LHS English 11 Unit 2

Content Area: **ELA**
Course(s):
Time Period: **MP2**
Length:
Status: **Published**

Unit Overview

Theme: Love and Duty

Benchmark Text Focus: Literature

Anchor Text: Hamlet

Writing Genre Focus: Literary Analysis & Conventions

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
L.KL.11–12.2	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.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

L.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two

	or more texts from the same period treat similar themes or topics.
W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.RW.11–12.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
SL.PE.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.
SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Rationale

This unit, centered on Hamlet, is designed to deepen students' understanding of the complex relationship between personal desires and the obligations individuals have to family, society, and themselves. Before reading Shakespeare's play, students examine selected excerpts from the prose version of *The Canterbury Tales* to develop foundational skills in literary analysis by exploring how authors develop characters, themes, and conflicts through literary elements.

Building on these analytical skills, students engage with Hamlet to examine how Shakespeare develops the themes of love and duty through characterization, conflict, and figurative language. As students analyze these enduring themes, they are encouraged to consider how competing loyalties and responsibilities shape human decisions, fostering empathy, critical thinking, and a deeper understanding of the complexities of human nature. Through literary analysis writing and collaborative discussions, students strengthen their ability to construct well-supported interpretations, analyze an author's craft, and communicate complex ideas using relevant textual evidence. These skills prepare students for success in advanced academic work while equipping them to thoughtfully evaluate the relationships, responsibilities, and ethical dilemmas they encounter beyond the classroom.

Students will demonstrate their mastery of the standards and skills through a focused benchmark and summative assessment in literary analysis writing. The benchmark will assess students' ability to develop and support an analytical claim about literary elements and themes using textual evidence from the selections studied. In the summative assessment, students will compose a literary analysis essay examining how Shakespeare develops the themes of love and duty in Hamlet through literary elements such as characterization, conflict, and symbolism. Students will craft a clear thesis, organize their analysis logically, integrate relevant textual evidence, and explain how that evidence supports their interpretation. Through these assessments, students will demonstrate proficiency in literary analysis, preparing them to interpret complex texts and communicate sophisticated ideas effectively in both academic and real-world contexts.

Enduring Understandings

Content Specific	Skills Specific
• **Love and Duty as Universal Forces:** Literature explores the tension between personal desires and moral, familial, and societal obligations, revealing how these competing forces shape individuals' choices and identities. • **Character Decisions Reveal Theme:** Authors develop themes through characters' motivations, conflicts, and relationships. Examining how characters balance love and duty provides insight into the complexities of human behavior.	• **Literary Analysis:** Develop analytical claims about a literary work and support them with relevant textual evidence and thoughtful reasoning. • **Textual Evidence and Interpretation:** Analyze how literary elements contribute to the development of theme, character, and meaning while integrating textual evidence effectively. • **Academic Communication:** Communicate

• **Literature Reflects the Human Experience:** Classic works such as The Canterbury Tales and Hamlet examine enduring questions about loyalty, responsibility, justice, and sacrifice that continue to resonate across cultures and time periods. • **Authorial Choices Shape Meaning**: Authors intentionally use characterization, conflict, figurative language, symbolism, and structure to develop themes and influence readers' interpretations.	literary interpretations clearly and precisely through writing, speaking, and collaborative discussions using appropriate academic language. • **Critical Thinking Through Discussion:** Engage in meaningful discussions that evaluate multiple interpretations, build on others' ideas, and refine analytical thinking through evidence-based dialogue.

Essential Questions

Content Specific	Skills Specific
• How do love and duty shape the choices people make, and what happens when these forces come into conflict? • How do authors use characters and conflicts to explore universal themes about relationships, responsibility, and identity? • In what ways do The Canterbury Tales and Hamlet reflect enduring truths about human nature? • How do literary works challenge readers to reconsider their own beliefs about loyalty, justice, and personal responsibility? • How do an author's literary choices influence the way readers understand characters and themes?	• How do readers develop a strong literary analysis supported by relevant textual evidence? • How can analyzing characterization, conflict, symbolism, and figurative language deepen our understanding of a text? • How can multiple interpretations of the same text be supported with evidence? • How does collaborative discussion strengthen literary analysis and critical thinking? • How can the analytical skills developed through studying literature help us interpret other texts, media, and real-world situations?

