

## Guthrie Public Schools

Teacher/Course: Curtin/ShakespeareGrade Level: 11-12

Course Objective: This class is designed to be an advanced instruction level course. The overall objective is for students to learn about the life of William Shakespeare and understand and analyze his works.

Week	Pass Standard/Course-Unit Objectives	Pass Skills	Assessments	Activities/Resources	Specialized Vocabulary
1 Intro. to class and Shakespeare Biography	<u>Reading/Literature: Standard 1:</u> <b>Vocabulary</b> —The student will expand vocabulary through word study, literature, and class discussion. * Students will learn vocabulary associated with plays and words common in the Elizabethan period.	1.1, 1.4, 1.5	Vocabulary quiz over words studied	Resources: dictionary, Glencoe literature book  Activities: “Speak like an Elizabethan”	Monologue, soliloquy, aside, and some of the archaic words spoken in the 16 <sup>th</sup> and 17 <sup>th</sup> centuries. (These words will be used, studied, and emphasized throughout the course.)
	<u>Reading/Literature: Standard 4:</u> <b>Research and Information-</b> The student will conduct research and organize information. * Students will complete an on-line scavenger hunt to access information about William Shakespeare’s life.	4.1a, 4.2a, 4.2c, 4.2d	Worksheets, class discussion	Resources: internet  Activities: “William Shakespeare Scavenger Hunt,” and “Where in the World is William Shakespeare?”	



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6-9 <i>Much Ado About Nothing</i>	<p><u>Reading/Literature: Standard 2: Comprehension</u> – The student will interact with the words and concepts on the page to understand what the writer has said. *Students will read and understand the play <i>Much Ado About Nothing</i>.</p> <p><u>Reading/Literature: Standard 3: Literature</u> – The student will read, construct meaning, and respond to a wide variety of literary forms. *Students will compare/contrast <i>Twelfth Night</i> and <i>Much Ado About Nothing</i> analyzing the comic elements, motifs, and reoccurring characters. * Students will be evaluating the theme of masks—the literal and figurative ones we wear.</p> <p><u>Writing/Grammar/Mechanics/and Usage. Standard 2:</u> The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive and reflective modes.</p>	<p>2.1c, 2.1d, 2.2a, 2.2b, 2.4a, 2.4d</p> <p>3.1a, 3.2a, 3.2b, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4d, 3.4c</p> <p>2.1c, 2.5a, 2.5b, 2.5c</p>	<p>Study guides, worksheets, quizzes over the each act, test over the play, group discussions, participation</p>	<p>Resources: <i>Much Ado About Nothing</i> by William Shakespeare</p> <p>Activities: scene performances, choral readings, presentations, and poster projects, paper maché masks.</p>	<p>Continued study and application of the words learned in the first week of the course.</p>

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10-13 <i>Othello</i>	<p>Reading/Literature: Standard 2: <b>Comprehension</b> – The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>*Students will identify and analyze the elements of a tragedy in a play.</p> <p>* Students will read and understand the play <i>Othello</i>.</p> <p><u>Reading/Literature: Standard 3:</u> <b>Literature</b> – The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>*Students will evaluate the tragic hero archetype and the theme of appearance vs. reality.</p> <p><u>Writing/Grammar/Mechanics/and Usage. Standard 2:</u> The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive and reflective modes.</p>	<p>2.1c, 2.1d, 2.2a, 2.2b, 2.4a, 2.4d</p> <p>3.1a, 3.2a, 3.2b, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4d, 3.4c</p> <p>2.1c, 2.5a, 2.5b, 2.5c</p>	<p>Study guides, worksheets, quizzes over the each act, test over the play, group discussions, participation</p>	<p>Resources: <i>Othello</i> by William Shakespeare</p> <p>Activities: scene performances, choral readings, presentations, and poster projects</p>	<p>Continued study and application of the words learned in the first week of the course.</p>

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14-17 <i>Romeo and Juliet</i>	<p>Reading/Literature: Standard 2: <b>Comprehension</b> – The student will interact with the words and concepts on the page to understand what the writer has said.</p> <p>*Students will identify and analyze the elements of a tragedy in a play.</p> <p>* Students will read and understand the play <i>Romeo and Juliet</i>.</p> <p><u>Reading/Literature: Standard 3:</u> <b>Literature</b> – The student will read, construct meaning, and respond to a wide variety of literary forms.</p> <p>*Students will evaluate the theme of Fate and apply all of the strategies learned from previous plays.</p> <p><u>Writing/Grammar/Mechanics/and Usage. Standard 2:</u> The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive and reflective modes.</p>	<p>2.1c, 2.1d, 2.2a, 2.2b, 2.4a, 2.4d</p> <p>3.1a, 3.2a, 3.2b, 3.2c, 3.3a, 3.3b, 3.3c, 3.4a, 3.4d, 3.4c</p> <p>2.1c, 2.5a, 2.5b, 2.5c</p>	<p>Study guides, worksheets, quizzes over the each act, test over the play, group discussions, participation</p>	<p>Resources: <i>Romeo and Juliet</i> by William Shakespeare</p> <p>Activities: scene performances, choral readings, presentations, and poster projects</p>	<p>Continued study and application of the words learned in the first week of the course.</p>

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18 Con- clusion	<p><u>Writing/Grammar/Mechanics/and Usage. Standard 1:</u> <b>Writing Process</b> – The student will use the writing process to write coherently. *Students will use prewriting, writing, and post writing strategies in an essay over one of the plays studied.</p> <p><u>Standard 2: Modes and Forms of Writing</u> -The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive and reflective modes. *Students will write an essay demonstrating an understanding of all of the skills and elements they have learned over the course and apply them to one of the plays studied in an essay.</p> <p><u>Standard 3:</u> <b>Grammar/Usage/and Mechanics</b> – The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</p>	<p>1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 1.1f, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>2.5a, 2.5b, 2.5c, 2.5d</p> <p>3.1a, 3.1b, 3.1c, 3.1d, 3.1e, 3.1f, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c, 3.3d</p>	Essay	Any of the resources mentioned above.	Continued study and application of the words learned in the first week of the course.

