

Randolph County Schools Curriculum Map- English I

English I	Unit 2	Long Fiction/Novel	Timeline	20 days
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**Essential Questions
Compelling Questions- Inquiry Based**

- What is the structure of the plot(s)? What can be inferred from the text?
- What is the historical impact/value of the text?
- What is the historical impact as it affects setting and character?
- Who are the antagonist and protagonist?
- What is the central idea of the text? What is the primary purpose of the text?
- How does the author create the setting, and how does the setting influence and impact the plot?
- What examples of irony are found in the text? How does irony contribute to the theme?
- Who is the narrator? From what point of view is the text written? How does the point of view impact the plot?
- How does the author develop characters (dialogue, actions, and conflicts)? Which characters are static/dynamic and round/flat?
- What are the themes of the text? How are the themes conveyed?
- How does setting contribute to the themes?
- How does the author develop the central idea?
- What is the tone of the text? How is the tone developed? How does word choice/diction affect the tone?
- Does the author use foreshadowing or flashback to convey the plot?

**Understandings
Learning Targets and/or "I Can" Statements**

Aligned Standards

Learning Targets:

- I can cite textual evidence.
- I can determine and analyze central idea and give an objective summary.
- I can identify characterization.
- I can determine the meaning of words and phrases used in text.
- I can identify connotations and tone.
- I can describe how the point of view is reflected within a work and within two works with a common subject.
- I can identify allusions and source material.
- I can read and comprehend grade-level text.
- I can write an argument with valid reasoning (clear and accurate claims and counterclaims, complete sentences, style and tone, conclusion).
- I can write a narrative (characters, point of view, etc.).
- I can use correct capitalization, punctuation, conventions, and spelling when writing.
- I can determine the meaning of words based on a variety of strategies.
- I can accurately use academic vocabulary for college and career readiness.

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
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

	<p>teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>L 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>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>Study guides Storyboards Graphic Organizers- characterization, theme, literary elements, figurative language Paideia seminar Annotation (Focus Skill) ABC books PowerPoints/Prezi on themes/motifs/character Create blogs from a character's point of view Create character trading cards Literary analysis writing</p>	<p><i>Resources:</i></p> <p><i>Fahrenheit 451</i> <i>The Fault in Our Stars</i> <i>The Hunger Games</i> <i>A Walk to Remember</i> <i>Anthem</i> <i>To Kill a Mockingbird</i> <i>A Separate Peace</i></p> <p><i>Other Resources:</i> Other available media versions</p>