Curriculum Map: Academic English 11
Course: ACADEMIC ENG 11 Sub-topic: Uncategorized

Grade(s): 11

Course Description:	This course (and the literature we read) will center on how our experiences shape our identities. Discussions of literature will focus on how authors’ purposes and themes are displayed by authors’ craft (literary devices, characterization, etc.). We will improve writing through short written responses, narrative essays, journal entries, creative writing projects, and various writing assignments designed to prepare you for writing in the career and/or college world.
Course Textbooks, Workbooks, Materials Citations:	*The Glass Castle* by Jeannette Walls
	Hamlet by Shakespeare
	Serial by Sarah Koenig

Unit: Membean
Timeline: Week 1 to 18

Unit Description:	Students will use the program Membean to learn and apply vocabulary. Each student will develop a personalized, evolving set of vocabulary to study throughout the semester.
Unit Essential Questions:	• How can I improve my vocabulary and apply it to everyday writing and speaking scenarios?
Unit Materials:	Access to the online program Membean (subscription-based) and iPads.
Unit Assignments:	• Weekly 45-minute study requirement (optional bonus of extra 30 minutes for bonus points) • Bi-weekly vocabulary quizzes

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.1.2 (Advanced)	Identify and/or apply a synonym or antonym of a word used in text.	
R11.A.1.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.1.2.2 (Advanced)	Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.	
R11.A.2.1 (Advanced)	Identify and apply the meaning of vocabulary in nonfiction.	

This Curriculum Map Unit has no Topics to display

Unit: Latin
Timeline: Week 1 to 18

Unit Description:	Students will use knowledge of Latin roots and their definitions as a word-attack strategy.
Unit Essential Questions:	• How can I use definitions of Latin roots to figure out words I don't know?
Unit Materials:	• Moodle (to access lists) • Quizlet and/or hard copy flash cards
Unit Assignments:	Weekly quizzes will test both new and old roots from 11th grade and previous years.

STANDARDS:

STANDARDS

R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.1.1 (Advanced)	Identify and/or apply meaning of multiple-meaning words used in text.	
R11.A.1.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.1.2.1 (Advanced)	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.	

This Curriculum Map Unit has no Topics to display

Unit: Bias and Rhetoric - Serial

Timeline: Week 1 to 5

Unit Description: Students will listen to and analyze the podcast *Serial* by Sarah Koenig, which details the mystery surrounding the infamous arrest, investigation, and trial of Adnan Syed in 2000. We will learn the conventions of literary nonfiction, the basics of rhetorical analysis, and the usage of rhetorical appeals.

Unit Essential Questions:
- What is rhetoric, and how do authors use it?
- How do rhetorical appeals (ethos, pathos, logos) help convince audiences do think or act certain ways?
- What are factors that contribute to ethical investigations, and was Adnan's case ethical?

Unit Materials:
- Access to the podcast *Serial* via the website, Spotify, Apple Music, or YouTube.
- Access to the docuseries *The Case Against Adnan Syed* from HBO

Unit Assignments:
- Various assignments during listening sessions
- Three sets of judicial vocabulary that will aid in comprehension of the podcast
- An end-of-podcast quiz to assess comprehension of major plot points and unit-specific vocabulary
- Speech at the end of the unit to incorporate use of rhetorical strategies to argue in favor of either Adnan or Jay

Unit Key Terminology & Definitions :
- Literary nonfiction
- Rhetoric
- Bias
- Rhetorical appeals (ethos, pathos, and logos)

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.1.3 (Advanced)	Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.	
R11.A.1.3.2 (Advanced)	Cite evidence from text to support generalizations.	
R11.A.1.4 (Advanced)	Identify and explain main ideas and relevant details.	
R11.A.1.4.1 (Advanced)	Identify and/or explains stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	
R11.A.1.6 (Advanced)	Identify, describe, and analyze genre of text.	
R11.A.1.6.1 (Advanced)	Identify and/or analyze the author's intended purpose of text.	
R11.A.1.6.2 (Advanced)	Explain, describe, and/or analyze examples of text that support the author's intended purpose.	
R11.A.2 (Advanced)	Understand nonfiction appropriate to grade level.	
R11.A.2.1 (Advanced)	Identify and apply the meaning of vocabulary in nonfiction.	
R11.A.2.1.2	Identify and/or apply meaning of content-specific words used	

