|  |
| --- |
| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 3Course: EnglishGrade Level: 12thGradeTitle of Instructional Unit: Shakespearian & Modern Drama Suggested Time Frame 4 – 6 weeks  |
| **Learning Standards****RL. 11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**RL. 11-12. 6.** 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).**RI. 11-12. 1.** 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.**RI.11-12. 2.**Determine two or more 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 provide a complex analysis; provide an objective summary of the text.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.[And the current era]**W.11-12. 2.**Write informative/explanatory texts to examine andconvey complex ideas, concepts, and information clearly andaccurately through the effective selection, organization, andanalysis of content.**MA.3.A.**Demonstrate understanding of the concept of theme bywriting short narratives, poems, essays, speeches, or reflectionsthat respond to universal themes (e.g., challenges, the individualand society, moral dilemmas, the dynamics of tradition andchange).**SL. 11-12. 4.** 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.**L. 11-12.4.** Determine or clarify the meaning of unknown andmultiple-meaning words and phrases based on *grades 11–12**reading and content*, choosing flexibly from a range of strategies.**MA.8.A.** Relate a work of fiction, poetry, or drama to the seminal ideas of its time.**SBRHS Academic Expectations**1. Read analytically to support conclusions drawn from text
2. Produce clear and coherent writing that is appropriate to task, purpose and audience
3. Adapt speech to a variety of contexts and tasks
 | **Genre Focus/Teaching Options*** **Genre Study:** Drama/Related Fiction
* **Theme Study:** Choose appropriate themes
1. loss of dreams = create new dreams, new hopes
2. loss of oneself, self-perception = rise in society, a new course in life
3. loss of family
4. loss relationships
5. loss of dignity
6. loss of hope/faith
7. loss of culture
8. loss of innocence
9. Grieving Loss

**Writing Traits Focus:**1. Ideas
2. Organization
3. Word Choice
4. Sentence fluency
5. Convention

**Student Writing Genres**1. **Critical Response Essay (s)**
* On Demand
1. **Creative Response**
* Creative piece: change perspective of a character; what if Hamlet lived; what if something else happened (if Ophelia lived, for example)
 | **Essential Questions**:1. What price must we pay for pursuing the truth about ourselves, and those we love?
2. Was it worth it?

**Key/Guiding Questions**1. Must one fall in society in order to then lift oneself up and rise to a better place?
2. How do individual acts affect others and self?
3. How do collective acts affect an individual?
 |
| **Knowledge:** What content will students master?* Reference Nouns in Standards Above

**Skills:** What high-level skills will students acquire?* Reference Verbs in Standard Above

**Academic Vocabulary** (Content Specific):* Work specific vocabulary
* Teach Greek/Latin Prefixes, Root Words, and Suffixes
* 5 minute grammar lesson
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)
 | **Common Assessments and Student Products:*** Creative piece: change perspective of a character; what if Hamlet lived; what if something else happened (if Ophelia lived, for example)
 | **Core Texts*** **Norton Introduction to Literature 9th edition**
* **Norton Introduction to Literature 5th edition**
* **Norton Introduction to Literature Portable edition**
* **Vocabulary Workshop** – Level G (Sadlier-Oxford)
* **Grammar for Writing –** (Sadlier-Oxford)

**Choose one**  a. *Hamlet* b. *Othello* c. *King Lear* d. *Tempest* e. *All’s Well that Ends Well* (read this)**Choose one** a. *A Street Car Named Desire* b. *Death of a Salesman* c. *The Glass Menagerie* (read this) d. *Fences* e. *East of Eden***Selected poetry connected to themes** |
| **Key Instructional Strategies/Learning Activities*** Posters & PowerPoint
* Literature circles
* Write your own story
* Pictorial/Graphic representations (Cartoon, Collage)
* Double-entry diaries
* Quotes analysis
* Reading comprehension questions
 | **Assessment Strategies** * Tests/quizzes
* Write your own epic
* Character analysis critical essay
* Message in a Bottle (creative writing)
* **Critical analysis/response to literature (Application of 6-Traits rubric)**
 |
| **Lesson 1:** |  |
| **Lesson 2:** |
| **Lesson 3:**  |
| **Lesson 4:** |
| **Lesson 5:** |
| **Lesson 6:** |
| **Lesson 7:** |
| **Lesson 8:** |
| **Lesson 9:** |
| **Lesson 10:** |
| **Lesson 11:** |
| **Lesson 12:** |