

Unit Title:

State Standards:

	Standards	Goals As a result of this lesson the student will be able to:	Instructional Plan	Activities (aligned, sequenced, build, time)	Student Work (Thinking & Problem Solving, Real World)	Assessment (aligned, rubrics, >2, written)	Grouping Method	Materials	Accommodations (IEP, 504, ESOL)
Monday		<p>The students will be able to: (for the week)</p> <ul style="list-style-type: none"> • Appreciate Shakespearean tragedy • Understand the impact of historical, social, and political elements on dramatic literature of the English Renaissance • Identify the characteristics of English Renaissance drama. • Develop effective grammar and style skills, including an understanding of allusions and sensory images • Develop effective vocabulary and spelling skills, including comprehension of contractions and synonyms and antonyms. • Read, interpret, analyze, and evaluate <i>Macbeth</i> • Understand how the Renaissance influenced literature • Analyze and understand the elements of <i>conflict</i>, <i>foil</i>, <i>comic relief</i>, <i>hyperbole</i>, <i>climax</i>, <i>motif</i>, <i>characterization</i>, <i>paradox</i>, <i>tragedy</i> and <i>theme</i>. 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Guide students in identifying background information about <i>Macbeth</i> and Shakespearean language. • Guide students as they identify lines of <i>Macbeth</i>. And performing skits. • Lead student discussion of scenarios and skit performance • Help students to identify elements of Renaissance drama. 	<p>The student will:</p> <ul style="list-style-type: none"> • Write and perform scenarios. • Identify lines and how to read them. • 	<p>Teacher observation; Student exit slips; Student response to response questions.</p>	<p>Individual; small groups; partners</p>	<p>Copy of <i>Macbeth</i> Textbook; handouts; notecards; laptops</p>		

Tuesday		<p>The students will</p> <ul style="list-style-type: none"> • See Monday's objectives 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Guide students as they continue to read and discuss Act I of <i>Macbeth</i> • Lead student discussion of Act I. • Help students to identify elements of Renaissance drama. • 	<p>The student will:</p> <ul style="list-style-type: none"> • Discuss responses to questions and handouts of Act I 	<p>Teacher observation; Student exit slips; Student response to response questions.</p>	<p>Individual; small groups; partners</p>	<p>Copy of <i>Macbeth</i> Textbook; handouts; notecards; laptops</p>	
Wednesday		<p>The students will</p> <ul style="list-style-type: none"> • See Monday's objectives 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Guide students as they continue to read and discuss Act I and begin Act II of <i>Macbeth</i> • Lead student discussion of Act II. • Help students to identify elements of Renaissance drama. • 	<p>The student will:</p> <ul style="list-style-type: none"> • Discuss responses to questions and handouts of Act II 	<p>Teacher observation; Student exit slips; Student response to response questions.</p>	<p>Individual; small groups; partners</p>	<p>Copy of <i>Macbeth</i> Textbook; handouts; notecards; laptops</p>	
Thursday		<p>The students will</p> <ul style="list-style-type: none"> • See Monday's objectives 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Guide students as they continue to read and discuss Act I of <i>Macbeth</i> • Lead student discussion of Act II. • Discussion of conclusions to Act II • Help students to identify elements of Renaissance drama. • 	<p>The student will:</p> <ul style="list-style-type: none"> • questions and handouts of Act II • 	<p>Teacher observation; Student exit slips; Student response to response questions.</p>	<p>Individual; small groups; partners</p>	<p>Copy of <i>Macbeth</i> Textbook; handouts; notecards; laptops</p>	
Friday		<p>The students will</p> <ul style="list-style-type: none"> • See Monday's objectives 	<p>The teacher will</p> <ul style="list-style-type: none"> • Begin Research project (Famous Assassinations) to coincide with concluding Act II 	<p>The student will:</p> <ul style="list-style-type: none"> • Complete reading and discussing act II. 	<p>Teacher observation; Student exit slips; Student response to response questions.</p>	<p>Individual; small groups; partners</p>	<p>Copy of <i>Macbeth</i> Textbook; handouts; notecards; laptops</p>	

* All plans are subject to change. Student progress will be monitored and adjustments will be made.