Code	Description	
(Advanced)	in text.	
R11.A.2.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.2.3 (Advanced)	Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.2.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.	
R11.A.2.3.2 (Advanced)	Cite evidence from text to support generalizations.	
R11.A.2.4 (Advanced)	Identify and explain main ideas and relevant details.	
R11.A.2.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	
R11.A.2.5 (Advanced)	Summarize a nonfictional text as a whole.	
R11.A.2.5.1 (Advanced)	Summarize the major points, processes, and/or events of a nonfictional text as a whole.	
R11.A.2.6 (Advanced)	Identify, describe, and analyze genre of text.	
R11.A.2.6.1 (Advanced)	Identify and/or describe the author's intended purpose of text.	
R11.A.2.6.2 (Advanced)	Explain, describe, and/or analyze examples of text that support the author's intended purpose.	
R11.B.1 (Advanced)	Understand components within and between texts.	
R11.B.1.1 (Advanced)	Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	
R11.B.1.1.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.	
	Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. Plot (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text. Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text. Symbolism: Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.	
R11.B.1.2 (Advanced)	Make connections between texts.	
R11.B.1.2.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	
R11.B.2 (Advanced)	Understand literary devices in fictional and nonfictional text.	
R11.B.2.1 (Advanced)	Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.	
R11.B.2.1.1 (Advanced)	Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.	
R11.B.2.1.2 (Advanced)	Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	
R11.B.2.2 (Advanced)	Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text.	
R11.B.2.2.1	Identify, explain, interpret, describe, and/or analyze the point	

(Advanced)	of view of the narrator as first person or third person point of view.	
R11.B.2.2.2 (Advanced)	Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.	
R11.B.3 (Advanced)	Understand concepts and organization of nonfictional text.	
R11.B.3.1 (Advanced)	Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.	
R11.B.3.1.1 (Advanced)	Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.	
R11.B.3.2 (Advanced)	Distinguish between essential and nonessential information within or between texts.	
R11.B.3.2.1 (Advanced)	Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	
R11.B.3.2.2 (Advanced)	Explain, describe, and/or analyze the effectiveness of bias and propaganda techniques in nonfictional text.	
R11.B.3.3 (Advanced)	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.	
R11.B.3.3.2 (Advanced)	Explain, interpret, and/or analyze the author's purpose for decisions about text organization and content.	
R11.B.3.3.3 (Advanced)	Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.	
R11.B.3.3.4 (Advanced)	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	

Topic: Rhetorical Analysis

Core Lesson Description: As students are listening to episodes of the podcast, we will engage in various rhetorical analysis activities (characterization, word choice, irony, mood, etc.).

Core Lesson Student Learning Objectives: Students will be able to identify Koenig's narrative choices and explain how those choices affect readers' interpretations of the podcast.

Core Lesson Essential Questions:
- What happened to Hae Min Lee? What are the facts surrounding the case?
- What are the major unknowns surrounding the case?
- What is Sarah Koenig's opinion regarding the case? Was she able to avoid bias in her podcast, and why or why not?
- How does Sarah Koenig use rhetorical strategies and literary devices (like characterization, irony, mood, etc.) to construct a narrative and persuade her audiences to take a side?

Core Lesson Materials:
- Podcast episodes (accessed online through various formats)
- Student iPads with access to Moodle

Topic: Judicial Terminology

Core Lesson Description: In order to understand the story, students must learn various terms that are used throughout the podcast. Students will learn (inductively) five vocab terms at a time, fifteen total (three separate vocabulary lessons throughout the unit).

Core Lesson Student Learning Objectives: Students will be able to define judicial terms and use them in the context of the podcast.

Core Lesson Key Terminology & Definitions:

Affidavit

voluntary written statement made under oath

Plea deal/ bargains

agreements between the defendant and the prosecution in which the defendant pleads guilty to some or all of the charges in exchange for concessions from the prosecutors.

Defense/ defendant

Raises a defense in the effort to avert criminal conviction

Prosecution

Presents the case in a criminal trial against the individual accused (defendant) of breaking the law

Alibi

 Statement by a person, who is a possible perpetrator of a crime, of where they were at the time a particular offense was committed, which is somewhere other than where the crime took place.

