**CURRICULUM MAP Reading 7 Grade 9-10**

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

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| Period of Study: | |
| **LITERACY STANDARDS:** | **ENDURING UNDERSTANDINGS:** |
| **Reading 7: Integration of Knowledge and Ideas**  Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  **Grade 9-10 Specific Literature Standard:**  Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux  Arts” and Breughel’s *Landscape with the Fall of Icarus*).  a. Analyze multiple interpretations of full-length works by authors other than American and European writers.  **Grade 9-10 Specific Informational Standard:**  Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | Evaluate diverse content and format (multi-media)  Students will be able to integrate and evaluate content presented in diverse formats. |
| **ESSENTIAL QUESTION(S):** | |
| **Overarching Questions:**   * How have new media formats affected the ways we gather, communicate and control information? * How does the format of a text affect its meaning? * How does the format of a text affect how its information and meaning is communicated to the audience? * How does the evaluation of diverse content and formats create a culture of mutual respect for all people? * What are the benefits to presenting information in diverse formats? * How do artists present a variety of media to express similar ideas? * How does the medium affect the message?   **Topical Questions:**  **Literature:**   * What can be determined by investigating the same subject or key scene in two different scenarios? * What elements of society are the same in our culture as well as others we read about? What elements are different? * What is valuable about analyzing multiple interpretations of works by authors other than American or European? * When examining two texts with the same message, which is more effective and why? * How can we compare and contrast the challenges faced by the epic heroes in The Odyssey and *The Matrix?* * How can we distinguish between the works of \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_? (non-American and non-European writers). * How does the selection of content format and delivery style represent the author's message?   **Informational:**   * When an informational text goes from print to an electronic version, how can we determine what information to keep, what to add, or what to eliminate? Why would some information get lost in translation? * How is information on the same subject altered or differentiated in two different mediums (multimedia)? | |
| **KNOWLEDGE:** | **SKILLS:** |
| **Students will know. . .**   * Format affects meaning and interpretation. * The presentation of the same idea in diverse formats affects meaning. * How different mediums influence a text * How to interpret different mediums * How to interpret different works by authors other than American and European writers * How print media, electronic media and visual media differ. | **Students will be able to. . .**   * Analyze how new media affects the ways we gather, communicate and control information. * Understand how the format of a text affects its meaning. * Determine how the format of a text affects how its information and meaning is communicated to the audience. * Evaluate culturally diverse content and formats and their effects on meaning. * Evaluate the benefits of presenting information in diverse formats and analyze how meaning is affected by a change in the format. * Analyze how the elements of society are the same in our culture as well as others we read about. * Understand the value of analyzing multiple interpretations of works by authors other than American or European. * Analyze multiple mediums * Analyze how different mediums interpret a work of literature * Analyze how interpretations differ by authors other than American and European writers * Compare and contrast information from different sources. |
| **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 | |
| **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:**  Performance Task:   * Students will compare and contrast the tense and mood created by multi-sensory mediums when presented with the stimuli. (ex: How Jerry’s relationship with his father in *The Chocolate War* relates to the song “Father and Son” by Cat Stevens and pictures of happy American families. How do each relate to the American Dream? Which one is your family most like?)   Student Self-Assessment and Reflection:  Which stimuli (pictures, songs, or text) do you think best helped you to understand the topic? Which was lease effective? What did you learn or feel when presented with each one? | |
| **ACTIVITIES / LEARNING OPPORTUNITIES:** | |
| Show students a film that was made based on a book the students have read in class. As students view the film have them write a comparison about the differences between the movie and the text. Films such as *Beowulf, Lord of the Flies* and *Clash of the Titans*(original) can be used for this purpose as there are substantial changes in the movie.  Further examples for comparison can be character choice, lighting, music choices, character placement, costume design. How does the director’s choices change, diminish or enhance the author’s vision?  Students will write an essay, create a PowerPoint, and create a movie, song, or poem to express how the topic is related to their lives. | |
| **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:** | |
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