

University High School English Department

Course title: SHAKESPEARE

1 semester course: 1/2 English credit
Prerequisite: Successful Completion of Freshman English
Grades: 10-12

| Content | Skills | Benchmarks |
|--|--|--|
| <p>Shakespeare -- the man and his times</p> <ul style="list-style-type: none">• Historical background• Introduction to tragedy• Genre review and clarification of dramatic terminology <p>MACBETH unit</p> <ul style="list-style-type: none">• Oral reading• Scene enactment• Close reading activities• Blank verse writing practice• Recitation of selected passage <p>OTHELLO unit</p> <ul style="list-style-type: none">• Oral reading,• Focus on dramatic structure,• Dramatic irony,• Universal themes• Imagery• Source tales• History of performance | <p>Speaking</p> <ul style="list-style-type: none">• Oral reading• Small group dynamics• Whole and small group discussion• Stage/performance reading• Oral reports (formal and informal)• Project presentations <p>Listening</p> <ul style="list-style-type: none">• Listening for information, evaluation, interpretation• Listening for appreciation <p>Reading</p> <ul style="list-style-type: none">• Assigned Critical Essays, Reviews, Plays, and Poetry• Primary and secondary source evaluation• Text highlighting, and annotating• Research | <ul style="list-style-type: none">• Apply strategies for comprehending, interpreting, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources.• Write effectively for specific audiences and purposes, adapting language conventions appropriately,• Analyze writing tasks and purposes systematically, use elements of the writing process appropriately, and adopt a variety of strategies during the course of their writing.• Create, critique and discuss texts, applying a knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar, spelling and punctuation.• Create and communicate knowledge, using technological resources to gather and synthesize information.• Use language to define and represent questions, issues and problems for research. |

University High School English Department

Course title: SHAKESPEARE

| | | |
|--|---|--|
| <p>MUCH ADO ABOUT NOTHING -a tragi-comedy unit</p> <ul style="list-style-type: none">• Film version• Critical reading of reviews• Intro to <u>Masterplots</u>• Essay writing (film vs. text, issues of interpretation, and power of medium) <p>KING LEAR unit</p> <ul style="list-style-type: none">• Audiotape experience to supplement oral and independent reading• Study guides geared to content and analysis• Partial film reinforcement – scene clips• Casting the ideal ‘90s <u>King Lear</u> production (film or stage) <p>HAMLET unit</p> <ul style="list-style-type: none">• Major project with concomitant oral presentation <p>Sonnets & Narrative Poems unit</p> <ul style="list-style-type: none">• Meter and form• Creation of original poems• Recitations <p>Introduction to comedy (Genre review and clarification of terms)</p> | <p>Writing</p> <ul style="list-style-type: none">• Creative writing• Analytical writing• Dialectical note taking <p>Media Literacy</p> <ul style="list-style-type: none">• Film analysis• Internet source evaluation• Audiotape play – media review <p>Critical Thinking</p> <ul style="list-style-type: none">• Levels of Questions• Comparative Analysis• SOAPS Analysis• LIDDS Analysis | <ul style="list-style-type: none">• Read and write independently for learning and enjoyment.• Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions.• Use language knowledgeably, reflectively, constructively and critically.• Demonstrate an understanding of the relationships between and among the components of the speaking process.• Identify and apply effective strategies for formal and informal speaking situations in public, group work and personal settings.• Use language that clarifies, persuades and/or inspires while respecting the cultural, gender and individual differences of the audience.• (Identify and) apply methods of managing and/or overcoming communication anxiety and apprehension.• Demonstrate an understanding of the relationships between and among the components of the listening process.• (Identify and) manage internal and external barriers to listening.• (Identify and)utilize the listening skills appropriate for diverse types and purposes of listening. |
|--|---|--|

University High School English Department

Course title: SHAKESPEARE

| | | |
|--|--|---|
| <p>TAMING OF THE SHREW unit</p> <ul style="list-style-type: none">• Oral reading of first two acts• Independent reading to finish• Film version critique• Creative writing: Scripting to conclude the Christopher Sly frame• Performance of original scripts• Social history mini unit on gender issues <p>MIDSUMMER NIGHT'S DREAM unit</p> <ul style="list-style-type: none">• (May Day sonnets delivered to 28 teachers) <p>MERCHANT OF VENICE unit (reading only)</p> <ul style="list-style-type: none">• Evaluation of web sites <p>TWELFTH NIGHT unit</p> <p>One live performance typical – shows vary by availability</p> <ul style="list-style-type: none">• Live performance critique | | <ul style="list-style-type: none">• Demonstrate an understanding of the relationships between and among the components of the listening process.• Analyze and evaluate the effects of audio and visual media.• (Identify and) utilize the skills necessary for competent communication across audio and visual media. |
|--|--|---|