

Randolph County Schools Curriculum Map- English I

English I	Unit 2	Literary Elements/Short Stories	Timeline	14 days
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**Essential Questions
Compelling Questions- Inquiry Based**

- What is the plot structure of the text (including major conflicts)? What can be inferred from the text?
- 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 it influence the plot?
- What examples of irony can be found in the text? How does the 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 and the theme of the text?
- How does the author develop the characters (dialogue, actions, conflicts, character interactions)?
- What is the theme of the text? How is the theme conveyed?
- How does the setting contribute to the theme?
- 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?
- What other figurative language does the author use, and what effect is created through the use of figurative language?

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

Learning Targets:

- I can cite textual evidence.
- I can determine and analyze central idea and give an objective summary.
- I can identify elements of characterization and the techniques that the author has used to develop the characters.
- I can determine the meaning of words and phrases used in text using a variety of strategies.
- 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 accurately use academic vocabulary for college and career readiness.

Aligned Standards

Standards:

RL 9-10.5
Analyze how an author's choices concerning how to structure a text, order events within it, (e.g. parallel plots), and m.....

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 9-10.10
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.

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 9-10.3
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 teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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><i>Learning Plan that includes . . .</i> <i>Focus Topics/Factual Content/Lesson Activities/Artifacts</i></p> <p>Make predictions based on first lines of all short stories in the unit Compare/contrast characters using graphic organizers Body biographies: characterization Study guides- plot level questioning Create text messages to reflect tone Annotation of text Create modern-day interpretations of stories Essay- narrative changing the end of the story Group presentations- parts of plot (exposition, rising action, climax, falling action, conclusion) Create visual representation of major literary elements ("The Cask of Amontillado"- family crest) ABC books Create a "playlist" for either characters or major events</p>	<p><i>Resources:</i> <i>Various short stories:</i></p> <p>"The Most Dangerous Game" by Richard Connell "The Necklace" by Guy de Maupassant "The Utterly Perfect Murder" "The Cask of Amontillado" and/or other works by Edgar Allan Poe "The Lottery" "The Gift of the Magi" "The Scarlet Ibis" "The Secret Life of Walter Mitty" "The Lady, or the Tiger" "The Pedestrian" "Checkouts" "My English" "The Bass, the River, and Sheila Mant" "There Will Come Soft Rains" "Blues and No Mockingbird" "The Kitchen Boy" "The Veldt" and other stories by Ray Bradbury from <i>The Illustrated Man</i> "The Tell-Tale Heart" "To Build a Fire" "The Man He Killed" "After Twenty Years" "A Retrieved Reformation"</p>