The State

The central organization that imposes and enforces rules over the country

Circumstantial evidence

Evidence that relies on *an inference* to connect it to a conclusion of fact

Motive

The cause that moves people to commit a certain action/crime

Reasonable doubt

This means that in order for a defendant to be found guilty, the prosecution must have compelling evidence that leaves no logical explanation in the mind of the judge or jury other than the fact that the defendant almost certainly committed the crime charged.

Adjudicated

The legal process in which a judge reviews evidence and arguments to come to a decision which determines the right and obligations of the parties(two sides) involved

Polygraph (lie detector test)

Device/ procedure that measure and records physiological indicators (blood pressure, pulse, respiration) while a person is asked and answers a series of questions

Debrief

To question someone in detail to get useful information about something that person has done or seen

Recant

To announce in public that your past beliefs or statements were wrong and that you no longer agree with them

Implicate

To show that someone is involved in crime or partly responsible for something bad that has happened

Acquit

To decide officially in a court of law that someone is NOT guilty of a particular crime

Abet

To help or encourage someone to do something wrong or illegal

Topic: Rhetorical Appeals

Core Lesson Description:	Sarah Koenig uses the three rhetorical appeals (ethos, pathos, and logos) throughout her podcast. Students will learn to define, identify, and then apply these appeals.
Core Lesson Student Learning Objectives:	Students will be able to define rhetorical appeals and use them to persuade an audience.
Core Lesson Essential Questions:	• What are rhetorical appeals? • How can I use rhetorical appeals to convince audiences to side with me on an issue?

Core Lesson Materials:	• iPads with access to Moodle • Notes taken from Prezi • Magazines (to use in a collage; students find advertisements and paste them into a collage with explanations of each appeal and how it functions in the ad) • Speech assignment (students will choose one of two topics and write a persuasive speech that incorporates rhetorical appeals)
Core Lesson Key Terminology & Definitions:	• Rhetorical appeal • Ethos (ethical appeal) • Pathos (emotional appeal) • Logos (logical appeal)

Unit: Survival - The Glass Castle
Timeline: Week 6 to 17

Unit Description:	Students will read the story *The Glass Castle* by Jeannette Walls, a memoir that describes a woman's struggle to escape her family's cycle of abuse, poverty, and neglect. Students will develop speaking and interpersonal skills throughout this unit via large- and small-group discussions and Socratic seminars. Students will also practice empathetic responses to outside experiences.
Unit Essential Questions:	• What is a memoir? How do authors use memoirs to depict their experiences? • How does Jeannette Walls use elements of literary nonfiction to bring her story to life and make statements to her audience? • How can I develop a plan for the future using research skills?
Unit Materials:	• Copies of *The Glass Castle* by Jeannette Walls • iPads with access to Moodle • Access to SmartFutures and the internet for I-Search
Unit Assignments:	• In-class reading (individual, small-group, and whole-group depending on the day) • Bi-weekly literature circles • Characterization and symbol analysis projects • I-Search essay • Socratic seminar as summative assessment of learning
Unit Key Terminology & Definitions :	• Memoir • Vignette • Symbol • Characterization • Empathy • Citation

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.1.3 (Advanced)	Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.	
R11.A.1.3.2 (Advanced)	Cite evidence from text to support generalizations.	
R11.A.1.4 (Advanced)	Identify and explain main ideas and relevant details.	
R11.A.1.4.1 (Advanced)	Identify and/or explains stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	
R11.A.1.6 (Advanced)	Identify, describe, and analyze genre of text.	
R11.A.1.6.1 (Advanced)	Identify and/or analyze the author's intended purpose of text.	
R11.A.1.6.2 (Advanced)	Explain, describe, and/or analyze examples of text that support the author's intended purpose.	
R11.A.2 (Advanced)	Understand nonfiction appropriate to grade level.	
R11.A.2.1 (Advanced)	Identify and apply the meaning of vocabulary in nonfiction.	
R11.A.2.1.1 (Advanced)	Identify and/or apply meaning of multiple-meaning words used in text.	

