LHS English 12 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: The Limits of Free Will

Benchmark Text Focus: Literature

Anchor Text: Macbeth

Writing Genre Focus: Narrative

Benchmark & Answer Key

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.
RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of

	different media or formats).
W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.11–12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.NW.11–12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.NW.11–12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.NW.11–12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.II.11–12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.11–12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

This unit invites students to critically explore the age-old question of **free will vs. fate** through the lens of Shakespeare's *Macbeth*, a timeless literary work that challenges readers to consider the extent to which individuals control their own destinies. As students read and analyze the play, they will examine how personal ambition, external influence (such as prophecy or persuasion), and moral choice intersect to shape the lives and consequences of the characters.

Macbeth presents a compelling exploration of **moral ambiguity**, **psychological conflict**, and **the influence of supernatural forces**, all of which provoke thoughtful inquiry into whether we are in control of our choices—or shaped by forces beyond ourselves. The **literary complexity** of Shakespeare's language and character

development provides rich opportunities for close reading, textual analysis, and discussion of abstract ideas in a high-interest dramatic format. The theme of **free will vs. determinism** remains deeply relevant to students' lives as they navigate personal choices, peer pressure, social systems, and expectations.

Through a focus on **narrative writing**, students will creatively respond to the themes and conflicts in the text by imagining alternate paths, internal conflicts, or untold perspectives that deepen their engagement with the idea of **personal agency and responsibility**. Narrative writing allows students to internalize complex themes by reimagining them through their own creative lens.
Writing original narratives or **alternate perspectives/scenes** based on *Macbeth* deepens comprehension and encourages empathy by asking students to think like a character or reframe a moment of moral or psychological tension. Students strengthen key narrative writing skills such as **character development**, **internal conflict**, **pacing**, and **dialogue**, while also integrating literary devices they observe in Shakespeare's work (e.g., dramatic irony, foreshadowing).

The tension between individual choice and external control is a theme students encounter regularly—through societal systems, cultural norms, technology, relationships, and personal development. This unit encourages students to think critically about those influences and express their understanding through both analytical discussion and creative expression.

Enduring Understandings

Content Specific	Skills Specific
▪ **Exploring Timeless Human Struggles:** Through characters like Macbeth, students gain insight into how individuals wrestle with personal choice, external pressure, and moral responsibility. Additionally, students analyze the tension between free will and fate. Shakespeare's use of prophecy, guilt, and ambition allows readers to analyze how abstract concepts like destiny and agency play out in human behavior. ▪ **Internal and External Conflicts:** By studying Macbeth's internal and external conflicts, students examine how choice and consequence shape identity and outcome. Authors use literary elements such as character development, conflict, and symbolism to explore philosophical themes. ▪ **Narrative Writing:** Narrative writing is a powerful tool for exploring and expressing complex human experiences. Through original storytelling, students can creatively reimagine moments, motivations, and	▪ **Close Reading**: Close reading helps uncover deeper meaning in complex texts. By analyzing word choice, tone, and structure, readers can interpret author intent and character motivations. ▪ **Textual Evidence:** Strong readers support their analysis with relevant textual evidence. Citing specific lines from the text strengthens interpretations and deepens literary discussions. • **Character Development:** Understanding character development and conflict is essential to interpreting themes. Tracking how characters change reveals how themes such as fate, ambition, and free will unfold. Creating believable characters involves revealing internal conflict, motivation, and moral dilemmas. ▪ **Narrative Writing:** Effective narratives use structure, description, and pacing to engage readers. A clear beginning, middle, and end,

consequences, deepening their understanding of character and theme. Whether analyzing Shakespeare or crafting their own narratives, students learn that form and content work together to create meaning. Writers make purposeful choices in structure, point of view, and tone to reflect internal conflict and reveal themes. • **Historical and Cultural Context:** Understanding the historical and cultural context of a text enhances interpretation of its themes. Examining the beliefs and societal structures of Shakespeare's time helps clarify how ideas about fate, power, and agency influenced Macbeth. Characters' decisions in literature often reflect the larger question of how much control people truly have over their lives.	along with strong transitions, enhance storytelling. Writers use character voice and point of view to explore complex emotions and decisions. Narrative writing can be used to creatively examine and reflect on literary themes. Writing from alternate perspectives or reimagined scenes allows deeper insight into characters and thematic ideas. ▪ **Mastery of Figurative Language and Grammar:** Purposeful word choice and figurative language enhance a narrative's tone and meaning. Using imagery, metaphor, and symbolism helps convey mood and theme effectively. Mastery of grammar and conventions strengthens clarity and voice in writing. Correct punctuation, sentence variety, and grammar contribute to more engaging and professional storytelling. ▪ **Collaborative Discussion:** Collaborative discussion builds deeper understanding of literature and writing. Engaging in academic conversations allows students to hear multiple interpretations and refine their own thinking. Oral performance of literature supports comprehension and interpretation. Reading dramatic texts aloud helps students explore tone, pacing, and emotional depth.

