

## CURRICULUM MAP

### Shakespeare - Grades 10, 11, 12

**Power Standards/Indicators to be applied consistently throughout the year:**

*Monitor comprehension by applying various reading comprehension strategies. RP-1*

*Answer different levels of questions: literal, inferential, evaluative and synthesizing. RP-2*

*Apply the writing process to all required formal writing applications. WPI-17*

*Define unknown words through context clues, comparison and contrast, and cause and effect, and other reading or writing strategies. AV-1*

*Analyze relationships between words. AV-2*

*Apply standard writing conventions (mechanics, usage, grammar, spelling) to all required writing applications. WPI-5*

Weeks 1-3	Weeks 4-6	Weeks 7-9	Weeks 10-12	Weeks 13-15	Weeks 16-18
<p><b>Unit # 1 – FOCUS: The Life and Times of William Shakespeare</b>  <b>Reading Application – Informational Text:</b>            -biography study            -the writer            -a look at history and culture of that time</p> <p><b>Unit # 2 – FOCUS: Shakespeare as an Author of Tragedies-</b>  <b>Reading Application</b>  <b>Literary Text:</b>            (Possible titles -<i>Othello</i>, <i>King Lear</i>, <i>Hamlet</i>, <i>Julius Caesar</i>, etc)</p> <p><b>Drama Devices</b>            -Prologue            -Chorus            -Tragedy            -Elements of a tragic hero            -Comic relief            -Blank Verse            -Iambic Pentameter            -Historical influence on language</p>	<p><b>Unit # 2 Continued</b>  <b>Literary Devices</b>            -Plot            -Subplot            -Conflict            -Foreshadowing  <b>Writing Application:</b>            -the play in review (reader response)</p> <p><b>Unit # 3 – FOCUS: Shakespeare and Universal Themes</b>  <b>Writing Applications:</b>            Multi-genre theme project            -collage            -quote poster            -poem            -artwork            -definition essay  <b>Writing Process:</b>            - Introduction organized body paragraphs            - Strong, organized body paragraphs            - Conclusion            -character profile  <b>Deliver Informational Presentations</b></p>	<p><b>Unit # 4 – FOCUS: Shakespeare as an Author of Comedies</b>  <b>Reading Application</b>  <b>Literary Text:</b>            (Possible titles – <i>Much Ado about Nothing</i>, <i>Taming of the Shrew</i>, <i>Merchant of Venice</i> etc.)            -Characterization            -Character Foil            -Rhetoric Devices            -Soliloquy            -Aside            -Allusion            -Tragi-comedy  <b>Writing Application:</b>            -Character Analysis  <b>Writing Process:</b>            - Introduction            - Strong, organized body paragraphs            - Conclusion  <b>Communication: Oral and Visual</b>            Watching a live play  <b>Writing Application:</b>            -Interpreting Literature  <b>Writing Process:</b>            -Compare/Contrast</p>	<p><b>Unit # 5 – FOCUS: - Shakespeare and Film</b>  <b>Communication: Oral and Visual</b>            -Relate drama to modern films with same plot            -Analyze director’s interpretation of Shakespeare’s characters, settings, plots, themes, etc.</p> <p><b>Unit # 6 – FOCUS: Shakespeare as an Author of Histories</b>  <b>Reading Application</b>  <b>Literary Text:</b>            (Possible titles – <i>Henry V</i>, <i>Henry VIII</i>, <i>Richard III</i> etc.)  <b>Research</b>            -Who was the real historical figure?            -Gather relevant information            -Synthesize from multiple sources            -Use MLA style guide            -Integrate quotations and citations            -Documentation</p>	<p><b>Unit # 6 Continued</b>  <b>Writing Application:</b>            -the play in review (reader response)</p> <p><b>Unit # 7 - Shakespeare’s Most Famous Works</b>  <b>Reading Application</b>  <b>Literary Text:</b>            (One more play, genre of choice)  <b>Literary Devices</b>            -Plot            -Subplot            -Conflict            -Foreshadowing  <b>Drama Devices</b>            -Comic relief            -Blank Verse            -Iambic Pentameter            -Historical influence on language</p>	<p><b>Unit # 7 Continued</b></p> <p><b>Unit # 8 - Shakespeare as a Master of Language –</b>  <b>Reading Application</b>  <b>Literary Text:</b>  <b>Poetical Devices</b>            -Rhyme            -Rhythm            -Couplet            -Quatrain            -Mood/Tone            -Metaphors/Similes            -Imagery            -Alliteration            -Assonance            -Consonance            - Idioms/Puns</p> <p>-Shakespearean Sonnets            -Shakespeare’s other poetry</p> <p><b>Final Project</b></p> <p style="text-align: right;">9/5/2007</p>