Key Resources

Anchor Text: *The Tragedy of Hamlet, Prince of Denmark* by William Shakespeare

Hamlet: No Fear Shakespeare Edition

Hamlet - ML Visual Reading Companion

Background Material for Historical Context and Language Enrichment

- Shakespearean Comedies vs. Tragedies
- Example of Comedy - Video Summary of A Midsummer Night's Dream (YouTube video)
- Aspects of Tragedy - Key Terms and Definitions
- "Why Should You Read Hamlet?" by Iseult Gillespie (Ted-ED on YouTube)
- "The Globe Theater London Tour" by Brenda Mancini (YouTube)

Companion Prose and Visual Texts to Support Literary Analysis:

- Geoffrey Chaucer's The Canterbury Tales: A Prose Retelling by Peter Ackroyd
  - "The Knight's Tale"
  - "The Wife of Bath's Tale"
  - "The Pardoner's Tale
- Literary Criticism: Questions for a Variety of Approaches
- Literature: Critical Theory & Critical Perspectives PDF
- Literary Devices PDF
- Hamlet: Animated Shakespeare Classic (YouTube Video)
- Scenes from Kenneth Branagh's Hamlet (1996)
- Scenes from Mel Gibson's Hamlet (1990)

Lesson Ideas for Target Standards

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire & PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Lexia PowerUp Graphic Organizers

Supplementary Resources

2026-2027 Writing Rubrics

Tier 1: Ways to Increase Support for Struggling Readers

Informational texts from district-approved resources.

Folger Shakespeare Library

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
November	3-4	L.VL.11–12.3 L.VI.11–12.4 RI.CR.11–12.1 RI.CI.1	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.	**MP2 Pre-Assessment** Reading Mini-lessons: • Literature Reading Pre-assessment • Use primary		Informative/Explanatory Writing Rubric Significant Documents: Amleth, Prince of Denmark	• LinkIt! pre-assessment - reading • Informative essay writing pre-assess

		1–12.2 RI.IT.11–12.3 RI.TS.11–12.4 RI.PP.11–12.5. RI.MF.11–12.6 RI.AA.11–12.7 RI.CT.11–12.8 W.IW.11–12.2	SWBAT understand the purpose behind primary source documents and texts discussing scientific or technical advancements SWBAT reflect on the context and background that informs significant documents. SWBAT use reference materials to pronounce words, determine precise meanings, identify parts of speech, and understand the etymology of words. SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment.	sources and/or significant historical documents to build background knowledge • Use reference materials to determine unknown words and/or etymology of words Writing Mini-lessons: • Introduction to Literary Analysis with The Canterbury Tales • Characteristics and purpose of literary analysis		Informational Texts: Shakespeare's England Reading Shakespeare's Language: Hamlet Shakespeare's Life: From the Folger Shakespeare Editions Shakespeare's Theater: From the Folger Shakespeare Editions Primary Sources: Hamlet Primary Sources - From Folger Collection	ment

		RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 W.IW.11–12.2 L.VL.11–12.3 L.VI.11–12.4	SWBAT understand the purpose behind primary source documents and texts discussing scientific or technical advancements SWBAT reflect on the context and background that informs significant documents. SWBAT summarize the text objectively, emphasizing the main ideas without personal bias. SWBAT identify the characteristics of informative/explanatory essay writing. SWBAT use domain-specific terms to convey information in their essays.	• Reading Mini-lessons: ○ Use primary sources and/or significant historical documents to build background knowledge ○ Use reference materials to determine unknown words and/or etymology of words ○ Summarize scenes objectively while distin	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Informative/Explanatory Writing Rubric Reading Shakespeare's Language: Hamlet	LHS Suggested Formative Reading Assessments

				guishing summary from analysis Writing Mini-lessons: ○ Characteristics of an effective literary analysis essay ○ Review literary analysis rubric ○ Using literary terminology precisely to convey analysis			
December	1-2	RL.CR.11–12.1 RL.CI.11–	SWBAT identify and cite textual evidence accurately	**AI Lesson: Seems vs. Is: Deepfakes & Hamlet**	LHS ELA Instructional Workshop Model	Reading Shakespeare's Language: Hamlet	LHS Suggested Formative Reading Assessments

