

MANCHESTER REGIONAL HIGH SCHOOL ENGLISH CURRICULUM

Content Area: English - Composition 1	English - Composition 1	English - Composition 1
Unit Title: Identity: What Makes Us Who We Are?		
Grade Level: 11		
Stage 1—Desired Results		
<p>Established Goals</p> <p><u>Reading: Literature</u></p> <p><i>Their Eyes Were Watching God</i> by Zora Neal Hurston</p> <p>RL.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.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.11-12.2. Determine two or more themes or central ideas</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will write a personal narrative that will effectively argue a thesis and analyze personal narratives produced by professional writers and classmates.</p> <p>The first unit in the expository writing section of the course (PCCC EN-101) requires students to examine the personal choices and cultural / societal forces which shape an individual's personality. As they respond to the reading selections, students will develop critical reading skills and explore methods of arguing a thesis through personal narrative.</p>	
	Meaning	
<p>UNDERSTANDINGS:</p> <p><i>Students will understand that...</i></p> <p>Personal narrative writing can lead to formation of identity. Personal narrative writing can lead to recognition of identity. Reflection on experience challenges our beliefs about who we are. Reading about other people's experience can cause us to reflect on our own identities. One writer's particular narrative can relate to more universal human experience. Examining incidents from multiple perspectives can provide more powerful insights than seeing them from a single perspective. All written documents, no matter how objective, have a human element to them that lead to bias. Writers use tone, diction, imagery, detail, syntax, and organization to depict an experience that communicates some universal truth about life.</p>	<p>ESSENTIAL QUESTIONS:</p> <p><i>Students will keep considering...</i></p> <p>How can experience form and transform one's personal identity? How does the study of others' experiences help us to develop our own identities? How can writers use the tools of rhetoric most effectively in relating personal experiences? What is my personal response to various societal pressures or influences? Why is it important for people and cultures to construct narratives about their experience? How does reading about the struggles and triumphs of others impact us? Are there turning points in each of our lives that change us forever?</p>	

of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

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 manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

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

Reading: Informational Text *Tuesdays with Morrie* by Mitch Albom (summer reading)

Latterell, Catherine. *Remix: Reading and Composing Culture*. New York: Bedford/ St. Martin's, 2010.

Emily White, "High School's Secret Life"

eHow.com, "How to Dress Goth, Hip Hop, Emo, and Preppy"

Tak Toyoshima, From *Secret Asian Man*: "What's It Like?"

Acquisition

Students will know...

1. Students will understand written work must have a clear thesis.
2. Students will understand thesis statements must have convincing and relevant support.
3. Students will understand MLA standards for academic writing
4. Students will know what the text says explicitly and what can be inferred logically from the text.
5. Students will know what is meant by words and phrases in context, including connotative meanings and figurative language.
6. Students will know how to evaluate the reasoning and rhetoric that support an argument or explanation.
7. Students will know how to draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
8. Students will know how to apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, transfer knowledge of additional texts, and to solve problems.
9. Students will know how to write with the conventions of standard written English, including grammar, usage, and mechanics.
10. Students will know how to incorporate examples, anecdotes, dialogue, and statistics into their essays.

Students will be skilled at...

1. Writing analytical responses to various genres of fiction and nonfiction
2. Revising their written work in order to improve content, organization, grammar, and syntax
3. Giving oral presentations using technology
4. Identifying stated and implied arguments and themes in fiction and nonfiction
5. Using research skills in order to enhance their understanding of works from the past
6. Using personal narrative to illustrate or argue a thesis
8. Identifying an author's worldview or bias
9. Eliminating superfluous information from their essays
10. Using various syntactical patterns in their sentences
11. Finding appropriate sources to support arguments
12. Writing MLA style papers 1. speak and write standard English accurately (including grammar, usage, punctuation, spelling, capitalization)

Andrew Sullivan, "The 'He' Hormone"

Julian Dibbell, "Alter Egos: Avatars and Their Creators"

Mrigaa Sethi, "Facebook: Editing Myself"

Lucy Grealy, "Masks: September 11 Tattoos"

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.

RI.9-10.2. Determine a central idea of a text and analyze 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.

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Choose an item.

Writing

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,

assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Choose an item.

Choose an item.

