

Randolph County Schools Curriculum Map- English IV

English IV	Unit 4	17th and 18th Century	Timeline	1 week
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Essential Questions Compelling Questions- Inquiry Based

- How do 17th and 18th century writers regard the relationship between reason and emotion?
- Is satire effective?
- How did cultural and scientific advancements affect the writing of the time?

Understandings Learning Targets and/or “I Can” Statements	Aligned Standards
<p><i>Learning Targets:</i></p> <ul style="list-style-type: none"> • I can cite evidence from the text. • I can analyze what a text says. • I can draw inferences from where the text is left uncertain. • I can determine multiple themes or ideas of a text. • I can analyze how themes and ideas develop throughout the text. • I can provide an objective summary of a text. • I can analyze the effect of the author’s choices on the text. • I can determine the meaning of words and phrases used in a text. • I can analyze the effect of diction on meaning and tone of a text. • I can analyze how an author uses structure. • I can analyze how structure is used to contribute to the meaning and impact. • I can distinguish between what is directly stated in a text and what is really meant. • I can analyze points of view. • I can analyze multiple interpretations of a story/drama/poem. • I can evaluate how each source interprets a text. • I can read and comprehend multiple genres of literature appropriate to my grade level. • I can cite evidence from the text. • I can analyze what a text says. • I can draw inferences from where the text is left uncertain. • I can analyze the effectiveness of structure on the 	<p>Reading Literature:</p> <p>RL.1.11-12 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.2.11-12 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.3.11-12 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).</p> <p>RL.4.11-12 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>RL.5.11-12 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.6.11-12 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).</p> <p>RL.7.11-12 Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>RL.10.11-12 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the 11-CCR text complexity band independently and proficiently.</p> <p>Writing:</p> <p>W.2.11-12 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.</p>

author's argument.

- I can determine an author's point of view or purpose.
- I can determine the effectiveness of rhetoric in a text.
- I can analyze how style and content contribute to a text.
- I can analyze foundational U.S. documents for historical and literary significance.
- I can analyze U.S. documents for their themes, purposes, and rhetorical features.
- I can read and comprehend literary nonfiction appropriate to my grade level.
- I can write informative/explanatory texts.
- I can examine complex ideas, concepts, and information.
- I can convey complex ideas, concepts, and information.
- I can introduce a topic.
- I can organize complex ideas, concepts, and information to create a unified whole.
- I can include formatting, graphics, and multimedia when useful.
- I can develop the topic thoroughly.
- I can select the most relevant facts, definitions, details, quotations, and other information.
- I can use appropriate and varied transitions to line major sections of the text.
- I can create cohesion.
- I can clarify the relationships between complex ideas and concepts.
- I can use precise language, specific vocabulary, and techniques.
- I can establish a formal style and tone.
- I can maintain a formal style and tone.
- I can adhere to the norms and conventions of writing.
- I can provide a concluding statement or section.
- I can provide a conclusion that follows form and supports the presented argument.
- I can write narratives.
- I can develop real or imagined experience.
- I can use effective technique, details, and

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- what is experienced,
observed, or resolved over the course of the narrative.

W.4.11-12

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5.11-12

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

Speaking and Listening:

S&L.1.11-12

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

S&L.3.11-12

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

S&L.4.11-12

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are

structure.

- I can engage the reader.
- I can establish one or more points of view.
- I can introduce a narrator and/or characters.
- I can create a smooth progression of events.
- I can use narrative techniques (dialogue, pacing, description, reflection, multiple plot lines) to develop experiences, events, and/or characters.
- I can use a variety of techniques to sequence events.
- I can create a clear, complete text.
- I can create a particular tone and outcome.
- I can use precise words and phrases, details, and sensory language.
- I can convey a vivid picture.
- I can provide a conclusion that follows form and reflects events over the course of the narrative.
- I can produce clear and coherent writing.
- I can develop writing as needed through planning, revising, editing, or rewriting.
- I can strengthen writing as needed.
- I can focus on what is most significant for my purpose and audience.
- I can initiate a range of collaborative discussions.
- I can participate in a range of collaborative discussions.
- I can build on others' ideas.
- I can express my own ideas clearly and persuasively.
- I can come to discussions prepared.
- I can explicitly draw on that preparation by referring to evidence from the text.
- I can stimulate a thoughtful exchange of ideas.
- I can work with peers to promote civil democratic discussions and decision-making.
- I can set clear goals and deadlines.
- I can establish individual roles as needed.
- I can start conversations by posing and responding to questions.
- I can listen to other positions on a given topic or issue.
- I can clarify, verify, or challenge ideas or conclusions.

appropriate to purpose, audience, and a range of formal and informal tasks.

S&L.6.11-12

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Language:

L.3.11-12

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.4.11-12

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.5.11-12

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

- I can promote different and creative perspectives.
- I can respond thoughtfully to diverse perspectives.
- I can break down comments, claims, and evidence made on all side of an issue.
- I can resolve contradictions when possible.
- I can determine what additional information is required to deepen or complete the task.
- I can evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- I can assess the stance, premises, links among ideas, word choice/diction, points of emphasis, and tone used.
- I can present information, findings, and supporting evidence.
- I can convey a clear and distinct perspective.
- I can adapt speech to a variety of contexts and tasks.
- I can demonstrate a command of formal English when appropriate.
- I can understand how language functions in different contexts.
- I can make effective choices for meaning or style.
- I can comprehend more fully when reading or listening.
- I can consult references as needed.
- I can vary structure for effect.
- I can understand the study of complex texts when reading.
- I can determine the meaning of unknown and multiple-meaning words and phrases.
- I can clarify the meaning of unknown and multiple-meaning words and phrases.
- I can use context as a clue to the meaning of a word or phrase.
- I can identify patterns of word changes that indicate different meanings or parts of speech.
- I can correctly use patterns of word changes that indicate different meanings or parts of speech.
- I can consult reference materials, both print and digital.
- I can verify the preliminary meaning of a word or phrase through the use of reference materials.
- I can understand figurative language, word relationships, subtleties, and word meanings.

<ul style="list-style-type: none"> • I can interpret figures of speech in context. • I can analyze the role of figures of speech in a text. • I can analyze subtleties in the meanings of words with similar denotations. 	
<p><i>Learning Plan that includes . . .</i> <i>Focus Topics/Factual Content/Lesson Activities/Artifacts</i></p> <p>Swift</p> <ul style="list-style-type: none"> • Satire of YOLO from YouTube (<i>Saturday Night Live</i>)/Discussion • Create a modern day “A Modest Proposal” on a controversial issue <p>Poets</p> <ul style="list-style-type: none"> • TPCASATT • Text Annotation: Word Choice and Author’s Craft 	<p><i>Resources:</i> Swift: “A Modest Proposal,” excerpts from <i>Gulliver’s Travels</i></p> <p>Donne: Choices</p> <p>Milton: Excerpts</p> <p>Marvel: “To His Coy Mistress”</p> <p>Herrick: “To Virgins to Make Much of Time”</p> <p>Lanier: “Eve’s Apology in the Defense of Women”</p> <p>Informational Texts: The Onion (video): Should Animals Be Doing More for Animal Rights? http://www.theonion.com/video/should-animals-be-doing-more-for-the-animal-rights-14194</p>