		12.2 RL.IT. 11–12.3 W.IW. 11–12.2 L.VL.1 1–12.3 L.VI.1 1–12.4	from a variety of informational texts. SWBAT analyze complex ideas or sequences within a text. SWBAT discuss areas of uncertainty within the text and how these contribute to its overall meaning. SWBAT use contextual clues to determine the meanings of unfamiliar words or phrases. SWBAT generate ideas for a piece of writing by brainstorming in various ways. SWBAT recognize the audience for their writing and	Reading Mini-lessons: • Identify and cite relevant textual evidence • Sequential development of plot and ideas in a drama • Analyze ambiguity and multiple interpretations in literary texts • Context clues to determine the meaning of unfamiliar words Writing Mini-lessons: • Strategies for brainstorming literary analysis • Knowing your audience and purpose in analytical writing • Maintaining an appropriate academic style and tone	Suggested Activities/ Groups		

			understand the purpose behind it. SWBAT use an appropriate style and tone, such as formal and objective in academic contexts.				
		RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 W.IW.11–12.2 L.VL.11–12.3 L.VI.11–12.4	SWBAT analyze the ways central ideas evolve and interconnect throughout the text. SWBAT analyze the text in a way that demonstrates understanding of both explicit content and inferred meanings. SWBAT differentiate between what is explicitly stated and what is implied	Reading Mini-lessons: • Analyze themes and central ideas in literary texts • Explicit meaning vs. inferred meaning • Shakespeare's dramatic choices and their effects • How historical and dramatic context influences meaning Writing Mini-lessons: • Writing an engaging introduction with a defensible thesis • Developing analytical body	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Literary Devices in Hamlet Reading Shakespeare's Language: Hamlet	LHS Suggested Formative Reading Assessments

			through rhetorical strategies. SWBAT analyze how context influences meaning. SWBAT introduce and define a chosen topic clearly. SWBAT organize and present complex ideas in a logical sequence.	paragraphs with claims, evidence, and commentary			
	3-4	L.VL.11–12.3 RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–	SWBAT analyze the ways central ideas evolve and interconnect throughout the text SWBAT make relevant connections between the text and broader	Reading Mini-lessons: • Analyze how themes develop throughout the play • Connect themes to universal ideas and human experiences • Analyze how relationships between characters evolve • Examine	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Reading Shakespeare's Language: Hamlet	LHS Suggested Formative Reading Assessments

		12.3 RI.IT.11–12.3 W.IW.11–12.2	concepts or themes. SWBAT understand the relationship between people, ideas, or events and how they evolve. SWBAT track and articulate how the meaning of key words change throughout a text. SWBAT identify and evaluate the significance of facts and details related to a chosen topic. SWBAT use quotations and examples effectively to engage and inform their audience. SWBAT identify and select relevant	how Shakespeare's diction shapes meaning and characterization Writing Mini-lessons: • Selecting significant textual evidence to support analysis • Embedding quotations and providing effective commentary • Explaining how evidence supports the overall analysis			

			facts and details that support their topic.				
		L.VL.11–12.3 L.VI.11–12.4. RL.IT.11–12.3 RI.IT.11–12.3 RI.PP.11–12.5 W.IW.11–12.2	SWBAT recognize and articulate how an author's decisions shape a text. SWBAT evaluate how an author's style and content contribute to their overall argument or perspective. SWBAT analyze the subtle differences in meanings of words that have similar definitions. SWBAT recognize how altering a word's form can change its meaning or grammatical role.	**MP2 Bring on the Benchmark** Reading Mini-lessons: • Analyze how Shakespeare's structural and stylistic choices develop meaning • How Shakespeare's diction and syntax contribute to tone and characterization • Analyze subtle differences in word choice and connotation • Examine how language shapes characterization and theme Writing Mini-lessons: • Maintaining formal academic	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Reading Shakespeare's Language: Hamlet	LHS Suggested Formative Reading Assessments

			SWBAT include literary techniques to enhance clarity and engagement in their writing. SWBAT utilize formatting, graphics, and multimedia to aid in the comprehension and retention of complex ideas.	style in literary analysis • MLA formatting and integrating textual evidence correctly			
January	1-2	L.VI.11–12.4 RI.PP.11–12.5 RI.MF.11–12.6 W.IW.11–12.2	SWBAT formulate interpretations and viewpoints based on evidence from various texts. SWBAT assess how specific language choices influence the overall meaning and emotional tone of a piece.	Reading Mini-lessons: • Analyze Shakespeare's purpose and dramatic choices • Interpret multiple viewpoints and character motivations • Analyze how specific language choices influence meaning and tone Writing Mini-lessons: • Revision:	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Reading Shakespeare's Language: Hamlet	LHS Suggested Formative Reading Assessments

