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| Somerset Berkley Regional School District-Curriculum Map Template (Unit Design) Unit #: 2  Course: English  Grade Level: 11thGrade  Title of Instructional Unit: Renaissance and Reformation: Drama  Suggested Time Frame 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 and  convey complex ideas, concepts, and information clearly and  accurately through the effective selection, organization, and  analysis of content.  **MA.3.A.**Demonstrate understanding of the concept of theme by  writing short narratives, poems, essays, speeches, or reflections  that respond to universal themes (e.g., challenges, the individual  and society, moral dilemmas, the dynamics of tradition and  change).  **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 and  multiple-meaning words and phrases based on *grades 11–12*  *reading and content*, choosing flexibly from a range of strategies.  **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**   * Drama   **Writing Traits Focus:**   * Ideas * Organization * Voice * Word Choice * Sentence Fluency   **Student Writing Genres**   * **Critical Response Essay (s)** * Prepare background research then write on demand (i.e. Why did the actors do that—response to performance) * **Creative Response (Suggestions)** * Rewrite an act in a different time period (Script and/or DVD, Performance, audio tape * Create an alternative ending * Write a missing scene * What if you change one thing? * How would you direct the scene | **Essential Questions**:   * What makes a hero heroic? * What does it mean to be a man? * What does it mean to be a woman? * What is the nature of power * What is fate?   **Key/Guiding Questions** |
| **Knowledge:** What content will students master?   * *Reference nouns in the standards above*   **Skills:** What high-level skills will students acquire?   * *Reference verbs in the standards above*   **Academic Vocabulary** (Content Specific):   * Pre-teach and assess words in context from the literature studied * Direct instruction of Greek and Latin prefixes, root words, and suffixes): * **Vocabulary Workshop** – Level F (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford) | **Common Assessments and Student Products:**   1. **Critical Response Essay (s)**    * Prepare background research then write on demand (i.e. Why did the actors do that—response to performance) 2. **Creative Response (Suggestions)**  * Rewrite an act in a different time period (Script and/or DVD, Performance, audio tape * Create an alternative ending * Write a missing scene * What if you change one thing? * How would you direct the scene | **Core Resources**   * **The Language of Literature: British Literature** (McDougal Littell, 2006) * **Vocabulary Workshop** – Level F (Sadlier-Oxford) * **Grammar for Writing –** (Sadlier-Oxford)   *Core Works:* Choose one work to read completely and another to do excerpts   * *Macbeth* * *Much Ado About Nothing* * *The Taming of The Shrew*   **Select Others**   * Short Stories * Novels * Dramas * Poetry: Select Sonnets of Shakespeare * Literary Non-fiction |
| **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:** | |
| **Lesson 13:** | |  |
| **Lesson 14:** | |
| **Lesson 15:** | |