



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map			
Course Title:			
Teacher(s):	Tom Struck	Start Date:	
Unit Title and Sequence:	Unit 1: “Macbeth: How Greed Affects Lives” This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>Macbeth</i> by William Shakespeare.	Length of Unit:	9 weeks
Content Standards (with codes) – <i>What do we want them to know, understand, & do?</i>	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>L.KL.11–12.2. 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.</p> <p>A. 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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing</p>	Essential Questions	<p>How does Shakespeare use literary techniques/devices to create a true representation of a human being?</p> <p>Can one (apparently) have all the right information and make the wrong decisions?</p> <p>What is a tragic hero? What is a fatal flaw?</p> <p>How is morality subjective?</p> <p>To what extent do power and greed affect individuals and/or relationships?</p> <p>What does it mean to have free will?</p> <p>What does “fate” or “destiny” mean to you?</p> <p>To what degree is our fate in our own hands? How can a person’s decisions and actions change their life?</p> <p>Is ambition dangerous? Is there a difference between greed and ambition?</p> <p>Why are we superstitious? What is the role of superstition in stories?</p> <p>What is honor? How has the concept of an honorable person evolved over time</p>

	<p>flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p>	
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	<p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p> <p>RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p>		
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	<p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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>RI.TS.11–12.4. Evaluate the author’s choices concerning structure and 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>RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source</p>		
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	<p>documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.</p> <p>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>		
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	<p>W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. 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>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>		
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	<p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.ES.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.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
<p>Summative Assessment(s) <i>(identify as secondary/primary)</i> <i>– How will we know they have gained the knowledge & skills?</i></p>	<p>End of Unit Writing Task: Often in works of literature, a character’s traits can cause his or her downfall. Select a character from <i>Macbeth</i> who displays one of the traits listed below:</p> <ul style="list-style-type: none"> • Greed/Ambition • Guilt • Pride • Weakness <p>In a five-paragraph composition, identify the character and trait, describe how this one trait causes the downfall of the character, and how the character’s downfall is important to the work as a whole. Use your character diary entries to help you.</p> <p>The CSA for <i>Macbeth</i> features a final assessment that includes multiple-choice questions, open-ended questions, and a five-paragraph literary analysis.</p>		
<p>Unit Pre-assessment(s) – <i>What do they know prior?</i></p>	<p>Pre-assessments that will be used include open-ended responses developed using the RACE strategy and scored using the NJSLA scoring rubric; structured five-paragraph essays that focus on literary analysis; quizzes in multiple-choice format.</p>		

Pre-requisite Skills – <i>What hurdles may exist for some students?</i>	My students could be successful in this upcoming unit if: <ul style="list-style-type: none">● They are familiar with the basic conventions of Shakespearean drama.● Can describe the basic rhetorical strategies employed by great orators.● Understand the basic theories of governance as they relate to democracy and authoritarianism.● Can identify advanced vocabulary in context			
Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Students	Struggling Learners	Advanced Learners
	Explicitly teach academic language vocabulary and structures. Build on ELLs' background knowledge to support comprehension. Increase opportunities for writing. Utilize side-by-side of the text in the student's native language.	Explicitly teach academic language vocabulary and structures. Build on background knowledge to support comprehension. Increase opportunities for writing. Utilize side-by-side of the text	Explicitly teach academic language vocabulary and structures. Build on background knowledge to support comprehension. Increase opportunities for writing. Utilize side-by-side of the text	Provide more challenging reading materials Focus on the overall trends, patterns and themes rather than small details and facts Study problems that do not have a clear solution Use topics of interest to the student, relevant to how the world works, complex and worthwhile
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding.)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	Close reading Analytical reading Summaries of acts/scenes YouTube clips summarizing scenes audio clips		Open-ended responses Literary analysis Acting out of scenes	
Integration of Technology	Schoology YouTube Padlet CommonLit Online Textbook Kahoot Quizziz Google Forms			

