**CURRICULUM MAP Reading 3 Grades 9-10**

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

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| 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 9-10 Specific Literature Standard:**  Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  **Grade 9-10 Specific Information Standard:**  Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them. | 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 has the main character changed over the course of the novel? Has he/she experienced personal growth or decline? * How does the interaction of complex characters develop plot and themes? * How do setting, order of action and characters create the story or drama? * How do readers use a cause and effect chart to understand what they read? * What makes an individual? * What pressures can be brought on a person by society? * What character traits make up an individual? * What character traits allow a person to defy his society? * What is the purpose of the epic hero in literature?   **Informational:**   * How does the author present his/her ideas to the reader? * What purpose does the author’s categorizing, sorting and organizing of information and ideas serve? | |
| **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 * The sequence of events within a text * Literary elements within a text * The aspects of characterization * The difference between a round, flat, dynamic and static character * How characters develop throughout a text * The relationship of cause and effect. * Students will know how themes emerge through the plot. | **Students will be able to. . .**   * 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 characters within a text * Compare characters to other characters * Make connections between characters and the development of the plot or the theme * Analyze a character’s actions on the effects of others or his own situation. * Identifies themes from analyzing characters motivations. |
| **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 | |
| **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 create character charts for each of the characters. Charts will have explicit information pertaining to the characters. Hang charts up, discuss and allow the students to visually distinguish and notice the way the characters connect with each other. Remove a few of the character charts from the wall and ask students to write about how the removal of a chosen character would affect the story. By the end of discussion students will be able to recognize the importance of each character as it pertains to author’s intention and development of the story. The same task could be used with setting as well.   Performance Task:   * Students will read a selected text and come up with five (5) characteristics to describe the protagonist and antagonist. Students will use specific quotes from the text to support their answers.   Other assessments:   * Analytical essays such as: Why is the battle of Beowulf and Grendel’s mother a necessary happening or episode in the story of Beowulf? How does this battle reinforce the legend of Beowulf? * In a unified essay compare and contrast the two main characters. * What are the strengths and weaknesses of the main character? Discuss in groups. Write a presentation. * Students will write a diary from the point of view of one of the characters from the text. In this entry students will reflect on events throughout the course of the work in order to show how the character has changed or grown.   Student Self-Assessment and Reflection:   * Students will write about how they have changed since entering high school. Students will compare their change to the change their character experienced from beginning to end of the work. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Silent Conversation Activity (students are given a quote or piece of a text that they will respond to silently. They will each have a colored marker and the quote/excerpt will be on a large piece of paper where they have room to write questions, comments ideas and thoughts pertaining to the passage in front of them). This paper can then be presented and displayed in the class. * Gallery walks- groups will be responsible for a visual representation of an idea, themes, character in the text and it will then be displayed for the rest of the class to walk around and see. This will enable the students to look at others works, comment and reflect. * Literature Circles- Student will work in groups and each member of the group will have an individual task such as note taker (recorder), illustrator, time manager, questioner, etc. * Timeline Projects: Students can visualize the series of events that take place in a given text by creating chronological time lines. | |
| **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 | |
| **TECNOLOGY INTEGRATION:** | |
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