Language

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.3. Apply

<p>knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.6. 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</p> <p>Choose an item.</p> <p>Choose an item.</p>		
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Stage 2—Evidence		
Code	Evaluative Criteria	

<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand by evidence of...</i></p> <p>Major Performance Assessments: Personal Narrative Essay, “Identi-Kit” Project (Students will present a brief visual presentation about themselves, and then write a formal response to the “Identi-Kit” of a classmate.) Dual Entry Journal</p> <p>Quizzes: Students are given quizzes on select readings. These check for understanding of meaning and strategies. Grammar (from warm-up exercises, syntax discussions, and/or reading annotations)</p> <p>Test: Objective / Short Essay Tests: on readings, grammar, rhetorical modes, and content vocabulary</p> <p>Essays: in-class timed essays, modeled after SAT and HSPA prompts, formal papers based on topics raised by the reading assignments, focusing on the expository essay</p> <p>Brief Research Paper: Students will use primary and secondary sources to support their ideas on a socio-political topic</p> <p>Oral Presentation: Students will present arguments / research in brief powerpoint presentation.</p> <p>Daily active class participation</p> <hr/> <p>OTHER EVIDENCE: <i>Students will show that they have achieved Stage 1 goals by...</i></p>
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Stage 3—Learning Plan

Pre-Assessment

Summer reading assignments and an in-class diagnostic essay will provide information about writing and critical thinking skills.

<p>Code</p> <p>Click here to enter text.</p>	<p>Learning Events</p> <p><i>Student success at transfer, meaning and acquisition depends upon...</i></p> <ol style="list-style-type: none"> 1. Completion of weekly essay assignments (minimum five paragraphs); essays must show development of writing skills and application of writing and rhetorical topics addressed in class 2. Appropriate use of rhetorical concepts in essays 3. Steady development of writing persona in student essays 4. Use of prior knowledge and independent research in understanding assigned readings 5. Elimination of common mechanical errors in writing 6. Appropriate use of MLA style in all written work 7. Avoiding inadvertent plagiarism 8. Growth in comprehension skills as demonstrated through classwork, discussion, and quizzes 9. Understanding of relevant literary terms and content vocabulary 10. Ability to deliver a brief oral presentation 11. Completion of a well-argued and supported research paper 12. Completion of metacognitive exercises (self-assessment essays and review of portfolio with instructor) 	<p><i>Progress Monitoring</i></p> <ul style="list-style-type: none"> Collection of essay first drafts Formal evaluation of student writing Writing conferences Tests and quizzes Class discussion Student presentations Parental contact, when appropriate Collection of essay first and second drafts Portfolio Assessment
<p>Content Area: English - Composition 1 English - Composition 1 English - Composition 1</p>		
<p>Unit Title: Community . . . or, are these your people?</p>		
<p>Grade Level: 11</p>		
<p>Stage 1—Desired Results</p>		

<p>Established Goals</p> <p><u>Reading: Informational Text</u></p> <p><i>from Latterell, Catherine. Remix: Reading and Composing Culture. New York: Bedford/ St. Martin's, 2010.</i></p> <p>Sarah Adams, "Be Cool to the Pizza Dude"</p> <p>Azar Nafisi, "I Believe in Empathy"</p> <p>Garrison Keillor, "A Wobegon Holiday Dinner"</p> <p>Alex Espinoza, "My Filipino Roots"</p> <p>John A. Hostetler, "The Amish Charter"</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Students will write a descriptive essay that will effectively argue a thesis and analyze descriptive essays produced by professional writers and classmates.</p> <p>Students will critically examine the role of "community" in American society.</p>	
	Meaning	
	<p>UNDERSTANDINGS: <i>Students will understand that...</i></p> <p>Descriptive writing can effectively argue a thesis. There are several methods of describing an idea, place or entity. Reflection on experience challenges our beliefs about who we are. Reading about other people's experience can cause us to reflect on our own identities. One writer's particular narrative can relate to more universal human experience. Examining incidents from multiple perspectives can provide more powerful insights than seeing them from a single perspective. All written documents, no matter how objective, have a human element to them that lead to bias. Writers use tone, diction, imagery, detail, syntax, and organization to depict an experience that communicates some universal truth about life.</p>	<p>ESSENTIAL QUESTIONS: <i>Students will keep considering...</i></p> <p>How can we define "community"? What beliefs or values hold a community together? Do my "communities" support or encroach upon individuality? What causes an individual to stop engaging with a community? How can I express my feelings and values through writing? What responsibility does the individual have to society? What responsibility does the society have to the individual? What does it mean to be disempowered? Do the empowered have a responsibility to the oppressed and disempowered?</p>
Acquisition		

