

# Shakespeare Course Overview

Content Area: **English/Language Arts**  
Course(s): **SHAKESPEARE H**  
Time Period:  
Length: **Semester Course**  
Status: **Published**

## **COVER**

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### **EAST BRUNSWICK PUBLIC SCHOOLS** **East Brunswick New Jersey**

**Superintendent of Schools**  
Dr. Victor P. Valeski

**ENGLISH/LANGUAGE ARTS**  
**Shakespeare Honors**  
Course No. 1028

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## Course Overview

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This elective course is designed for students who have a love of literature and drama, and are fascinated by the works of Shakespeare. The class offers students of different levels an opportunity to read and to discuss Shakespeare's comedies, histories and romances. No tragedies! The coursework focuses less on literary analysis, and more on the entertainment value of the plays: the ways the plays have been portrayed in film, the history of Shakespearean theater, and student performances. The course requires students to read critically and creatively, write reactions to the texts, and think deeply. Open discussions and active participation are encouraged.

## Course Scope and Sequence

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	Unit	Time
1	Introduction to Shakespeare: His Life, Time, and Work	Weeks 1
2	The Shakespearean Comedy: <i>Twelfth Night</i>	Weeks 3
3	The Shakespearean Romance: <i>The Winter's Tale</i>	Weeks 7
4	History According to Shakespeare: <i>Richard III</i> and <i>Henry IV</i>	Weeks 1
5	War and Peace, Shakespeare-style: <i>Much Ado About Nothing</i>	Weeks 1
6	Problem Plays and Character Review: <i>Merchant of Venice</i> and Extemporaneous Scenes	Week 20

\*\*\*Newsela is available for differentiated reading assignments.

\*\*\*\*The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to "eye read" grade level text but are able to comprehend when "ear reading" or listening.

## Standards

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development

	over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	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. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	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) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	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. (e.g., Shakespeare and other authors.)
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

TECH.8.1.12.A.CS1

Understand and use technology systems.

## Grading and Evaluation Guidelines

### GRADING PROCEDURES

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

## Other Details

### SCED 01060 Literature of an Author

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective Or Required	Initial Course Adopted
1027	050	H	10-12	2.50	210	Elective	

