

Randolph County Schools Curriculum Map- English I

English I	Unit 5	Drama	Timeline	20 days
------------------	---------------	--------------	-----------------	----------------

**Essential Questions
Compelling Questions- Inquiry Based**

- What are the elements of drama?
- What dramatic techniques are used to advance the plot?
- How does the author develop the major and minor characters?
- How are the comedy and tragedy defined?
- How does the author use irony to develop the plot?
- What poetic devices are present, and what is the effect of the devices?
- 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 it influence the plot?
- What examples of irony can be found in the text? How does irony contribute to the theme?
- Who is the tragic hero, and what is the tragic flaw?
- Who is the narrator? From what point of view is the text written?
- How does the author develop characters (dialogue, actions, conflicts, interactions)? Which characters are static/dynamic and round/flat?
- What are the themes of the text? How are the themes conveyed?
- How does the 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 affect the tone?
- Does the author use foreshadowing or flashback to convey the plot?

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

Learning Targets:

- I can identify the elements of drama.
- I can explain how dramatic techniques are used to advance the plot.
- I can explain how the author develops the major and minor characters.
- I can define tragedy and comedy.
- I can analyze how the author uses irony to develop the plot.
- I can identify which poetic devices are present and the effect of the devices.
- I can infer personality traits of characters.
- I can analyze the historical impact/value of the text.
- I can understand the historical impact as it affects setting and character.
- I can identify the antagonist and protagonist.
- I can cite textual evidence.
- I can determine and analyze central idea and give an objective summary.
- I can identify characterization.
- I can analyze how characters change throughout a text.
- I can explain major conflicts.
- I can determine the meaning of words and phrases as used in text.
- I can identify connotations and tone.
- I can determine how the point of view is reflected within a work or two words with a common subject.
- I can explain the importance of the point of view and how it would be different if told from someone else's point of view.
- I can identify allusions and source material.
- I can read and comprehend grade-level text.

Aligned Standards

Standards:

- 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 9-10.5
Analyze how an author's choices concerning how to structure a text, order event within it (e.g. parallel plot), and m.....
- 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 later author draws on a play by Shakespeare).
- RI 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.
- 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.
- SI 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 9-10.1
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 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.

Learning Plan that includes . . .
Focus Topics/Factual Content/Lesson Activities/Artifacts

Seminar (fate, destiny, teen romance, feuds, family drama)

Perform selected scenes

Summary scenes

Annotation

Essay-Discuss the impact of dramatic irony on the reader's understanding of the text or the characters' reactions within the play.

Literary Analysis

Family Crest

Family Tree

Resources:

Romeo and Juliet

Oedipus

A Raisin in the Sun

Other Resources:

"The Visual Artistry of *Romeo and Juliet*"

Showing selected scenes from the Franco Zeffirelli and Baz Luhrmann's *Romeo and Juliet*