<p>Mim Udovitch, "A Secret Society of the Starving"</p> <p><i>The Onion</i>, "MySpace"</p> <p>Outage Leaves Millions Friendless"</p> <p>Theodora Stites, "Someone to Watch over Me"</p> <p>Shari Caudron, "Befriending Barbie"</p> <p>Aaron McGruder, from <i>The Boondocks</i></p> <p>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.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze 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.</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Students will understand written work must have a clear thesis. 2. Students will understand thesis statements must have convincing and relevant support. 3. Students will understand MLA standards for academic writing 4. Students will know what the text says explicitly and what can be inferred logically from the text. 5. Students will know what is meant by words and phrases in context, including connotative meanings and figurative language. 6. Students will know how to evaluate the reasoning and rhetoric that support an argument or explanation. 7. Students will know how to draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge. 8. Students will know how to apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, transfer knowledge of additional texts, and to solve problems. 9. Students will know how to write with the conventions of standard written English, including grammar, usage, and mechanics. 10. Students will know how to incorporate examples, anecdotes, dialogue, and statistics into their essays. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Writing analytical responses to various genres of fiction and nonfiction 2. Revising their written work in order to improve content, organization, grammar, and syntax 3. Giving oral presentations using technology 4. Identifying stated and implied arguments and themes in fiction and nonfiction 5. Using research skills in order to enhance their understanding of works from the past 6. Using personal narrative to illustrate or argue a thesis 8. Identifying an author's worldview or bias 9. Eliminating superfluous information from their essays 10. Using various syntactical patterns in their sentences 11. Finding appropriate sources to support arguments 12. Writing MLA style papers 1. speak and write standard English accurately(including grammar, usage, punctuation, spelling, capitalization) 13. Using various strategies for writing descriptions.
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RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text

Writing

Kennedy, X. J., Dorothy M. Kennedy, and Marcia F. Muth. *Writing and Revising: A Portable Guide*. Boston: Bedford/St. Martin's, 2007.

(Chapter 7: "Strategies for Developing")

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.8. Gather relevant information from multiple sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas

Speaking & Listening

SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Language

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L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.6. 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

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<p>Choose an item.</p> <p>Choose an item.</p>		
Content Area: English - Composition 1	English - Composition 1	English - Composition 1
Unit Title: Techniques of Writing (Marking Periods 1-4)		
Grade Level: 11		
Stage 1—Desired Results		
<p>Established Goals</p> <p><u>Writing</u></p> <p>Kennedy, X. J., Dorothy M. Kennedy,</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>Students will understand the basics of the writing process, the essential elements of the paragraph, and the basic elements of MLA format.</p> <p>Students will understand the development of the writing process, the essential elements of the essay, and the elements of MLA format.</p> </div>	
	Meaning	

<p>and Marcia F. Muth. <i>Writing and Revising: A Portable Guide</i>. Boston: Bedford/St. Martin's, 2007.</p> <p>Chapters 8-11</p>	<p>UNDERSTANDINGS: <i>Students will understand that...</i></p> <p>The formal /academic English is a shared language for talking about speech and writing. Mastery formal /academic English can help writers take control of their writing: they can craft and create because they understand what they are doing. Knowing about grammar can help readers explore how texts operate and how their messages and effects are created.</p>	<p>ESSENTIAL QUESTIONS: <i>Students will keep considering...</i></p> <p>What are the essential elements of formal writing? What are the key elements of the writing process? What are my current strengths and weaknesses as a writer? How can my personal experiences augment (or mar) my writing? How can I successfully integrate quotations?</p>
<p>Acquisition</p>		
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Choose an item.</p> <p>Choose an item.</p> <p><u>Language</u></p> <p>Kennedy, X. J., Dorothy M. Kennedy, and Marcia F. Muth. <i>Writing and Revising: A Portable Guide</i>. Boston:</p>	<p><i>Students will know...</i></p> <p>Paragraph Development (Organization, Topic Sentence, Supporting Details, Conclusion) Form: Description Narration Exemplification Persuasion Transitional Devices Sentence combining Sentence variety Voice Figures of speech Sensory detail Usage Grammar/Punctuation Fragments Run-on sentences Compound sentences Coordinate conjunctions Organization Thesis Statement Body Conclusion -summary, synthesis Form: Description Narration Exemplification Definition</p>	<p><i>Students will be skilled at...</i></p> <p>Describing strengths and weaknesses in their own writing Defining the components of the writing process Identifying the organizational pattern of a paragraph Writing a paragraph which includes a topic sentence, body, and concluding sentence Identify various forms in paragraph models, i.e., the rhetorical modes of description, narration Identifying changes in their own writing and their attitudes about writing Defining the components of the writing process and discuss their individual process in terms of these components: Applying elements of paragraph writing to writing essays Identify the organizational pattern of an essay model Writing an essay which includes an introduction, body, and concluding paragraph Identify various forms in essay models, i.e., the rhetorical modes of description, narration, exemplification, definition, comparison /contrast, and persuasion Writing an essay in several of the rhetorical modes, e.g., description, narration, exemplification, definition, comparison, contrast and persuasion Writing a persuasive essay to meet requirements of New Jersey Registered Holistic Scoring Rubric Write</p>

