

Planned Course: Modern Literature	Course Number: E103OLH	Department: English	
Unit: Lit: Drama	Grade Level: 12		
Estimated Time: 4-5weeks	Level/Track: Honors Online	Board Date Approved: August 27, 2018	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>CC.1.2.11-12.A-F</p> <p>CC.1.2.11-12.J, K</p> <p>CC.1.3.11-12.A – K</p> <p>CC.1.4.11-12.B – L</p> <p>CC.1.4.11-12.Q – X</p> <p>CC.1.5.11-12.A - G</p>	<p>How does the selection fit the Definition of a tragedy?</p> <ul style="list-style-type: none"> Recognize and analyze the characteristics of a tragedy and tragic hero <p>What role does characterization play in the Drama?</p> <ul style="list-style-type: none"> Consider progression through the play Identify and analyze the complex relationships between characters i.e. Lady Macbeth & Macbeth; Othello and Iago Character's motives Identify character foils Analyze how Shakespearean metaphors, imagery, and another dramatic cues reveal the tragic hero's response to fear Analyze famous soliloquies <p>How do the literary devices used in the drama enhance the overall quality of the piece?</p>	<p>-Prereading discussion questions</p> <p>- Mini-presentations evaluating and analyzing literary themes and techniques</p> <p>-Lesson in stage directions</p> <p>-Write with a sharp, distinct focus identifying topic, task, and audience</p> <p>-Model how to annotate</p> <p>-Perform a scene nonverbally</p> <p>- Use of Internet to compare critics' reactions to themes</p> <p>-Worksheets on materials (analytical study guides, integrated vocabulary)</p> <p>- Summarize the text</p> <p>-Small group analysis of particular literary elements</p> <p>- Use of Internet for research and online practice quizzes</p> <p>-Make strategic use of digital media in presentations to add interest and enhance</p>	<ul style="list-style-type: none"> Writing Prompt tracing/analyzing a motif in the drama Vocabulary from the play- assignment Online discussion: Summarize chosen soliloquy or piece of text Quiz on dramatic terms Artistic projects based on drama i.e. puppet show, power point show, poster Test on information presented in class Student construction of PSSA type reading performance task with student written response to the task using the unit's literary works Macbeth: Test after Acts I & 2, test after Act 3, test after Acts 4 & 5 Character matching quiz Video or class presentation of a scene/monologue Identify and interpret quotations from the text Online Discussion/<i>Othello</i>: When someone tells you gossip about your friends,
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	<ul style="list-style-type: none"> • Students will be able to recognize the three forms of irony in the drama. • Students will identify terms specific to the genre, i.e., hubris, tragic flaw, catharsis, chorus, free verse, allusion, etc. • Students will examine the paradox, and how it is used in the drama. • Recognize and interpret allusions within the text. • Students will identify and connect symbols to the overall meaning of the work • Students will be able to recognize motifs within the drama • Students will identify specific literary devices and show their association with the literature read • Analyze how words and phrases shape meaning and tone in texts <p>How do the major themes in the drama provoke thinking and provide insight into</p>	<p>understanding of findings, reasoning and evidence.</p> <ul style="list-style-type: none"> - Integrated grammar instruction - Group research of recurring motifs to be presented to the class - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature - Use films to reinforce the dramatic elements (showing different interpretations of the same scene) - Compare and contrast recurring themes and motifs - Discuss the characters' motives - Interpret important speeches and soliloquys in detail - Completion of analytical study guide - Integrated personal reaction vocabulary journal 	<p>do you believe it?</p>
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	<p>universal emotions and dilemmas?</p> <ul style="list-style-type: none"> • Students will make connections between the drama and modern society • Students will examine the fall of the tragic hero • Students will be able to integrate the themes into class discussion and projects • Students will be able to write short and long essays related to the literature selections when analyzing, interpreting, and evaluating the selections. <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a drama</p> <ul style="list-style-type: none"> • Examine the setting, how the action is ordered, and how the characters are introduced and developed 	<ul style="list-style-type: none"> - Debate concerning a particular aspect of the drama - Analyze an aspect of the drama such as theme, characterization, symbolism - Discussion of ironic elements - SIFT Method (symbol, images, figures of speech, tone and theme) -Ladder of questions (literal, interpretive, and experience based) -Socratic discussion -Literature circles -Metacognitive conversations -Lead class discussion on chosen topic - compare and contrast two or more tragedies studied 	
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