Cross-curricular Standards	NJ Student Learning Standards	21 st Century Themes	P21 Framework
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Instructional Learning Plan						
Timeframe & Dates	Learning Goal(s) (Attach corresponding standards)	Learning Objective(s) (in order in which they are taught)	Instructional Strategies/Student Activities	Formative Assessments	Resources	Reflections
Week 1	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.11–12.2. 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.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of</p>	<ul style="list-style-type: none"> Students will explore Elizabethan society and the genre of tragedy to prepare for the play. Students will analyze the juxtaposition of the witches' statements in Act 1 Scene 1, particularly, "When the battle's lost and won" and "Fair is foul, and foul is fair." The class will analyze the introduction of characters Macbeth and King Duncan, particularly Macbeth's violent tendencies in battle and Duncan's reaction to them. Students will analyze the Act 1, Scene 3, focusing on the witches' prophecies regarding Macbeth and Banquo. Independently, students will evaluate fate versus freewill and whether the prophecy may become true because it has been prophesized or 	<p>Days 1 and 2: PowerPoint on Elizabethan Theatrical Conventions, literary devices, Shakespeare and Globe Theatre, and intro to <i>Macbeth</i></p> <p>Day 3: <i>Macbeth</i> Act 1, Scenes 1 and 2</p> <ul style="list-style-type: none"> "Fair is foul, and foul is fair" (1.1). "Till he unseamed him from the nave to th' chaps And fixed his head upon our battlements" (1.2). "So they doubly redoubled strokes upon the foe. Except they meant to bathe in reeking wounds, Or memorize another Galgotha," (1.2). <p>Day 4: Act 1, Scenes 3 and 4</p> <ul style="list-style-type: none"> "So foul and fair a day I have not seen" (1.3). "If you can look into the seeds of time, And say which grain will grow and which will not, Speak then to me..." (1.3). "The instruments of darkness tell us 	<p>Text-dependent questions</p> <p>Text-dependent short answer analysis to focused questions:</p> <p>1. Do you believe that we have a predetermined fate or do we have complete freewill to choose/fulfill our path? Use only examples from Act I to support your response.</p> <p>2. Choose one major character (Macbeth, King Duncan, Banquo, Lady Macbeth) and analyze his/her characteristics and emerging flaws</p> <p>3. In Act I there are various omens, supernatural forces, and an overall sinister tone. Select at least one example and explain how this impacts the play so far and how it may foreshadow upcoming events.</p> <p>Discussion and Observation</p> <p>Reading Quizzes</p>	<p>Elizabethan PowerPoint</p> <p><i>Macbeth</i> by William Shakespeare</p>	TBD

	<p>multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding</p>	<p>whether the prophecy drives the outcome.</p> <ul style="list-style-type: none"> • The class will analyze King Duncan's aptitude, particularly his ability to read others, trust them, and promote them. • Students will analyze Macbeth's temptation to fulfill the prophecy and become king. 	<p>truths, Win us with honest trifles, to betray's In deepest consequence" (1.3).</p> <ul style="list-style-type: none"> - "When the battle's lost and won" and "Fair is foul, and foul is fair" (1.3). - "But 'tis strange; And oftentimes, to win us to our harm, The instruments of darkness tell us truths, Win us with honest trifles, to betray's In deepest consequence" (1.3). - "There's no art To find the mind's construction in the face. He was a gentleman on whom I built An absolute trust" (1.4). - "Stars hide your fires; Let not light see my black and deep desires" (1.4) <p>Day 5: Act 1, Scenes 5-7; text-dependent questions</p> <ul style="list-style-type: none"> - "Come, you spirits That tend on mortal thoughts, unsex me here..." (1.5). - "Look like the innocent flower, But be the serpent under't" (1.5). - "Bloody instructions, which, being taught, return To plague th' inventor" (1.7). - "He's here in double trust" (1.7). 			
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	<p>a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.</p> <p>RI.TS.11–12.4. Evaluate the author’s choices concerning structure and 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>RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.</p> <p>RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).</p> <p>RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.</p> <p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and</p>		<ul style="list-style-type: none"> - “I have no spur to prick the sides of my intent, but only Vaulting ambition...” (1.7). 			
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	<p>scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.</p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.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.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>					
Week 2	L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,	<ul style="list-style-type: none"> Students will independently analyze the scene between Banquo and Macbeth, which they discuss the witches’ prophecies 	<p>Day 1: <i>Macbeth</i> Act 2, Scenes 1 and 2</p> <ul style="list-style-type: none"> “Is this a dagger which I see before me, The handle toward my hand?” 	<p>Text-dependent questions</p> <p>Daily writing samples</p> <p>Discussion and Observation</p>	<i>Macbeth</i> by William Shakespeare	TBD