Code	Description	
R11.A.2.1.2 (Advanced)	Identify and/or apply meaning of content-specific words used in text.	
R11.A.2.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.2.3 (Advanced)	Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.2.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.	
R11.A.2.3.2 (Advanced)	Cite evidence from text to support generalizations.	
R11.A.2.4 (Advanced)	Identify and explain main ideas and relevant details.	
R11.A.2.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	
R11.A.2.5 (Advanced)	Summarize a nonfictional text as a whole.	
R11.A.2.5.1 (Advanced)	Summarize the major points, processes, and/or events of a nonfictional text as a whole.	
R11.A.2.6 (Advanced)	Identify, describe, and analyze genre of text.	
R11.A.2.6.1 (Advanced)	Identify and/or describe the author's intended purpose of text.	
R11.A.2.6.2 (Advanced)	Explain, describe, and/or analyze examples of text that support the author's intended purpose.	
R11.B.1 (Advanced)	Understand components within and between texts.	
R11.B.1.1 (Advanced)	Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	
R11.B.1.1.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.	
	Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. Plot (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text. Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text. Symbolism: Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.	
R11.B.1.2 (Advanced)	Make connections between texts.	
R11.B.1.2.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	
R11.B.2 (Advanced)	Understand literary devices in fictional and nonfictional text.	
R11.B.2.1 (Advanced)	Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.	
R11.B.2.1.1 (Advanced)	Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.	
R11.B.2.1.2 (Advanced)	Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	
R11.B.2.2 (Advanced)	Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text.	

R11.B.2.2.1 (Advanced)	Identify, explain, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view.	
R11.B.2.2.2 (Advanced)	Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.	
R11.B.3 (Advanced)	Understand concepts and organization of nonfictional text.	
R11.B.3.1 (Advanced)	Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.	
R11.B.3.1.1 (Advanced)	Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.	
R11.B.3.2 (Advanced)	Distinguish between essential and nonessential information within or between texts.	
R11.B.3.3 (Advanced)	Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.	
R11.B.3.3.1 (Advanced)	Explain, interpret, and/or analyze the effect of text organization, including the use of headers.	
R11.B.3.3.2 (Advanced)	Explain, interpret, and/or analyze the author's purpose for decisions about text organization and content.	
R11.B.3.3.3 (Advanced)	Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.	
R11.B.3.3.4 (Advanced)	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	

Topic: Rhetorical Analysis

Core Lesson Description:	As students are reading sections of the book, we will engage in various rhetorical analysis activities (characterization, word choice, irony, mood, symbolism, etc.).
Core Lesson Student Learning Objectives:	Students will be able to identify Walls's narrative choices and explain how those choices affect readers' interpretations of the characters and events within the book. Students will be able to explain how themes are communicated.
Core Lesson Essential Questions:	- What was Jeannette Walls's life like as she was growing up (childhood, adolescence, and early adulthood)? - What was Walls's relationship with her parents like, and how did it evolve over time? How does Walls communicate these changing relationships? - How does Walls use rhetorical strategies and literary devices (like characterization, irony, mood, symbolism, etc.) to construct a narrative and transport us into the story?
Core Lesson Materials:	Copies of *The Glass Castle* by Jeannette Walls

Topic: Developing Empathy - Discussions and Seminars

Core Lesson Description:	Students will discuss events within the book come to shared understandings about the text and its characters. Through these discussions, students will develop empathy, problem-solving, listening, and communication skills. We will engage in bi-weekly literature circles (small-group discussions) and a summative end-of-unit Socratic seminar that will involve the entire class.
Core Lesson Student Learning Objectives:	Students will be able to express their opinions honestly and constructively with peers.
Core Lesson Essential Questions:	What issues within the book do I find most interesting? How can I express my opinions on those issues while maintaining a positive culture in class?
Core Lesson Materials:	- Access to Moodle (which contains prompts for each literature circle and the Socratic) - Copies of *The Glass Castle*

Topic: Creating a Plan - I-Search Essay

Core Lesson Description:	In compliance with the PA Career Ready skills, students will choose a topic that concerns their lives after high school and will develop understanding of that topic through research. We will create research rationales, write literature reviews, summarize relevant research, and create a plan of action. Students will evaluate sources and will cite them using MLA conventions.
Core Lesson	Students will be able to conduct accurate and reliable independent research and will connect

Student Learning Objectives:	their research to their plans for the future.	

Core Lesson Essential Questions:

- What are my post-secondary plans? What do I need to know before I graduate in order to make those plans happen?
- What is a reliable source, and how should I identify it?
- What are the parts of traditional research papers, and in what order do they happen in a research paper?