			SWBAT use different types of transitions (e.g., additive, adversative, causal, sequential, and illustrative) in their writing. SWBAT organize and present information logically, with each new element contributing to the overall understanding.	Strengthening transitions between ideas • Revision: Organizing analysis for clarity and coherence			
		L.VI.11–12.4 RI.MF.11–12.6 W.IW.11–12.2	SWBAT identify and interpret various figures of speech within texts. SWBAT analyze and integrate complex information from different sources. SWBAT recognize and and resolve discrepancies	Reading Mini-lessons: • Analyze figurative language and dramatic devices • Synthesize evidence from multiple scenes to support analysis • Evaluate competing interpretations of the text (e.g., Hamlet's sanity) Writing Mini-	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Reading Shakespeare's Language: Hamlet	LHS Suggested Formative Reading Assessments

			in information. SWBAT demonstrate an understanding of how a strong conclusion enhances the overall effectiveness of their essay. SWBAT articulate the implications of their argument, explaining why it matters in a broader context.	lessons: • Writing effective conclusions • Explaining the significance of the analysis			
	3-4	RL.CR.11–12.1 RI.CR.11–12.1 RL.CI.11–12.2 RI.CI.11–12.2 W.IW.11–12.2	SWBAT summarize overall messenger meaning of literary text without personal bias. SWBAT connect various aspects of the text to text analysis. SWBAT write	Reading Mini-lessons: • Synthesize themes across the play • Analyze how characterization, conflict, and symbolism contribute to meaning Writing Mini-lessons: • Composing a strong	LHS ELA Instructional Workshop Model Suggested Activities/ Groups		LHS Suggested Formative Reading Assessments

			a clear and effective concluding paragraph that reinforces their main argument. SWBAT present information and evidence clearly, concisely, and logically, using a structure and style that is appropriate for the task, purpose, and audience.	conclusion paragraph • Peer review, revision, and editing for clarity and precision			
		L.VL.11–12.3 L.VI.11–12.4 RI.CR.11–12.1 RI.CI.11–12.2 RI.IT.11–12.3 RI.TS.11–12.4 RI.PP.11–12.5. RI.MF.	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.	**MP2 Benchmark Exam**		○ End of MP Reflection ○ Literary An	• LinkIt! Benchmark MP 2 • End of MP Reflection

		11–12.6 RI.AA.11–12.7 RI.CT.11–12.8 W.IW.11–12.2				alysis Rubric	

English 11 Honors/Pre-AP Literature Addendum

Advanced Literary Study

- Read *Hamlet* and additional teacher-selected literary works focusing on the motifs of love and duty, such as:
  - *The Wuthering Heights*
  - *Silas Marner*
  - *A Midsummer Night's Dream*
  - Other as appropriate to Pre-AP Literature studies
- Extend analysis of *Hamlet* through additional teacher-selected passages and scenes.
- Study Shakespearean drama through close reading and performance-based analysis.
- Explore complex themes related to:
  - Love
  - Duty
  - Identity
  - Responsibility
  - Power
  - Moral conflict

Shakespearean Analysis and Literary Study

- Analyze Shakespeare's use of:
  - Characterization
  - Soliloquy
  - Imagery
  - Symbolism
  - Dramatic structure
  - Language and word choice
- Evaluate how Shakespeare develops complex characters and internal conflicts.
- Examine how dramatic techniques reveal tensions between personal desires, social expectations, and moral responsibility.

Historical and Thematic Analysis

- Analyze how Renaissance historical and cultural contexts influence Shakespeare's portrayal of leadership, family, honor, and justice.
- Evaluate how literary form shapes meaning and develops central ideas.
- Examine how authors explore conflicts involving:
    - Individual identity and societal expectations
    - Personal responsibility and duty
    - Power and corruption
    - Morality and justice

Comparative Analysis and Critical Thinking

- Synthesize ideas across multiple literary texts through analytical writing and student-led seminars.
- Defend interpretations using textual evidence while evaluating multiple perspectives.
- Compare themes and literary techniques across Shakespearean drama and other literary works, including teacher-selected *Canterbury Tales* passages.
- Engage in discussions exploring:
    - Human nature
    - Ambition
    - Revenge
    - The role of literature in examining society

Pre-AP Literature Enrichment

- Complete timed analytical writing assignments.
- Develop AP-level literary and academic vocabulary.
- Participate in roundtable discussions of literary works.
- Compare expectations and formats of the NJGPA and AP Literature Exam.
- Complete additional Pre-AP Literature activities as appropriate.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading 1. **Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):** o Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts. o Make relevant connections between the text and broader themes or personal experiences.	• **Reading** 1. **Citing Textual Evidence:** ▪ Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts. ▪ Made relevant connections between textual evidence and broader themes or personal experiences.