<p>and to comprehend more fully when reading or listening. L.KL.11–12.2. 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.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the</p>	<p>and how Macbeth says, “I think not of them.” Students will also analyze Macbeth’s vision and how it reveals his conflicting thoughts about murdering King Duncan.</p> <ul style="list-style-type: none"> As a group, the class will read Act 2, Scene 2 and analyze Macbeth’s shock, guilt, and paralyzing fear. The class will also analyze the juxtaposition of Lady Macbeth’s actions, which are calculated and pragmatic. The idea of stereotypical gender roles, especially in Elizabethan Society will also be explored. Act 2 Scene 3 analyze Students will read Act 2, Scene 4 independently and analyze plot elements, imagery, the use of the supernatural, and foreshadowing as they respond to focused, text-dependent questions. 	<p>Come, let me clutch thee...”</p> <ul style="list-style-type: none"> “There’s no such thing: It is the bloody business which informs thus to mine eyes.” “That which hath made them drunk hath made me bold; What hath quenched them hath given me fire.” “I heard the owl scream and the crickets cry.” “Methought I heard a voice cry ‘Sleep no more! Macbeth does murder sleep...’” “Will all great Neptune’s ocean wash this blood Clean from my hand?” “A little water clears us of this deed...” <p>Day 2: Act 2, Scene 3</p> <ul style="list-style-type: none"> “O horror! horror! Horror!” “Confusion now hath made his masterpiece!” <p>Day 3: Act 2, Scene 4</p> <ul style="list-style-type: none"> “Thrifless ambition, that wilt ravin up Thine own life’s means!” <p>Day 4: Close reading and text-dependent questions</p>	<p>Text-dependent short answer analysis to focused questions:</p> <ol style="list-style-type: none"> How are Macbeth’s loyalties and values in conflict? How are his ambitions and temptations clouding his ability to behave ethically? Compare the reactions of Macbeth and Lady Macbeth to King Duncan’s murder. How do their reactions differ? How do their actions contradict or subvert expectations? How does Shakespeare infuse Act 2 with supernatural elements? How do these elements impact the tone and mood of the play? 			
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	<p>text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new</p>		<p>Day 5: Writing prompt</p>			
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	<p>interpretation of the author’s message).</p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.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.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>					
Week 3	<p>L.KL.11–12.2. 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.</p> <p>L.KL.11–12.2. Apply knowledge of language to</p>	<ul style="list-style-type: none"> Students will analyze Macbeth’s internal conflict and fear. Students will examine the evolving relationship between Macbeth and Lady Macbeth. 	<p>Day 1: <i>Macbeth</i> Act 3, Scene 1</p> <ul style="list-style-type: none"> “To be thus is nothing, but to be safely thus.” “Upon my head they placed a fruitless crown And put a barren sceptre in my gripe...” 	<p>Text-dependent questions</p> <p>1. In Act 3, Scene 4, what is the significance of Banquo's ghost appearing at the banquet?</p> <p>a. It represents Macbeth's guilty conscience and paranoia</p> <p>b. It is a supernatural warning to the dinner guests</p>	<p><i>Macbeth</i> by William Shakespeare</p> <p><i>Macbeth</i> film</p>	TBD