Essential Questions

Content Specific	Skills Specific
▪ To what extent do individuals control their own actions? ▪ How does literature help us explore the struggle between personal choice and destiny? ▪ How do authors use characters and conflicts to explore big ideas like fate, ambition, and	▪ How does an author's word choice and tone shape our understanding of a character or theme? ▪ What can the structure of a text reveal about its deeper meaning? ▪ How does close reading help us uncover

guilt?

- What literary techniques reveal a character's internal struggle with moral decisions?
- How do the decisions characters make shape their identity and destiny?
- What makes a character responsible for their actions—even when outside forces influence them?
- How can narrative writing be used to explore moral dilemmas and internal conflict?
- In what ways does storytelling help us better understand ourselves and others?
- How do the beliefs and values of Shakespeare's time influence the themes in Macbeth?
- What can the historical context of a story reveal about the limits of free will in that society?
- How do authors—and student writers—use narrative techniques to convey a character's struggle with choice?
- How does changing the point of view or structure of a narrative affect how we understand the story?

authorial intent and character motivation?

- Why is it important to support our interpretations with textual evidence?
- How do specific lines of text help clarify or challenge our understanding of a literary work?
- What makes evidence effective in literary analysis?
- How do characters evolve over the course of a text, and what does that reveal about the central themes?
- What role does conflict play in shaping a character's development?
- How can understanding a character's internal struggles deepen our interpretation of a story's message?
- How can narrative structure and pacing impact the emotional effect of a story?
- In what ways can writing from different perspectives enhance our understanding of a character or theme?
- How does creative writing allow us to explore and reimagine literary ideas?
- How does figurative language create mood and reinforce themes in a narrative?
- What is the relationship between grammar, clarity, and voice in writing?
- How do writers use imagery, symbolism, and metaphor to convey deeper meaning?
- How can listening to others' interpretations improve our own understanding of a text?
- What do we gain from performing or reading literature aloud?
- In what ways do academic conversations refine our literary thinking and writing?

Key Resources

Anchor Text: Macbeth by Shakespeare (No Fear Shakespeare)

Macbeth - Folger Library / RSC

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire 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

Supplementary Resources

Informational texts from district-approved resources.

Play: Oedipus Rex by Sophocles

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
September	1-2	SL.PE.11–12.1 L.KL.11–12.2 SL.AS.11–12.6 L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.NW.11–12.3 W.RW.11–12.7	SWBAT demonstrate 12th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered activity. SWBAT demonstrate their knowledge of reading	• Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.) • Reading Pre-assessment			• LinkIt! pre-assessment - reading

			by taking a pre-assessment.				
		SL.PE.11–12.1 W.NW.11–12.3 W.RW.11–12.7	SWBAT demonstrate 12th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.	• Getting to Know You • Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment		• Narrative Writing Pre-Assessment • Narrative Rubric	• Narrative writing pre-assessment
	3-4	L.VL.11–12.3 L.VI.11–12.4 W.NW.11–12.3 W.WP.11–12.4	SWBAT explain the meaning of a word, sentence, or paragraph by analyzing its context.	Reading Mini-lessons: • Derive meaning of unknown words from sentences, paragraphs, or texts • Impact of specific	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT analyze the impact of specific word choices on meaning and tone. SWBAT identify figures of speech in a text and explain their meanings and effects. SWBAT organize the character development, plot events, and the point of view to write their narrative story.	word choice • Interpretation of figures of speech (hyperbole, paradox) Writing Mini-lessons: • Brainstorming (character development and POV) • Brainstorming (multiple plot lines)			
		RL.CR.11–12.1 RI.CR.11–12.1 W.NW.11–12.3 W.WP.11–12.4	SWBAT accurately cite several pieces of textual evidence to support their analysis.	Reading Mini-lessons: • Accurately citing several pieces of textual evidence • Interpreting explicit and inferential	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT provide interpretations of both explicit and implicit meanings found in the text. SWBAT make at least two relevant connections between textual evidence and their analysis. SWBAT identify characteristics of a narrative exemplar. SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.	meanings • Relevant connections to support analysis Writing Mini-lessons: • Exemplar vs. non-exemplar • Engaging and orienting the reader			

