impact of author’s choices within a text.   **Informational Reading:**   * After reading “Letter from Birmingham Jail,” students will analyze the impact the speech has upon them. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Performance Task:   * Students will write an analytical essay in which they put themselves in the perspective of an author. * Students will be able to assume the perspective of an author and justify the specific use of elements. * Students will write an email to a peer in which they ask them to participate in a cause or take action based on a current issue or event or a Civil Rights March. * Students will identify points of change in a novel. Then, they will consider how the story would change had the author made a different choice (“What if?”). Students will then rewrite that portion of the text to reveal those changes in choice. Finally, students will share their changes and explain why the author made the choices s/he did and then explain its impact on the text. * Write a narrative/dialogue/scene between two characters (one simple and one complex) that reveals their roles in the plot of the story. | |
| **RESOURCES:** | |
| <http://bcs.bedfordstmartins.com/litgloss/>  *The Bedford Glossary of Critical and Literary Terms* from Bedford St. Martin’s | |
| **TECHNOLOGY INTEGRATION:** | |
|  | |