<p>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.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis;</p>	<ul style="list-style-type: none"> • Students will analyze the use of symbolism and darkness. • Students will explore the role of Banquo’s ghost as a manifestation of guilt. • Students will identify and analyze the use of dramatic irony. • Students will examine how Shakespeare builds political tension. • Students will identify how Shakespeare develops the motif of prophecy and fate. • Students will evaluate Macbeth’s moral decline. 	<ul style="list-style-type: none"> - “Our fears in Banquo Stick deep, and in his royalty of nature Reigns that which would be feared.” - “Come, fate, into the list, And champion me to th’ utterance!” <p>Day 2: Act 3, Scenes 2-3</p> <ul style="list-style-type: none"> - “Things without all remedy Should be without regard: what’s done is done.” - “O, full of scorpions is my mind, dear wife!” - “Who did strike out the light?” - “Thou mayst revenge – O slave!” <p>Day 3: Act 3, Scene 4</p> <ul style="list-style-type: none"> - “The table’s full.” - “Thou canst not say I did it: never shake Thy gory locks at me!” - “It will have blood, they say: blood will have blood.” - “I am in blood Stepp’d in so far that, should I wade no more, Returning were as tedious as go o’er.” <p>Day 4: Act 3, Scenes 5-6</p> <ul style="list-style-type: none"> - “And you all know, security Is mortals’ chiefest enemy.” - “Things have been strangely borne.” - “Macduff lives in disgrace: he bears all things well.” 	<p>c. It symbolizes the future kings of Scotland</p> <p>d. It is Lady Macbeth's hallucination</p> <p>2. How does Lady Macbeth's character development progress in Act 3?</p> <ol style="list-style-type: none"> a. She becomes more ambitious and ruthless b. She begins to show signs of emotional strain while maintaining public composure c. She openly confesses her guilt to the nobles d. She gains more political power and influence <p>3. What is the primary reason Macbeth arranges Banquo's murder in Act 3?</p> <ol style="list-style-type: none"> a. Banquo threatens to expose Macbeth's crimes b. Banquo's descendants are prophesied to become kings c. Lady Macbeth convinces him to do it d. The witches command him to kill Banquo <p>4. How does Macbeth's leadership style change during Act 3?</p> <ol style="list-style-type: none"> a. He becomes more democratic and consultative b. He shows increased mercy and fairness c. He transforms from a hesitant ruler to a tyrannical despot d. He delegates more power to his nobles 		
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	<p>provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).</p> <p>RL.CT.11–12.8.</p> <p>Demonstrate knowledge of</p>		<p>Day 5: Close reading and text-dependent questions on Act 3; writing prompt</p>	<p>5. What literary device is most prominent in Macbeth's soliloquy about Banquo's threat?</p> <ul style="list-style-type: none"> a. Dramatic irony b. Personification c. Alliteration d. Metaphors comparing his crown to poison <p>Daily writing samples</p> <p>Discussion and Observation</p> <p>Reading Quizzes</p>		
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	<p>analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.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.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>					
Week 4	L.KL.11–12.2. Apply knowledge of language to	<ul style="list-style-type: none"> Identify how Shakespeare uses 	Day 1: <i>Macbeth</i> Act 4, Scene 1	Text-dependent questions	<i>Macbeth</i> by William Shakespeare	TBD