Bedford/St. Martin's, 2007.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.6. 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

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Comparison/Contrast
Persuasion
Creative
Transitional Devices
Sentence combining
Sentence variety
Voice
Figures of speech
Usage

an essay to tell a story (narrative)
Identifying transitional devices in essay models
Using transitional devices in writing essays
Revising and editing an essay for style and/or error patterns
Offering useful responses to the work of others

Choose an item.		
Content Area: English - Composition 1	English - Composition 1	English - Composition 1
Unit Title: Research Paper		
Grade Level: 11		
Stage 1—Desired Results		
Established Goals <u>Writing</u>	Transfer	
	<i>Students will be able to independently use their learning to...</i> Write an academic MLA research paper which effectively argues and supports a thesis.	
Kennedy, X. J., Dorothy M. Kennedy,	Meaning	

<p>and Marcia F. Muth. <i>Writing and Revising: A Portable Guide</i>. Boston: Bedford/St. Martin's, 2007.</p> <p>Chapters 3-6</p>	<p>UNDERSTANDINGS: <i>Students will understand that...</i></p> <p>Students will understand the development of the writing process, the essential elements of research, and advanced elements of MLA format. Students will know the standards for academic integrity.</p>	<p>ESSENTIAL QUESTIONS: <i>Students will keep considering...</i></p> <p>How can I wisely evaluate sources? How can I use sources to support my ideas? How can I use sources honestly? How can I avoid plagiarism? How can I integrate quotations and other information?</p>
Acquisition		
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.7. Conduct research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple sources; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow</p>	<p><i>Students will know...</i></p> <p>The Research Process (Topic Selection -focus, thesis statement) Library Skills (online card catalogue, online data bases, specialized indexes specialized dictionaries and encyclopedias) Annotated bibliography (function, form) Note-taking Outlining Parenthetical Reference Drafting Revision Reflection on works created</p>	<p><i>Students will be skilled at...</i></p> <p>Describing strengths and weaknesses in their own writing Defining the components of the writing process and discuss their individual process in terms of these components Identifying the components of the research process Practicing research skills, i.e., selecting a topic, using a library, creating a working bibliography, taking notes, outlining, and creating parenthetical references, writing a rough draft, revising, editing, and creating a final draft Applying skills developed in paragraph and essay writing especially organization, form, coherence and style to writing the research paper Revising and editing the research paper for style and/or error patterns</p>

of ideas

Language

Click here to enter text.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Choose an item.

Choose an item.

Content Area: English - Composition 2

English - Composition 2

English - Composition 2

Unit Title: Hamlet: “Thoughts beyond the reaches of our souls”?

Stage 1—Desired Results

Established Goals

Reading: Literature

David L. Pike and Ana M. Acosta. *Literature: A World of Writing, 1st Edition*. New York: Longman-Pearson Education 2011.

Hamlet by William Shakespeare

RL.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.

Transfer

Students will be able to independently use their learning to...

Students will develop and explain their response to the various themes of *Hamlet*.
 Students will use evidence from the play to support their ideas.
 Clarify their own values with regard to loyalty, justice, and the limits of human knowledge.

Meaning

UNDERSTANDINGS:

Students will understand that...

A character's individual perspective is limited.
 Much of our lives are built upon uncertainties and unknown quantities that are taken for granted when people act or when they evaluate one another's actions.
 The cost of vengeance can be great.
 Shakespeare's themes, plot, and language still affect readers nearly 400 years after his death.

ESSENTIAL QUESTIONS:

Students will keep considering...

How am I similar and dissimilar to Hamlet?
 How can uncertainties and conjecture influence our actions?
 What is the price of revenge?
 How are our understandings limited by our perceptions?
 Must a person "understand" life in order to be happy?

Acquisition

<p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>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</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<p><i>Students will know...</i></p> <p>The plot and themes of the play. Literary terms such as tragedy, soliloquy, foreshadowing, imagery, and symbolism How subtext and choices by actors and directors can influence an audience's understanding of and perception of drama—and how this relates to the way literary scholars, actors and directors actually study texts.</p>	<p><i>Students will be skilled at...</i></p> <p>Evaluating how characters' perceptions and understandings influence their actions. Developing an appreciation of Shakespeare's language Using performance as a way to understand Shakespeare's language. Understanding the text of Hamlet is a script containing textual and sub-textual signals. Learning and use several close-reading techniques. Recognizing universal themes.</p>
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