

English 4 (College Prep, Accelerated, and Honors Levels) (smpdraft 11/3/2015)
LEARNING GOALS AND SCALES (2015-2016): Unit Three: Shakespeare Unit

ESSENTIAL QUESTIONS

What examples of Shakespeare’s influence are present in modern society?
 How is Shakespeare’s writing universal and timeless?

Learning Goal #1: Understand that Shakespeare’s sonnets and plays reveal truths about human behavior and literary themes during the English Renaissance that hold true throughout the world today

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond identifying and analyzing Shakespeare’s influence that was explicitly taught, extending knowledge and inferences to other time periods and cultures.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p>TARGET LEARNING GOAL: <i>The student will be able to explain, support, and analyze how Shakespeare’s sonnets and plays reveal truths about human behavior and aspirations.</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Identify famous quotes when encountered in sonnets and plays and explain the connotation in Renaissance works and contemporary contexts. ✓ Write poetic analysis papers based on Shakespeare’s sonnets. ✓ Connect characters and plot in Shakespeare’s plays with modern adaptations of the plays (i.e. <i>Macbeth</i> and <i>Scotland, PA</i>; <i>Hamlet</i> and <i>The Lion King</i>) ✓ Synthesize meaning and analysis of poetic elements such as sonnet, rhyme scheme, meter, metaphor, imagery, tragic hero, and motif.
Level 2	<p>The student can identify poetic elements and elements of drama that characterize themes, tragic heroes, and famous Shakespeare lines/quotes that are present in contemporary literature and everyday conversation.</p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Recognize famous quotes when encountered in sonnets and plays. ✓ Explain with guided practice universal ideas in such sonnets as Sonnet 18, Sonnet 29, and the humor in Sonnet 130. ✓ List/recognize characters and plot in Shakespeare’s plays, including: <i>Macbeth</i>, <i>Hamlet</i>, and <i>Taming of the Shrew</i>. ✓ Identify and list such poetic elements as sonnet, rhyme scheme, meter (iambic pentameter/blank verse), metaphor, imagery, tragic hero, and motif.
Level 1	<p>The student is able to identify plot or meaning in Shakespearean plays or sonnets with support from the teacher</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify plot or meaning in Shakespearean plays or sonnets.</p>

Learning Goal #2: Identify and analyze how the five-act Shakespearean dramatic structure reveals how this structure reveals the universality of Shakespearean tragic heroes and comedies.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will make inferences beyond the English Renaissance with regard to how conventional dramatic structure reveals universal truths.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p>TARGET LEARNING GOAL: <i>The student will be able to identify and analyze the pattern in Freytag’s dramatic/story pyramid as it applies to Shakespeare’s plays and how the plays reveal universal truths about the human condition.</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Synthesize character development and plot with author’s purpose. ✓ Analyze character development based on Freytag’s discrete elements. ✓ Analyze the events, plot development, and/or character development that accompany exposition, inciting incident, rising action, climax, falling action, resolution, and denouement.
Level 2	<p>The student can identify listed elements of Freytag’s pyramid, but is not able to find them in the literature or draw inferences from them.</p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Trace the development of characters and plot; recognize plot development. ✓ Identify, with scaffolding, these elements of Freytag’s pyramid in specific plays such as <i>Macbeth, Hamlet, or Taming of the Shrew.</i> ✓ Define exposition, inciting incident, rising action, climax, falling action, resolution, and denouement.
Level 1	<p>The student is able to identify listed elements from Freytag’s pyramid and plot/characters from Shakespeare’s plays with support from teacher</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify listed elements from Freytag’s pyramid and plot/characters from Shakespeare’s plays.</p>