<p>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.KL.11–12.2. 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.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p>	<p>soliloquy to develop Macbeth</p> <ul style="list-style-type: none"> • Explore the role of fate vs. free will • Discuss how the supernatural continues to influence political and psychological developments • Analyze Malcom’s test of Macduff’s loyalty • Compare Malcolm and Macbeth as potential rulers and discuss Shakespeare’s ideal of kingship • Students will predict how the events of Act 4 foreshadow the climax and resolution of the play 	<ul style="list-style-type: none"> - “Double, double toil and trouble; Fire burn and cauldron bubble.” - “By the pricking of my thumbs, Something wicked this way comes.” - “Beware Macduff; Beware the Thane of Fife.” - “None of woman born Shall harm Macbeth.” - “Macbeth shall never vanquish’d be until Great Birnam wood to high Dunsinane hill Shall come against him.” - “Infected be the air whereon they ride, And damned all those that trust them!” - “The flighty purpose never is o’ertook Unless the deed go with it; from this moment The very firstlings of my heart shall be The firstlings of my hand.” <p>Day 2: Act 4, Scene 2</p> <ul style="list-style-type: none"> - “When our actions do not, / Our fears do make us traitors.” - “But cruel are the times, when we are traitors And do not know ourselves; when we hold rumour From what we fear, yet know not what we fear, But float upon a wild and 	<p>1. Consider the portrayal of Lady Macduff and her son before their murder. How does this scene challenge or reinforce the play’s earlier depictions of gender roles and power dynamics?</p> <p>2. How does the scene with the apparitions challenge Macbeth’s understanding of fate and free will? Provide specific examples from the text to support your analysis.</p> <p>3. Analyze the significance of the quote, "From this moment the very firstlings of my heart shall be the firstlings of my hand." What does this reveal about Macbeth's state of mind?</p> <p>Daily writing samples</p> <p>Discussion and Observation</p> <p>Reading Quizzes</p>		
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	<p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve</p>		<p>violent sea Each way, and move.”</p> <ul style="list-style-type: none"> - “Whither should I fly? I have done no harm. But I remember now, I am in this earthly world, where to do harm Is often laudable, to do good sometime Accounted dangerous folly...” - “He has kill’d me, mother: Run away, I pray you!” <p>Day 3: Act 4, Scene 3</p> <ul style="list-style-type: none"> - “Angels are bright still, though the brightest fell.” - “Bleed, bleed, poor country!” - “O nation miserable, With an untitled tyrant bloody-scepter’d...” - “All my pretty ones? Did you say all?” - “Let grief Convert to anger; blunt not the heart, enrage it.” - “Front to front Bring thou this fiend of Sotland and myself; Within my sword’s length set him.” <p>Day 4: Close reading and text-dependent questions on Act 4</p> <p>Day 5: Writing prompt</p>			
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	<p>conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).</p> <p>RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p> <p>SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.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.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are</p>					
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	appropriate to task, purpose, and audience. SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.					
Week 5	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the</p>	<ul style="list-style-type: none"> Students will evaluate the symbolic significance of “the blood” and “the spot” Students will discuss Macbeth’s emotional response to his unraveling power Students will evaluate the relationship between fate, free will, and inevitability. Students will interpret Macbeth’s final actions as those of a tragic hero. 	<p>Day 1: <i>Macbeth</i> Act 5, Scene 1</p> <ul style="list-style-type: none"> “Out, damned spot! out, I say!” “Here’s the smell of the blood still: all the perfumes of Arabia will not sweeten this little hand.” “Unnatural deeds Do breed unnatural troubles; infected minds To their deaf pillows will discharge their secrets. More needs she the divine than the physician.” <p>Day 2: Act 5, Scenes 2-3</p> <ul style="list-style-type: none"> “Now does he feel his title Hang loose about him, like a giant’s robe Upon a dwarfish thief.” “I’ll fight till from my bones my flesh be hack’d. Give me my armour.” “I have lived long enough. My way of life Is fall’n into the sere, the yellow leaf...” “Canst thou not minister to a mind diseas’d, Pluck from the memory a rooted 	<p>Text-dependent questions</p> <p>1. In Act 5, Scene 1, what symptom of guilt does Lady Macbeth display?</p> <ol style="list-style-type: none"> She constantly washes her hands while sleepwalking She confesses her crimes to a priest She tries to kill herself with a dagger She hallucinates Banquo's ghost <p>2. What news does Macbeth receive about Birnam Wood in Act 5?</p> <ol style="list-style-type: none"> The trees have been burned down The wood has mysteriously vanished Malcolm's army is using branches as camouflage The forest has been cleared for battle <p>3. What does Macduff reveal about his birth that fulfills the prophecy?</p> <ol style="list-style-type: none"> He was adopted at birth He was born on foreign soil He was "from his mother's womb untimely ripped" He was born during a lunar eclipse 	<p><i>Macbeth</i> by William Shakespeare</p> <p><i>Macbeth</i> film</p>	TBD

