

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

Shakespeare: Page to Stage

Grade 10-12

Date of Board Approval: **May 20, 2010**

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Shakespeare: Page to Stage Subject Area: English Grade Level: 10-12
Course Length: (Semester/Year): Year Duration: 50 Minutes Frequency: Daily
Prerequisites: English I Credit: 1 Level: N/A

Course Description/Objectives:

Shakespeare: Page to Stage is a full-year course designed for sophomores, juniors, and seniors who have demonstrated a sincere interest in Shakespeare and in performance. In this course students will have the opportunity to develop their thinking skills, to develop their performance skills, and to study several texts in depth through the use of literary criticism, film, writing, research, performance, attendance at professional performances, and participation in several festivals/outreach programs. The students will have access to lectures and workshops with community members who are experts in the areas of Shakespeare, performance, film, speech, art, and research. This course will further develop students' thinking skills through a variety of activities such as developing promptbooks, acting, directing, collaborating on production design, working as a team, and providing leadership for the Shakespeare Troupe. This course also addresses a variety of the PA Academic Standards for Reading, Writing, Speaking and Listening and of the PA Academic Standards for Arts and Humanities.

Major Text(s)/Resources:

The Complete Works of William Shakespeare

Curriculum Writing Committee:

Sue Biondo-Hench

Unit: Reading Analyzing and Interpreting Literature	Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators	
1.3A Read and understand works of literature.	<ul style="list-style-type: none"> • Summarize key details and events of a fictional text as a whole. (PSSA) • Identify and explains main ideas. (PSSA) 	<ul style="list-style-type: none"> • Class discussion • Reader-response journal entries • Scene-cutting work • Promptbooks • Scene work, rehearsal, and performance • Illumination work • Recitation • Close study exercises • Role play exercises • Criticism papers • Research projects • Viewing/discussing/evaluating a film and stage versions
1.3A Read and understand works of literature.	<ul style="list-style-type: none"> • Make inferences, draws conclusions, and generalizes, using textual support. (PSSA) • Summarize and evaluates abstract themes. (PSSA) 	
1.3B Analyze the relationships, uses and effectiveness of literary elements (used by Shakespeare).	<ul style="list-style-type: none"> • Interpret and analyze relationships among literary elements [used by Shakespeare] (character, setting, plot, theme, tone, style, mood, symbolism). (PSSA) 	
1.3B Analyze the relationships, uses and effectiveness of literary elements (used by Shakespeare).	<ul style="list-style-type: none"> • Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. (PSSA) 	
1.3C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.	<ul style="list-style-type: none"> • Interpret and analyze the use of sound techniques (e.g., rhyme, rhythm, meter, alliteration), figurative language (e.g., personification, similar, metaphor, hyperbole, irony, satire). 	

Unit: Reading Analyzing and Interpreting Literature		Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators		
1.3C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.	<ul style="list-style-type: none"> Analyze effectiveness of literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). (PSSA) 	<ul style="list-style-type: none"> Illumination work Recitation Close study exercises Criticism papers 	
1.3C Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.	<ul style="list-style-type: none"> Identify, explain, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language in text. (PSSA) 		
1.3D Analyze and evaluate in poetry the appropriateness of dictation and figurative language.	<ul style="list-style-type: none"> Analyze and evaluates the use of word meanings and shades of meaning. (PSSA) 	<ul style="list-style-type: none"> Class discussion Reader-response journal entries Illumination work Recitation Close study exercises Criticism papers 	
1.3D Analyze and evaluate in poetry the appropriateness of dictation and figurative language.	<ul style="list-style-type: none"> Analyze and evaluate the effect of figurative language (e.g., simile, metaphor), author’s style, and point of view. (PSSA) 		
1.3E Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.	<ul style="list-style-type: none"> Analyze and evaluate the use of word meanings and shades of meaning. (PSSA) 	<ul style="list-style-type: none"> Class discussion Reader-response journal entries Scene-cutting work Promptbooks Scene work, rehearsal, and performance Illumination work Recitation Close study exercises 	

Unit: Reading Analyzing and Interpreting Literature	Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators	
1.3F Read and respond to poetry and drama.	<ul style="list-style-type: none"> • Identify and/or analyze the author’s intended purpose of text. (PSSA) • Explain, describe, and/or analyze examples of text that support the author’s intended purpose. (PSSA) 	<ul style="list-style-type: none"> • Class discussion • Reader-response journal entries • Promptbooks • Scene work, rehearsal, and performance • Illumination work • Role play exercises • Criticism papers
1.3F Read and respond to poetry and drama.	<ul style="list-style-type: none"> • Interpret and analyzes relationships among literary elements [used by Shakespeare] (character, setting, plot, theme, tone, style, mood, symbolism). (PSSA) 	
1.3F Read and respond to poetry and drama.	<ul style="list-style-type: none"> • Make within and among text-to-text connections. (PSSA) 	

Unit: Quality of Writing	Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators	
1.5A Write with a sharp, distinct focus.	<ul style="list-style-type: none"> Identify topic, task and audience. (PSSA) Establish and maintain a single point of view. (PSSA) 	<ul style="list-style-type: none"> Focused journal entries Illumination reflection papers Criticism papers Research projects Film and stage critiques
1.5B Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> Gather, determine validity and reliability of, analyze and organize information. (PSSA) 	<ul style="list-style-type: none"> Reader-response journal entries Focused journal entries Illumination reflection papers Criticism papers Research projects Film and stage critiques
1.5B Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> Employ the most effective format for purpose and audience. Write fully developed paragraphs and have details and information specific to the topic and relevant to the focus. (PSSA) 	
1.5C Write with controlled and/or subtle organization.	<ul style="list-style-type: none"> Sustain a logical order throughout the piece, incorporating transitions. (PSSA) Write an effective introduction and conclusion. (PSSA) 	<ul style="list-style-type: none"> Focused journal entries Illumination reflection papers Criticism papers Research projects Film and stage critiques
1.5F Edit writing using the conventions of language.	<ul style="list-style-type: none"> Spell all words correctly. (PSSA) Use capital letters correctly. (PSSA) 	<ul style="list-style-type: none"> Reader-response journal entries Focused journal entries Illumination reflection papers Criticism paper

