

**Englewood Public School District**  
**English Language Arts**  
**Grade 11 – College Prep**  
**Fourth Marking Period**

**Unit 4: Masters of the Renaissance – Emergence of the Individual**

**Overview:** In this unit, students will examine the Renaissance with a focus on the emergence of humanism and the individual. They will explore the Renaissance through the classic works of Shakespeare, Cervantes, Petrarch, and others.

**Time Frame:** 35-45 Days

**Enduring Understandings:**

*The concepts of individualism and humanism affect one's actions and reactions of events.*

**Essential Questions:**

*What effect does humanism have on the concept of the hero?*

*How do people react to crises?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>SL.11-12.1.</b> 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.</p> <p><b>RL.11-12.1.</b> Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text</p>	<p><b>Topics</b></p> <p>Shakespeare's Individual</p> <p>Character Motivations</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C's</li> <li>Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will understand how individualism is emphasized in Shakespeare's <i>Hamlet</i>.</p>	<p>Character Map: Before reading <i>Hamlet</i>, students will create a visual character map examining connections between characters and developing inferences about character motivation. <b>(CRP4, CRP6, CRP8)</b></p> <ul style="list-style-type: none"> <li><a href="http://www.educationonasis.com/printables/graphic-organizers/character-map/">http://www.educationonasis.com/printables/graphic-organizers/character-map/</a></li> </ul>	<p><b>Text:</b> <i>Hamlet</i>, Acts I-III, by Shakespeare</p> <p><b>Companion Texts:</b> <i>Scholastic Magazine</i></p> <p>"Authors: William Shakespeare" <a href="https://newsela.com/read/bio-author-shakespeare">https://newsela.com/read/bio-author-shakespeare</a></p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Journals</li> <li>Exit Tickets</li> </ul> <p>Students will be evaluated on the quality of their character maps.</p> <p><b>Summative Assessment:</b></p> <p>Students will be evaluated on the quality of their analytical essays.</p>

<p>says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices 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).</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Students will understand that plot is driven by character motivations.</p>	<p>Students will consider the character of Hamlet and write a short analysis on how Hamlet asserts his individuality in light of his plot motivation. <b>(CRP4, CRP6, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CR11)</b></p> <p>Students will examine the plot of Acts I-III and determine how Hamlet’s actions direct/react to the events in the play. <b>(CRP4, CRP8)</b></p>	<p><b><u>Benchmark Assessment:</u></b> End of year assessment</p> <p><b><u>Alternative Assessments:</u></b> Students will be given roles to play in a class reading of <i>Hamlet</i>.</p> <p>Students will peer review their character analysis papers using a PARCC rubric.</p> <p>Students will role play Hamlet’s specific reactions to events in the play.</p>
<p>SL.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.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The</p>	<p><b>Topics</b></p> <p>Renaissance Humanism</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will understand the origin and characteristics of humanism.</p> <p>Students will understand how film adaptations</p>	<p>Students will read “Renaissance Humanism” and take notes. <b>(6.2.12.D.2)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul> <p>Students will explore the multimedia site “Shakespeare: Subject to Change” to put Shakespeare’s works into context. <b>(CRP11)</b></p>	<p><b><u>Texts:</u></b> <i>Hamlet</i>, Acts IV-V, by Shakespeare</p> <p>“Renaissance Humanism” <a href="http://www.iep.utm.edu/humanism/">http://www.iep.utm.edu/humanism/</a></p> <p><b><u>Media:</u></b> “Shakespeare: Subject to Change”</p> <p>Clips from <i>Hamlet</i> (1996), directed by Kenneth Branagh</p> <p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul> <p>Students will be evaluated on the completion and quality of their notes.</p> <p><b><u>Summative Assessment:</u></b> Students will be evaluated on their</p>

<p>content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>reflect/adapt their source material.</p>	<ul style="list-style-type: none"> <li><a href="http://www.cableplays.org/shakespeare/">http://www.cableplays.org/shakespeare/</a></li> </ul> <p>Students will watch clips from <i>Hamlet</i> (1996), and discuss how setting the film in the 19th century adapts and/or remains faithful to the source material. (CRP8)</p> <ul style="list-style-type: none"> <li><a href="http://www.readwritetink.org/files/resource/s/lesson_images/lesson378/venn.pdf">http://www.readwritetink.org/files/resource/s/lesson_images/lesson378/venn.pdf</a></li> </ul> <p>Students will participate in a Socratic Seminar on the topic: “Is <i>Hamlet</i> a humanistic play?” (6.2.12.D.2.d, 9.3.12.ED.2, CRP4, CRP8)</p>	<p><b><u>Companion Texts:</u></b> <i>Scholastic Magazine</i></p>	<p>performance in the Socratic Seminar.</p> <p><b><u>Alternative Assessments:</u></b> In small groups, students will share their findings from “Shakespeare: Subject to Change”</p> <p>Students will discuss the qualities of the humanism philosophy and its emergence.</p> <p>Students will engage in a whole class debate on the question “Is <i>Hamlet</i> a humanistic play?”</p>
<p>SL.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.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization,</p>	<p><b>Topics</b></p> <p>Sonnets</p> <p>Poetry Explication</p> <p>Poetry Writing</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will understand the various sonnet forms and</p>	<p>Students will read “Analyzing Poetry” to learn about poetic explication. (CRP4, CRP8)</p> <ul style="list-style-type: none"> <li><a href="https://freeology.com/graphicorgs/note-taking-organizer/">https://freeology.com/graphicorgs/note-taking-organizer/</a></li> </ul> <p>Students will read “The Elizabethan Sonnet” and Shakespeare’s “Sonnet 17” and take notes. (CRP4)</p>	<p><b><u>Texts:</u></b></p> <p>Sonnets by Petrarch</p> <p>Sonnets by Shakespeare</p> <p>Sonnets by English Renaissance Poets</p> <p>“The Elizabethan Sonnet” by Prosser Hall Frye <a href="http://www.sonnets.org/frye.htm">http://www.sonnets.org/frye.htm</a></p> <p>“Analyzing Poetry” <a href="http://www.nku.edu/~rkdrury/poetryexplication.html">http://www.nku.edu/~rkdrury/poetryexplication.html</a></p>	<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Journals</li> <li>Exit Tickets</li> </ul> <p>Students will be evaluated on the quality of their sonnets.</p> <p><b><u>Summative Assessment:</u></b> Students will be evaluated on the quality of their presentations.</p>