	<p>effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in</p>		<p>sorrow, Raze out the written troubles of the brain, And with some sweet oblivious antidote Cleanse the stuff’d bosom of that perilous stuff Which weighs upon the heart?”</p> <p>Day 3: Act 5, Scenes 4-5</p> <ul style="list-style-type: none"> - “Let every soldier hew him down a bough And bear’t before him.” - “She should have died hereafter; There would have been a time for such a word.” - “Tomorrow, and tomorrow, and tomorrow Creeps in this petty pace from day to day...” - “Life’s but a walking shadow, a poor player That struts and frets his hour upon the stage, And then is heard no more; it is a tale Told by an idiot, full of sound and fury, Signifying nothing.” <p>Day 4: Act 5, Scenes 6-7</p> <ul style="list-style-type: none"> - “Make all our trumpets speak; give them all breath, Those clamorous harbingers of blood and death.” - “They have tied me to a stake; I cannot fly, But bear-like I 	<p>Daily writing samples</p> <p>Discussion and Observation</p> <p>Reading Quizzes</p>		
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	<p>groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.ES.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.</p> <p>SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		<p>must fight the course.”</p> <ul style="list-style-type: none"> - “And be these juggling fiends no more believ’d, That palter with us in a double sense; That keep the word of promise to our ear, And break it to our hope.” - “Why should I play the Roman fool and die On mine own sword?” <p>Day 5: Close reading and text-dependent questions on Act 5; writing prompt</p>			
Week 6	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and</p>	<ul style="list-style-type: none"> • Students will identify how film elements align with Shakespeare’s original text. • Students will evaluate the film’s portrayal of Macbeth, Lady Macbeth, and other key characters. • Students will evaluate how the film reinforces or reinterprets Shakespeare’s themes 	<p>Day 1: <i>Macbeth</i> film</p> <p>Day 2: <i>Macbeth</i> film</p> <p>Day 3: <i>Macbeth</i> CSA (multiple choice)</p> <p>Day 4: “The Monkey’s Paw” by W.W. Jacobs (CommonLit)</p> <p>Day 5: Conclude “The Monkey’s Paw” by W.W. Jacobs - CommonLit packet</p>	<p>Discussion and Observation</p> <p>CommonLit packet</p> <p>Daily writing samples</p> <p>Text Dependent Questions:</p> <p>1. What do you think is happening in the final scene of “The Monkey’s Paw?” Why? Use textual evidence to support your inference.</p> <p>2. Compare the irony of the witches’ prophecies to the irony in “The Monkey’s Paw.” How are the</p>	<p><i>Macbeth</i> by William Shakespeare</p> <p><i>Macbeth</i> film</p> <p>“The Monkey’s Paw” by W.W. Jacobs (CommonLit)</p>	TBD