Core Lesson Materials:

- iPads with access to Moodle and the internet (and databases)
- Google Docs
- SmartFutures

Core Lesson Key Terminology & Definitions:

- Post-secondary
- Rationale
- Background knowledge
- Citation & MLA

Unit: Identity - Hamlet

Timeline: Week 13 to 30

Unit Description: Students will explore questions identity formation through Shakespeare's *Hamlet. *They will also practice their public speaking skills by cold-reading portions of the text aloud.

Unit Essential Questions:

- What are characteristics of Shakespearean tragedy?
- Was Hamlet really "mad" or was he just acting?
- What does it mean to "be" (or to exist)?

Unit Materials:

- Copies of *Hamlet* by Shakespeare
- iPads with access to Moodle
- Costumes and props to aid in cold-reads

Unit Assignments:

- Cold-reads of important scenes
- Comparison to modern poetry
- Rhetorical analysis assignments and projects
- Reimagining scripts into different settings

Unit Key Terminology & Definitions :

- Tragedy
- Identity
- Antithesis
- The Royal "We"
- Other unit-specific vocabulary needed to analyze famous soliloquies/monologues/scenes

STANDARDS:

STANDARDS

STATE: Pennsylvania State Anchors (2010)

R11.A.1 (Advanced)	Understand fiction appropriate to grade level.	
R11.A.1.1 (Advanced)	Identify and apply the meaning of vocabulary.	
R11.A.1.1.1 (Advanced)	Identify and/or apply meaning of multiple-meaning words used in text.	
R11.A.1.1.2 (Advanced)	Identify and/or apply a synonym or antonym of a word used in text.	
R11.A.1.2 (Advanced)	Identify and apply word recognition skills.	
R11.A.1.3 (Advanced)	Make inferences, draw conclusions, and make generalizations based on text.	
R11.A.1.3.1 (Advanced)	Make inferences and/or draw conclusions based on information from text.	
R11.A.1.3.2 (Advanced)	Cite evidence from text to support generalizations.	
R11.A.1.4 (Advanced)	Identify and explain main ideas and relevant details.	
R11.A.1.4.1 (Advanced)	Identify and/or explains stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.	
R11.A.1.5 (Advanced)	Summarize a fictional text as a whole.	
R11.A.1.5.1	Summarize the key details and events of a fictional text as a	

(Advanced)	whole.	
R11.A.1.6 (Advanced)	Identify, describe, and analyze genre of text.	
R11.A.1.6.1 (Advanced)	Identify and/or analyze the author's intended purpose of text.	
R11.A.1.6.2 (Advanced)	Explain, describe, and/or analyze examples of text that support the author's intended purpose.	
R11.B.1 (Advanced)	Understand components within and between texts.	
R11.B.1.1 (Advanced)	Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.	
R11.B.1.1.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.	
	Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text. Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. Plot (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text. Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text. Symbolism: Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.	
R11.B.1.2 (Advanced)	Make connections between texts.	
R11.B.1.2.1 (Advanced)	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	
R11.B.2 (Advanced)	Understand literary devices in fictional and nonfictional text.	
R11.B.2.1 (Advanced)	Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.	
R11.B.2.1.1 (Advanced)	Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.	
R11.B.2.1.2 (Advanced)	Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.	

Topic: Rhetorical Analysis

Core Lesson Description:	As students are reading the play, we will engage in various rhetorical analysis activities (characterization, word choice, irony, mood, etc.).
Core Lesson Student Learning Objectives:	Students will be able to identify Shakespeare's rhetorical choices and explain how those choices affect readers' interpretations of the play and themes within it.
Core Lesson Essential Questions:	• How does Shakespeare use rhetorical strategies and literary devices (like characterization, irony, mood, etc.) to construct a narrative and communicate thematic ideas?
Core Lesson Materials:	• Copies of the play

- Student iPads with access to Moodle

Topic: Improving Public Speaking

Core Lesson Description:	Students will engage in cold-reads of each scene of the play. Students will have opportunities to volunteer for roles or will be called on by the teacher to read the role. We will use props and blocking to make the scene more tangible and easily understood.
Core Lesson Student Learning Objectives:	Students will be able to comfortably read the abridged version of Shakespeare's *Hamlet* in small sections aloud and will be able to demonstrate understanding of the play through short written responses.