October	1-2	RL.CI.11–12.2 RI.CI.11–12.2 W.NW.11–12.3 W.WP.11–12.4	SWBAT identify and articulate one or more themes present in a literary text. SWBAT analyze how each theme is developed and refined throughout a text. SWBAT evaluate how the identified themes interact and build on one another. SWBAT utilize multiple plot lines and sequence of events to build the tone to enhance their narrative.	Reading Mini-lessons: • Identify one or more themes in a text • Development and change of the theme throughout the text • Interactions between multiple themes Writing Mini-lessons: • Narrative techniques: multiple plot lines (including sequence of events that build toward a specific tone or outcome) • Narrative techniques: dialogue	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT revise their writing by adding effective dialogue.				
		RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 W.NW.11–12.3 W.WP.11–12.4	SWBAT identify the best objective summary for a text. SWBAT write an objective summary of a text. SWBAT analyze how an author's decisions shape the narrative by examining the setting and sequence of events. SWBAT	Reading Mini-lessons: • Identifying an objective summary • Writing a summary of a text without personal bias (objective summary) • Importance of author's decisions (setting & sequence) Writing Mini-lessons: • Narrative techniques: pacing & transitions • Narrative techniques:	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			use pacing and effective transitions to develop their characters and plot events. SWBAT choose precise words and sensory details to enhance their narrative story.	description, sensory details, and word choice			
	3-4	RI.IT.11–12.3 W.NW.11–12.3 RL.TS.11–12.4 W.NW.11–12.3 W.WP.11–12.4	SWBAT analyze how an author's decisions shape the narrative by examining the action and character development. SWBAT assess how the structure of a text shapes its overall meaning and aesthetic	Reading Mini-lessons: • Importance of author's decisions (action & characterization) • Understanding of narrative structures • Impact of beginning and ending on a story Writing Mini-lessons: • Narrative techniques: reflection (internal	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			impact. SWBAT analyze how the choice of where to begin a story affects the reader's engagement and understanding. SWBAT use reflection to develop their characters and plot events. SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.	thinking) • Reflective conclusions			
		L.SS.11–12.1 RL.PP.11–12.5 W.NW.11–12.3	SWBAT analyze two texts related to a common topic to identify differing	Reading Mini-lessons: • Different perspectives of related topics	• LHS ELA Instructional Workshop Model Suggest		• LHS Suggested Formative Reading Assess

		W.WP.11–12.4	perspectives. SWBAT justify their chosen viewpoint with evidence from the texts. SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment. SWBAT compose an original story based on elements from a fictional text. SWBAT compose a narrative story from a different character'	• What makes a viewpoint convincing • Spiral review of unit's standards and skills to prepare for BM Writing Mini-lessons: • Write an original story (a spin off story) • Write a story from a different character's POV	ed Activities/Groups		ments

			s POV that logically follows from the events described.				
November	1-2	L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.NW.11–12.3 W.RW.11–12.7	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.	• Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals		• Narrative Rubric • End of MP Reflection	• LinkIt! Benchmark MP 1 • End of MP Reflection
		L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.1	SWBAT transfer their understanding of the unit's standards by completing an end of marking period	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Intervention groups			

		1–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.NW.11–12.3 W.RW.11–12.7	project. SWBAT review the unit's standards by participating in a teacher-led small group.				

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• ▪ **Alternative Ending**: Students craft an alternative ending to the play, considering how different choices by the characters could have led to a different outcome. ▪ **Prequel/Sequel**: Students write a prequel or sequel to *Macbeth*, imagining events that happen before the play begins or after it ends. ▪ **Diary Entries**: Students create diary entries for a character, reflecting on key events from the play and how they affect the character's development. ▪ **Creative Retellings**: Students rewrite a scene from the play in a different setting or era, maintaining the original themes and character motivations but adapting the narrative to a new context (e.g., a modern-day political thriller). **Content**	• **9th-11th Grade Content and Skills to Spiral** 1. **Close Reading and Textual Analysis** ▪ **9th Grade**: Introduction to close reading through simpler texts, focusing on identifying literary devices (e.g., imagery, simile, metaphor) and basic thematic analysis. ▪ **10th Grade**: Developing deeper analytical skills with more complex texts, including understanding character motivations and thematic development. ▪ **11th Grade**: Applying close reading to more advanced literature, such as American or British literature, with a focus on symbolism, irony, and complex themes.

