

Randolph County Schools Curriculum Map- English I

English I	Unit 3	Long Fiction/Novel	Timeline	20 days
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**Essential Questions
Compelling Questions- Inquiry Based**

- What are the elements of an epic poem?
- What are the characteristics of an epic hero? How does _____ fit these characteristics?
- What is the relationship between myths or legends and epic poetry?
- How does the historical context of a literary work influence the work?
- What are the epic specific literary elements: allusion, archetype, epic/Homeric simile, epithet, oral tradition?
- How are related themes treated in different genres?
- What is a hero? What traits should a hero have?
- How have hero qualities changed over time?
- What are the major differences between epic heroes and modern heroes?
- Are epic heroes brave, smart, or lucky?
- What is the importance of a father/male role model?
- What does it mean to be a “man”?
- What qualities are inherent in a great leader?
- What are the positive/negative effects of taking responsibility?
- Can responsibility be learned without suffering negative consequences?

**Understandings
Learning Targets and/or “I Can” Statements**

Learning Targets:

- I can cite textual evidence to support my answers.
- I can define an epic and identify the qualities of an epic hero.
- I can analyze the effect of historical context and cultural influences within an epic.
- I can map the hero’s journey.
- I can apply Joseph Campbell’s Hero’s Journey to the characters included in the epic.
- I can identify and analyze the use of literary elements used within an epic.
- I can determine the central idea and analyze its development.
- I can examine how an author structures a text, focusing on how the ideas are introduced, developed, and sequenced.
- I can determine the meaning of words and phrases used in the text.
- I can describe how the author uses sentences and paragraphs to identify claims.
- I can determine an author’s point of view and identify rhetoric.
- I can compare multiple texts that address the same subject.
- I can identify the argument or the claim in a text.
- I can read and comprehend grade level texts.
- I can write responses to literary analysis prompts.

Aligned Standards

Standards:

- RL 9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL 9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL 9-10.3
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.
- RL 9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL 9-10.9
Analyze how an author draws on and transforms source material in a specific work (e.g. how Shakespeare treats a theme or topic from Ovid or the Bible or how a more modern author draws on a play by Shakespeare).
- RL 9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI 9-10.3
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.
- W 9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.
- W 9-10.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W 9-10.3
Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- SL 9-10.1

	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL 9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. L 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L 9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. L 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><i>Learning Plan that includes . . .</i> <i>Focus Topics/Factual Content/Lesson Activities/Artifacts</i></p> <p>Create a visual representation of the hero's journey. Compare the hero's journey in <i>The Hunger Games</i> and <i>The Odyssey</i>. Study Guides Graphic Organizers Essay explaining how the main character meets the criteria of an epic hero. Compare and contrast a traditional epic hero with a modern hero. Write an epithet. Turn the hero's journey into an amusement park or a board game. Various journal prompts Body biography ABC book</p>	<p><i>Resources:</i></p> <p><i>The Odyssey</i></p> <p>Supplemental Resources: "The Lotus-Eaters" – Alfred, Lord Tennyson "Endymion" – John Keats <i>Poetics</i> – Aristotle <i>Odysseus in America: Combat Trauma and the Trials of Homecoming</i> by Jonathan Shay <i>The Hero with a Thousand Faces</i> by Joseph Campbell</p> <p><i>Available Media:</i> Greece, Relief Plaque India, Folio from <i>The Ramayana of Valmiki: Ram Shatters the Trident of the Demon Viradha</i></p>