

## English 4 (College Prep, Accelerated, and Honors Levels)

### LEARNING GOALS AND SCALES (2015-2016) Unit Two: MEDIEVAL AGE

#### ESSENTIAL QUESTIONS

How are gender roles and class structure revealed in medieval literature?

How is social and cultural change revealed in Arthurian legends?

How is the political environment reflected in Chaucer's frame stories?

How does Chaucer's skill in characterization reveal universal character traits?

Learning Goal #1 : Understand how gender roles and class structure are revealed in medieval literature.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond identifying and analyzing medieval age gender roles and class structure that were explicitly taught, extending knowledge and inferences to other time periods and cultures.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p><b>TARGET LEARNING GOAL:</b> <i>The student will be able to identify and analyze how medieval gender roles and social class distinctions can be deduced through characterization.</i></p> <p>The student will:</p> <ul style="list-style-type: none"><li>• Defend the significance of the placement of literary characters in the social class hierarchy.</li><li>• Evaluate a character's development in order to support inferences made about gender role assumptions.</li><li>• Analyze how Chaucer satirizes medieval society through physical description</li><li>• Explain how the presence of certain characters reveals a shift from feudalism to modern market/political system</li></ul>
Level 2	<p>The student will identify gender roles and medieval England's social class levels, though may be unable to connect how characterization contributes to making inferences.</p> <p>The student will:</p> <ul style="list-style-type: none"><li>• Recognize the categories that separate the tiers of the medieval class hierarchy</li><li>• Place characters in the appropriate class</li><li>• Identify important events in medieval period that led to a shift from feudalism to modern market/political system.</li><li>• Identify physical traits Chaucer assigns his characters as a way of establishing the characters' personalities.</li></ul>
Level 1	<p>The student is able to identify and analyze elements of characterization utilized to describe universal character traits and social conditions with support from the teacher.</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify and analyze elements of characterization utilized to describe universal character traits or social conditions.</p>

Learning Goal 2: Identify and analyze differences between the prose of Arthurian legend and Chaucer’s use of verse in order to understand how prose and verse form an effective narrative to depict features of life in medieval England.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond the medieval age with regard to similarities and differences between prose and poetry in how each reveals universal truths.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p><b>TARGET LEARNING GOAL:</b> <i>The student will be able to identify and analyze details that reveal the code of chivalry in Arthurian legend (prose) and satire/wit in Chaucer’s tales (poetry).</i></p> <p>The student will:</p> <ul style="list-style-type: none"> <li>✓ Synthesize general examples of the code of chivalry with details from Arthurian legend written in middle English prose</li> <li>✓ Connect Chaucer’s direct and indirect characterization of pilgrims representing each tier of the medieval social structure with Chaucer’s gently-satirical representations of everyday medieval life.</li> <li>✓ Compare/contrast narratives communicated through prose versus narratives communicated through poetry.</li> </ul>
Level 2	<p>The student will identify listed elements of the code of chivalry and recognize features of Chaucer’s style, but is not able to find them in the literature or draw inferences from them.</p> <p>The student will:</p> <ul style="list-style-type: none"> <li>• Recall definition of “chivalry” and list some elements of the code</li> <li>• Define “rhyming couplet” and “satire”</li> <li>• Recognize some examples of these in guided reading activities.</li> </ul>
Level 1	<p>The student is able to Identify listed elements of the code of chivalry and recognize features of Chaucer’s style with support from the teacher.</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to Identify listed elements of the code of chivalry or recognize features of Chaucer’s style.</p>