1. **Plot and Structure**
    - Detailed analysis of the plot, focusing on the rise and fall of Macbeth.
    - Understanding the five-act structure of Shakespearean tragedy.
    - Exploration of key scenes and their significance (e.g., the witches' prophecies, Duncan's murder, Banquo's ghost).
2. **Themes**
    - Ambition and power.
    - Fate vs. free will.
    - Guilt and conscience.
    - The corrupting influence of unchecked ambition.
    - The natural vs. the supernatural.
3. **Character Analysis**
    - Deep analysis of major characters (Macbeth, Lady Macbeth, the witches, Banquo, Duncan, Macduff).
    - Character motivations and development over the course of the play.
    - Tragic hero analysis of Macbeth.
4. **Literary Devices and Language**
2. **Literary Devices and Techniques**
    - **9th Grade**: Basic identification of literary devices in poetry and prose.
    - **10th Grade**: Understanding the effects of literary devices on meaning and tone.
    - **11th Grade**: Analyzing how authors use literary devices to develop themes and characters.
3. **Theme Analysis**
    - **9th Grade**: Identifying and summarizing themes in literature.
    - **10th Grade**: Analyzing how themes are developed across a text.
    - **11th Grade**: Comparing and contrasting themes across different works of literature.
4. **Character Analysis**
    - **9th Grade**: Basic understanding of character roles and motivations.
    - **10th Grade**: Exploring character development and changes throughout a text.
    - **11th Grade**: Analyzing complex characters and their relationships within a text.
5. **Narrative Writing**
    - **9th Grade**: Writing simple narrative pieces, such as personal narratives or retellings of stories.
    - **10th Grade**: Developing more complex narrative structures, including

- Examination of Shakespeare's use of language, including imagery, symbolism, and motifs (e.g., blood, darkness, the unnatural).
- Analysis of soliloquies and their role in revealing character psychology.
- Understanding of meter, rhyme, and rhythm, especially in the context of Shakespearean blank verse.

5. **Historical and Social Context**

    - The Jacobean context, including beliefs about kingship, the divine right of kings, and witchcraft.
    - Influence of the Gunpowder Plot on the play.
    - The role of gender and power dynamics in the play.

6. **Critical Perspectives**

    - Exploration of various critical interpretations (e.g., feminist, psychoanalytic, historical).
    - Discussion of how different productions and adaptations have interpreted *Macbeth*.

different points of view and incorporating dialogue.
- **11th Grade**: Experimenting with narrative techniques, such as unreliable narrators or non-linear plots.

6. **Understanding Historical and Social Context**

    - **9th Grade**: Introducing the idea of historical context influencing literature.
    - **10th Grade**: Analyzing how historical and social contexts shape characters, themes, and plots in literature.
    - **11th Grade**: Connecting literature to broader historical and cultural movements.

Skills

1. **Critical Reading and Analysis**
    - Analyzing text for deeper meanings and connections to themes, characters, and motifs.
    - Interpreting complex language and identifying literary devices.
2. **Discussion and Presentation**
    - Participating in discussions about themes, characters, and interpretations of the play.
    - Delivering presentations on specific aspects of the play (e.g., character analysis, thematic exploration).
3. **Narrative/Creative Interpretation**
    - Engaging in creative projects, such as modern adaptations of scenes, rewriting soliloquies, or staging a scene with a specific directorial vision.
    - Exploring how different media (film, theater) interpret and adapt the play.
    - Character Perspective

	Narratives: Students write first-person narratives from the perspective of a character, exploring their thoughts and feelings during key moments in the play (e.g., Macbeth after hearing the witches' prophecies, Lady Macbeth after Duncan's murder).	

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

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

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".

1.4.2.Cr	Creating
1	Make sense of problems and persevere in solving them
2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
5	Use appropriate tools strategically
1.4.2.Cr2	Organizing and developing ideas.
6	Attend to precision
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
1.4.2.Pr	Performing
1.4.2.Pr4	Selecting, analyzing, and interpreting work.
1.4.2.Pr6	Conveying meaning through art.
1.4.2.Re8	Interpreting intent and meaning.
1.4.2.Re9	Applying criteria to evaluate products.
1.4.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
HS-PS2	Motion and Stability: Forces and Interactions
HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
HS-LS3	Heredity: Inheritance and Variation of Traits
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-LS4-4	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.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.
HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.