**CURRICULUM MAP Reading 4 Grades 11-12**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 4:** **Craft and Structure**  Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meaning, and analyze how specific word choices shape meaning or tone  **Grade 11-12 Specific Literature Standard:**  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)  **Grade 11-12 Specific Informational Standard:**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). | Students will gain understanding of cloze reading and diction.    Students will interpret a variety of vocabulary.  Students will interpret meaning through diction. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How do writers connect the world of words to capture the meaning, emotions, and intellectual movements of our society and the society of others? * How do the words we use create meaning? * How does meaning change as diction and tone change? * How does evaluating the use of diction highlight the true meaning of what is being said? * How do context clues help better understand the language and meaning of text? * How are people affected by word choice?   **Topical Questions:**  **Literature:**   * What are the characteristics of sophisticated language? * How does sophisticated language affect meaning and tone? * How does Edgar Allen Poe use language to create tension in “The Tell Tale Heart”?   **Informational:**   * What are the characteristics of sophisticated language? * How do patterns of language and vocabulary within a text or genre affect understanding? * In John F. Kennedy’s Inaugural Address, how does he use repetition (anaphora) to create tone and meaning? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * How to determine the meaning of words and phrases as they are used in a text * How specific word choices affect meaning and tone * How to distinguish between connotative and denotative word meanings * The difference between connotative and denotative meaning. * How diction impacts meaning and tone. * How the multiple meanings of language create new and alternate meanings of a text. | **Students will be able to. . .**   * Analyze how individual writers have revolutionized our use of language (e.g. Shakespeare, James Joyce, T.S. Eliot) * Analyze how individual writers have contributed to our definition of aesthetics. * Use context clues to define complex vocabulary. * Analyze how the connotations of the author’s words create mood, tone and meaning. * Determine how the style of language changes depending on the intended audience of a particular text. * Determine the meaning of words and phrases as they are used in a text * Identify how specific word choice affects the overall tone and meaning of a text * Distinguish between connotative and denotative meanings in a text |
| **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  *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  “A Modest Proposal” by Jonathan Swift  “Morals of a Prince” by Niccolo Machiavelli | |
| **VOCABULARY:** | |
| Connotation, denotation, diction, alternate, tone, mood, meaning, aesthetics, technical language  Literary elements: plot, theme, characterization, mood, tone, setting, exposition, rising action, climax, falling action, denouement, resolution  Literary & Rhetorical 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:**   * Create a rubric for analyzing an author’s choice of words and how they affect meaning and tone. * Create a rubric for analyzing a performance or presentation of a speech. * Read a famous passage aloud and then read your rewritten version using contemporary language. In a large group discussion, analyze the similarities and difference in terms of diction and meaning, and effectiveness of each piece.   Self-Assessment:   * Students will keep an ongoing journal about their questions and understandings that they have throughout the unit. * Students will write a reflection piece on how their view or understanding of a piece of literature changed when the language was changed into contemporary English.   **Informational Reading:**   * Read a famous speech aloud and then read your rewritten version using contemporary language. In a large group discussion, analyze the similarities and difference in terms of diction and meaning, and effectiveness of each piece. * Students will simulate an infomercial or sales pitch. Students will research a product or service that targets a specific audience, i.e. cosmetics, eBooks, computer software that appeals to their specific class or age group. Each student will write and perform a 3 minute speech selling their product or service to the class. The class will use the rubric to critique each presentation and provide feedback to the presenters. | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| * Students will choose select passages from the text and translate it from literal to figurative and figurative to literal. * Read Marc Antony’s Funeral Eulogy for Julius Caesar in Shakespeare’s Julius Caesar. Students will annotate or do a text rendering by highlighting, circling key words and making marginal notes to interpret connotative and denotative meanings. Evidence: Students will rewrite the speech using contemporary English eulogizing an influential person. * Read “A Modest Proposal” (or any work of satire) to yourself. Circle any words or statements that establish his meaning. In a group, discuss how Swift’s choice of words (diction) influences the reader’s understanding of his point of view. * Read “The Morals of a Prince.” Select one passage you think most clearly articulates his recommendations and rewrite it in contemporary language. You must change the tone of his piece. | |
| **RESOURCES:** | |
| <http://bcs.bedfordstmartins.com/litgloss/>  *The Bedford Glossary of Critical and Literary Terms* from Bedford St. Martin’s | |
| **TECHNOLOGY INTEGRATION:** | |
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