

Teacher:

Course: **English IV-H**

Period(s): 1<sup>st</sup> Block

Week of: / Dates: November 27-December 1, 2017

Unit Title:

State Standards:

|               | Standards                                   | Goals<br>As a result of this lesson the student will be able to:   | Instructional Plan<br>Activities (aligned, sequenced, build, time)  | Student Work<br>(Thinking & Problem Solving, Real World)  | Assessment<br>(aligned, rubrics, >2, written)  | Grouping Method                    | Materials                           | Accommodations<br>(IEP, 504, ESOL) |
|---------------|---|--|---|---|--|------------------------------------|-------------------------------------|------------------------------------|
| <b>Monday</b> | E-4-RL:<br>5.1<br>6.1<br>8.1<br>9.1<br>10.1 | <p>The students will be able to:<br/>(for the week)</p> <ul style="list-style-type: none"> <li>• Appreciate Shakespearean tragedy</li> <li>• Understand the impact of historical, social, and political elements on dramatic literature of the English Renaissance</li> <li>• Identify the characteristics of English Renaissance drama.</li> <li>• Develop effective grammar and style skills, including an understanding of allusions and sensory images</li> <li>• Develop effective vocabulary and spelling skills, including comprehension of contractions and synonyms and antonyms.</li> <li>• Read, interpret, analyze, and evaluate <i>Macbeth</i></li> <li>• Understand how the Renaissance influenced literature</li> <li>• Analyze and understand the elements of <i>conflict, foil, comic relief, hyperbole, climax, motif, characterization, paradox, tragedy</i> and <i>theme</i>.</li> </ul> | <p>The teacher will:</p> <ul style="list-style-type: none"> <li>• Guide students as they “throw lines” from Act II.</li> <li>• Guide students as they read and discussing Act II of <i>Macbeth</i></li> <li>• Lead student discussion of Act II.</li> <li>• Help students to identify elements of Renaissance drama, themes, motifs, characterization, and plot.</li> </ul> | <p>The student will:</p> <ul style="list-style-type: none"> <li>• Read, interpret, and analyze Act II</li> <li>• Discuss responses to questions and handouts as we read.</li> </ul> | <p>The students will be able to:<br/>(for the week)</p> <ul style="list-style-type: none"> <li>• Appreciate Shakespearean tragedy</li> <li>• Understand the impact of historical, social, and political elements on dramatic literature of the English Renaissance</li> <li>• Identify the characteristics of English Renaissance drama.</li> <li>• Develop effective grammar and style skills, including an understanding of allusions and sensory images</li> <li>• Develop effective vocabulary and spelling skills, including comprehension of contractions and synonyms and antonyms.</li> <li>• Read, interpret, analyze, and evaluate <i>Macbeth</i></li> <li>• Understand how the Renaissance influenced literature</li> <li>• Analyze and understand the elements of <i>conflict, foil, comic relief, hyperbole, climax, motif, characterization, paradox, tragedy</i> and <i>theme</i>.</li> </ul> | Large Group; individuals will read | Lit books; copies of <i>Macbeth</i> |                                    |

|                  |   |  |  |   |  |  |  |  |
|------------------|---|--|--|---|--|--|--|--|
| <b>Tuesday</b>   | E-4-RL:<br>5.1<br>6.1<br>8.1<br>9.1<br>10.1                         | The students will <ul style="list-style-type: none"> <li>• See Monday's objectives</li> </ul>  | The teacher will: <ul style="list-style-type: none"> <li>• Guide students as they continue to read and discuss Act II of <i>Macbeth</i></li> <li>• Lead student discussion of Act II.</li> <li>• Help students to identify elements of Renaissance drama, themes, motifs, characterization, and plot.</li> </ul> | The student will: <ul style="list-style-type: none"> <li>• Discuss responses to questions and handouts of Act II</li> <li>• Review Acts I and II</li> </ul>                               |  |  |  |  |
| <b>Wednesday</b> | E-4-RL:<br>5.1<br>6.1<br>8.1<br>9.1<br>10.1<br>E-4-W:<br>4.1<br>6.1 | The students will <ul style="list-style-type: none"> <li>• See Monday's objectives</li> <li>• Students will show knowledge of Acts I and II on Objective Test</li> <li>• Identify research topics, create questions, identify sources, notetaking procedures, and MLA format.</li> <li>• Begin Research</li> </ul> | <ul style="list-style-type: none"> <li>• Begin Research project (Famous Assassinations) to coincide with concluding Act II</li> </ul>  | <ul style="list-style-type: none"> <li>• Create research questions</li> <li>• Identify sources and notetaking procedures</li> <li>• Begin research.</li> </ul>                            |  |  |  |  |
| <b>Thursday</b>  | E-4-W:<br>4.1<br>6.1<br>RI:<br>2,1<br>7.1                           | <ul style="list-style-type: none"> <li>• Continue identifying research topics, create questions, identify sources, notetaking procedures, and MLA format.</li> <li>• Continue Research</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue Research project (Famous Assassinations) to coincide with concluding Act II</li> </ul>   | <ul style="list-style-type: none"> <li>• Continue creating research questions</li> <li>• Continue identifying sources, and notetaking procedures</li> <li>• Continue research.</li> </ul> |  |  |  |  |
| <b>Friday</b>    | E-4-W:<br>4.1<br>6.1<br>RI:<br>2,1<br>7.1                           | <ul style="list-style-type: none"> <li>• Continue identifying research topics, create questions, identify sources, notetaking procedures, and MLA format.</li> <li>• Continue Research</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue Research project (Famous Assassinations) to coincide with concluding Act II</li> </ul>   | <ul style="list-style-type: none"> <li>• Create research questions</li> <li>• Identify sources and notetaking procedures</li> <li>• Continue research.</li> </ul>                         |  |  |  |  |

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