

English 12
Love and Relationships

Time Frame: 7 Weeks	Unit Title: <i>Macbeth</i> + <i>The Importance of Being Earnest</i> (Shakespearean/Elizabethan Time Period Unit 3 Love and Relationships)		Course Name: English 12 Thematic Studies
Stage 1 - Desired Results			
<p>Established Goals</p> <p>Competencies/Standards:</p> <p>Reading Literature: 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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (RL.11-12.4)</p> <p>Analyze how an author's choices concerning how to structure 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)</p>	Transfer		
	<p>Students will be able to independently use their learning to...</p> <ol style="list-style-type: none"> 1. Make connections between traditions and customs of Shakespearean/Elizabethan era with today 2. Show their understanding of major themes from <i>Macbeth</i> by showing how these themes are relevant in today's society. <p>They will also show their understanding of Shakespearean English by performing the play out loud vs. to themselves</p>		
	Meaning		
	<p>UNDERSTANDINGS <i>Students will understand that....</i></p> <ol style="list-style-type: none"> 1. How the major themes of <i>Macbeth</i> are relevant to today and how people in today's society can relate to the character of Macbeth 2. Why Macbeth's actions tied directly to the five central themes of the play 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering</i></p> <ol style="list-style-type: none"> 1. Can somebody have too much ambition? Where is the line drawn? 2. How do we, as a society, judge whether or not people are successful? 3. Does Shakespeare's work have a larger effect/impact when read out loud vs. silently? 	
	Acquisition		
<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The connection of how Shakespeare's <i>Macbeth</i> changed with peer pressure, ambition, fate, gender roles and guilt just as society changes today within the same themes 2. Key terms and phrases 3. How customs and traditions of the time period affected the writing of the play and overall tone/mood 	<p>Students will be skilled at...</p> <ol style="list-style-type: none"> 1. Using textual evidence to conclude and make inferences about the characters and the roles they play in the story line 2. Use these inferences about ambition, judgment and language to make larger, life connections between Shakespearean time and now 		

contribute to its overall structure and meaning as well as its aesthetic impact.
(RL.11-12.5)

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.
(RL.11-12.7)

Writing:

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
(W.11-12.4)

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.11-12.5)

Draw evidence from literary

or informational texts to support analysis, reflection, and research.
(W.11-12.9)

Language:

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

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

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.11-12.3-3a)

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

Speaking and Listening:

Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
(SL.11-12.1a-d)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
(SL.11-12.4)

<p>Technology: Students will demonstrate strategic and ethical use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) to gather, interpret, and analyze information and create shareable products.</p>		
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