	<p>refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a</p>	<p>of ambition, fate, and guilt.</p> <ul style="list-style-type: none"> • Students will analyze Jacobs’s use of foreshadowing and suspense • Students will interpret the symbolism of the monkey’s paw and the significance of each wish • Students will compare themes of “The Monkey’s Paw” with those of <i>Macbeth</i>, such as the consequences of interfering with fate, the dangers of unchecked desire, and the illusion of control 		<p>prophecies and wishes similar? How are they different?</p> <p>CSA</p>		
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	<p>personal point of view, new interpretation of the author’s message).</p> <p>SL.ES.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.</p>					
Week 7	<p>L.KL.11–12.2. 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.</p> <p>L.KL.11–12.2. 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.</p> <p>L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>	<ul style="list-style-type: none"> • Students will analyze how allegory is used to convey themes • Students will examine how setting and structure affect meaning • Interpret the symbolism of a text • Examine tone shifts in a text • Students will trace a narrator’s descent into madness and connect it to <i>Macbeth</i> • Students will analyze how fear drives character behavior • Students will construct a literary analysis or comparative argument based on themes, symbols, or character development 	<p>Day 1: “The Masque of the Red Death” by Edgar Allan Poe (CommonLit)</p> <p>Day 2: Conclude “The Masque of the Red Death” - CommonLit packet</p> <p>Day 3: “The Yellow Wallpaper” by Charlotte Perkins Gilman (CommonLit)</p> <p>Day 4: Conclude “The Yellow Wallpaper” - CommonLit packet</p> <p>Day 5: Writing prompts.</p>	<p>Text-dependent questions</p> <ol style="list-style-type: none"> 1. Compare how Poe and Gilman use setting to reflect mental or emotional states. 2. Discuss how each author critiques human efforts to control the uncontrollable. Analyze how both stories use symbolism to reinforce their central themes. <p>Daily writing samples</p> <p>Discussion and Observation</p> <p>CommonLit packets</p>	<p>“The Masque of the Red Death” by Edgar Allan Poe (CommonLit)</p> <p>“The Yellow Wallpaper” by Charlotte Perkins Gilman CommonLit</p>	TBD

	<p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall</p>					
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	<p>structure and meaning, as well as its aesthetic impact. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats). RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.</p>					
Week 8	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,</p>	<ul style="list-style-type: none"> • Students will construct a first draft of a literary analysis essay with textual evidence. • Students will formulate and arguable thesis statement • Students will create a detailed outline 	<p>Literary analysis essay</p> <p>Topics:</p> <ol style="list-style-type: none"> 1. Does Macbeth act freely, or is he doomed from the start? 2. Does Macbeth fit the definition of a tragic hero? Explain. 	<ul style="list-style-type: none"> - Literary analysis, first draft - Submission of thesis statement - Peer edits 	<i>Macbeth</i> by William Shakespeare	TBD

	<p>and to comprehend more fully when reading or listening.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama</p>	<ul style="list-style-type: none"> • Students will provide constructive peer feedback • Students will incorporate strong verbs, coherent sequencing, and cite strong evidence in their analysis. • Students will edit and proofread their work. 	<p>3. Analyze how Shakespeare subverts or enforces gender expectations in this play.</p> <p>Day 1: Brainstorming and thesis development</p> <p>Day 2: Outlining and gathering evidence</p> <p>Day 3: Continue gathering evidence</p> <p>Day 4: Begin writing the first draft</p> <p>Day 5: Continue writing first draft; peer editing and revision</p>			
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	<p>(e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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>					
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	<p>W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. 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>					
Week 9	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.11–12.2. 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.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a</p>	<ul style="list-style-type: none"> • Students will incorporate strong verbs, coherent sequencing, and cite strong evidence in their analysis. • Students will conclude a literary analysis. • Students will extend and rework selected writing. • Students will provide constructive peer feedback • Students will edit and proofread their work. 	<p>Day 1: Continue peer editing and revisions</p> <p>Day 2: One-on-one writing conferences; revisions</p> <p>Day 3: One-on-one writing conferences; revisions</p> <p>Day 4: Work on final draft</p> <p>Day 5: Submit final draft</p>	<ul style="list-style-type: none"> - Peer edits - Literary analysis, final draft 	<i>Macbeth</i> by William Shakespeare	TBD

<p>literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.</p> <p>RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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>W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to</p>						
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	<p>examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the</p>					
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	<p>text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7. 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>					
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