Unit: Quality of Writing		Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators		
1.5F Edit writing using the conventions of language.	<ul style="list-style-type: none"> Punctuate correctly (periods, exclamation, points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). (PSSA) 		<ul style="list-style-type: none"> Research projects Film and stage critiques
1.5F Edit writing using the conventions of language.	<ul style="list-style-type: none"> Use nouns, pronouns, verbs, adjective, adverbs, conjunctions, prepositions and interjections properly. (PSSA) 		
1.5F Edit writing using the conventions of language.	<ul style="list-style-type: none"> Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). (PSSA) 		

Unit: Speaking and Listening		Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators		
1.6A Listen to others.	<ul style="list-style-type: none"> • Ask clarifying questions. • Synthesize information, ideas and opinions to determine relevancy. 	<ul style="list-style-type: none"> • Class discussion • Scene-cutting work • Scene work, rehearsal, and performance • Recitation workshops • Behind-the-scenes projects • Self-reflection writing 	
1.6C Speak using skills appropriate to formal speech situations.	<ul style="list-style-type: none"> • Pace the presentation according to audience and purpose. • Adjust stress, volume and inflection to provide emphasis to ideas or to influence the audience. 	<ul style="list-style-type: none"> • Recitation • Performance • Project presentations 	
1.6D Contribute to discussions.	<ul style="list-style-type: none"> • Ask relevant, clarifying questions. • Respond with relevant information or opinions to questions asked. 	<ul style="list-style-type: none"> • Class discussion • Scene-cutting work • Scene work and rehearsal • Viewing/discussing/evaluating film and stage versions • Self-reflection writing 	
1.6D Contribute to discussions.	<ul style="list-style-type: none"> • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. 		
1.6D Contribute to discussions.	<ul style="list-style-type: none"> • Facilitate total group participation. • Introduce relevant, facilitating information, ideas and opinions to enrich the discussion. • Paraphrase and summarize as needed. 		

Unit: Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts		Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators		
9.1A Know and use the elements and principles of an art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Cut a script so that content and length are appropriate for a given audience. • Design and produce a scene. 	<ul style="list-style-type: none"> • Concept collaboration/class discussion • Scene-cutting work • Promptbooks, including set, lighting, sound, and costume design 	
9.1A Know and use the elements and principles of an art form to create works in the arts and humanities.	<ul style="list-style-type: none"> • Collaborate on the production of a full performance. 	<ul style="list-style-type: none"> • Role play exercises • Scene work, rehearsal, and performance 	
9.1B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	<ul style="list-style-type: none"> • Direct a scene for performance. • Perform a piece of text. • Create, review, and revise an original piece of art in any genre in response to a piece of Shakespeare's text. 	<ul style="list-style-type: none"> • Scene work, rehearsal, and performance • Illumination work 	
9.1E Delineate a unifying theme through the production of a work of art.	<ul style="list-style-type: none"> • Design a production so that a unifying theme drives all of the major choices. 	<ul style="list-style-type: none"> • Concept collaboration/class discussion • Scene-cutting work • Promptbooks, including set, lighting, sound, and costume designs. • Scene work, rehearsal, and performance 	
9.1G Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> • Provide on-going assessment throughout the process of a production. 	<ul style="list-style-type: none"> • Focused journal entries and self-reflective writing • Concept collaboration/class discussion 	

Unit: Historical and Cultural Contexts		Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators		
9.2J Identify, explain and analyze historical and cultural differences as they relate to plays by Shakespeare.	<ul style="list-style-type: none"> • Research historical and cultural differences independently as they relate to an individual student's specific work with the text. 	<ul style="list-style-type: none"> • Concept collaboration/class discussion • Reader-response journal entries • Scene work, rehearsal, and performance • Illumination work • Close study exercises • Criticism papers • Research projects 	
9.2J Identify, explain and analyze historical and cultural differences as they relate to plays by Shakespeare.	<ul style="list-style-type: none"> • Research and discuss historical and cultural differences at appropriate moments during class discussion and the rehearsal process. 		

Unit: Critical Response	Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators	
<p>9.3A Explain and apply the critical examination processes of works in the arts and humanities.</p>	<ul style="list-style-type: none"> • Explain and analyze through the following processes: compare and contrast, analyze, interpret, form and text hypotheses, evaluate/form judgments. 	<ul style="list-style-type: none"> • Class discussion • Reader-response journal entries • Film and stage critique

Unit: Aesthetic Response	Subject Area: English	Grade: 10-12
PA Academic Standards	Performance Indicators	
<p>9.4A Evaluate an individual’s philosophical statement on a work in the arts and its relationship to one’s own life based on knowledge and experience.</p>	<ul style="list-style-type: none"> • Read and respond to literary criticism. 	<ul style="list-style-type: none"> • Reader-response journal entries • Criticism papers
<p>9.4D Analyze and interpret a philosophical position identified in works in the arts and humanities.</p>	<ul style="list-style-type: none"> • Deduce and support philosophical positions in Shakespeare’s texts. 	<ul style="list-style-type: none"> • Class discussion • Reader-response journal entries • Illumination work • Recitation • Close study exercises • Criticism papers • Research projects • Film and stage critiques

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)