2. **Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):**
    - Determine and analyze two or more themes in a literary text and central ideas in an informational text.
    - Examine how these themes or ideas are developed and refined over the course of the text.
3. **Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):**
    - Analyze the impact of the author's choices on the development of ideas and elements in the text.
    - Explore how specific elements such as setting, character development, and sequence of events contribute to the text's meaning.
4. **Contextual Understanding (ELA.RL.CT.11–12.8):**
    - Reflect on documents of historical and literary significance to understand their themes, purposes, and rhetorical features.

Writing

1. **Informative/Explanatory Writing (ELA.W.IW.11–12.2):**
    - Write informative/explanatory texts that examine and convey complex ideas clearly and accurately.
    - Use effective selection, organization, and analysis of content to support the writing purpose.
2. **Writing Process (ELA.W.WP.11–12.4):**
    - Develop and strengthen writing through planning, revising, editing, rewriting, and trying new approaches.
    - Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.
3. **Routine Writing (ELA.W.RW.11–12.7):**
    - Write routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

Speaking

2. **Theme Analysis:**
    - Identified and analyzed central themes and ideas within a variety of texts.
    - Examined how themes and ideas are developed and refined over the course of a text.
3. **Literary Techniques:**
    - Analyzed the impact of the author's choices in developing ideas, characters, and plot elements.
    - Explored how elements such as setting, character development, and sequence of events contribute to a text's meaning.
4. **Contextual Understanding:**
    - Reflected on historical and cultural contexts to understand the themes, purposes, and rhetorical features of significant texts.
5. **Figurative Language and Vocabulary:**
    - Gained proficiency in identifying and interpreting figurative language, word relationships, and nuances in word meanings.
    - Applied knowledge of language to understand how it functions in different contexts.

Writing

1. **Informative/Expository Writing:**
    - Learned to write informative and expository texts that examine and convey complex ideas clearly and accurately.
    - Practiced organizing information logically and using effective evidence and analysis to support main points.
2. **Writing Process:**
    - Strengthened writing through the processes of planning, revising, editing, and

1. **Collaborative Discussions (ELA.SL.PE.11–12.1):**
    - Initiate and participate effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
    - Engage in one-on-one, group, and teacher-led discussions on various topics and texts.
2. **Presenting Information (ELA.SL.PI.11–12.4):**
    - Present information, findings, and supporting evidence clearly, concisely, and logically.
    - Ensure the content, organization, development, and style are appropriate to the task, purpose, and audience.
3. **Adapting Speech (ELA.SL.AS.11–12.6):**
    - Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

rewriting.
    - Sustained effort to complete complex writing tasks and reflected on personal writing progress.
3. **Routine Writing:**
    - Engaged in routine writing practices over extended and shorter time frames for a variety of tasks and purposes, including reflection and revision.

Speaking

1. **Collaborative Discussions:**
    - Participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
    - Engaged in discussions on a range of topics and texts in various formats, including one-on-one, group, and teacher-led settings.
2. **Presenting Information:**
    - Presented information and findings clearly and logically, with appropriate content and organization.
    - Ensured that presentations were well-developed and suited to the task, purpose, and audience.
3. **Adapting Speech:**
    - Adapted speech for various contexts and tasks, demonstrating a command of formal English when appropriate.

Career Readiness, Life Literacies, and Key 21st Century Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

2	Reason abstractly and quantitatively
G.C.A.1	Prove that all circles are similar.
3	Construct viable arguments and critique the reasoning of others
6	Attend to precision
8	Look for and express regularity in repeated reasoning
1.4.12adv.Pr	Performing
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
1.4.12adv.Re	Responding
1.4.12adv.Re7	Perceiving and analyzing products.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
G.SRT.B.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
1.4.12adv.Cn	Connecting
1.4.12adv.Cn10a	Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
HS-PS2	Motion and Stability: Forces and Interactions
HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics

6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
HS-LS2-3	Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.