development, and style are appropriate to task, purpose, and audience.

**RL.11-12.1.** Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

**W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

will be able to compose their own sonnets.

Students will understand how to explicate poetry.

- <https://freeology.com/graphicorgs/note-taking-organizer/>

Students will select a sonnet by Shakespeare, Petrarch, or other Elizabethan poets and create a multimedia presentation that relates the poet's background to the student's interpretation of the sonnet. (CRP4, CRP6, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CR11)

**Companion Texts:**  
*Scholastic Magazine*

"The Soldier"  
[https://www.commonlit.org/en/texts/the-soldier?search\\_id=4565334](https://www.commonlit.org/en/texts/the-soldier?search_id=4565334)

"America"  
[https://www.commonlit.org/en/texts/america?search\\_id=4565334](https://www.commonlit.org/en/texts/america?search_id=4565334)

**Alternative Assessments:**

Students will engage in a Think-Pair-Share to explicate how "Sonnet 17" fits into the Elizabethan Sonnet tradition.

Students will present their multimedia presentations to the class.

Poet's Café: Students will write their own Elizabethan or Petrarchan Sonnets. Classmates must guess which form the student used and analyze the poem's theme

<p>SL.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.</p> <p>SL.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.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes</p>	<p><b>Topics</b></p> <p>The Machiavellian Individual &amp; Human Nature Rhetoric</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will understand the role of leaders according to Machiavelli.</p> <p>Students will study the rhetorical features of a political treatise and analyze their effectiveness.</p>	<p>Students will read the excerpts from <i>The Prince</i> and respond to Guided Reading Questions. <b>(6.2.12.D.2.d)</b></p> <p>Students will select one chapter from <i>The Prince</i> and analyze its rhetorical strategies and effects in a short analytical essay. <b>(CRP4, CRP6, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CR11)</b></p> <p>Students will participate in a Socratic Seminar discussing the question: “Is Machiavelli’s book ‘evil’? What role does virtue play in Machiavelli’s state?” <b>(CRP4, CRP8)</b></p> <p>Build a Machiavellian State: Student groups will create multimedia projects that exhibit the qualities of a Machiavellian state. <b>(CRP4, CRP6, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CR11)</b></p>	<p><b>Texts:</b></p> <p>Excerpts from <i>The Prince</i> by Niccolo Machiavelli:</p> <ul style="list-style-type: none"> <li>• Chapter II: “Concerning Hereditary Principalities”</li> <li>• Chapter IV: “Why The Kingdom Of Darius, Conquered By Alexander, Did Not Rebel Against The Successors Of Alexander At His Death”</li> <li>• Chapter VIII: “Concerning Those Who Have Obtained A Principality By Wickedness”</li> <li>• Chapter X: “Concerning The Way In Which The Strength Of All Principalities Ought To Be Measured”</li> <li>• Chapter XVII: “Concerning Cruelty And Clemency, And Whether It Is Better To Be Loved Than Feared”</li> <li>• Chapter XIX: “That One Should Avoid Being Despised And Hated”</li> <li>• Chapter XXIII: “How Flatterers Should Be Avoided”</li> <li>• Chapter XXV: “What Fortune Can Effect In Human Affairs, And How To Withstand Her”</li> </ul>	<p><b>Formative Assessments:</b></p> <p>Students will be evaluated based upon their responses to the Guided Reading Questions.</p> <p>Students will be evaluated on their performance in the Socratic Seminar.</p> <p><b>Summative Assessment:</b></p> <p>Students will be evaluated on the quality of analytical essays.</p> <p>Students will be evaluated on the quality of their multimedia projects.</p> <p><b>Alternative Assessments:</b></p> <p>Students will peer review their analytical essays using a PARCC rubric.</p> <p>Students will find and</p>
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points clear, convincing, and engaging.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SL.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.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative

**Companion Texts:**  
*Scholastic Magazine*

“Text Set: *The Prince*”  
<https://newsela.com/text-sets/9451>

read current event articles that demonstrate themes from *The Prince*.

Students will present their multimedia projects.

**Topics**  
The Quixotic Hero

Parody

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness

**Objectives**  
Students will understand the concept of the “Quixotic Hero.”

Students will understand how authors use parody to comment on society and literature.

Students will maintain reading logs for each chapter of *Don Quixote* they read. Their logs should focus of the character development of Don Quixote de la Mancha, his motivations, beliefs, and actions.  
**(CRP4, CRP8)**

- <https://www.wordlayo.com/reading-log-template/>

After reading the excerpts from *Don Quixote*, students create a character sketch of Don Quixote de la Mancha to understand the qualities of a “Quixotic Hero.” **(CRP4, CRP6, CRP8, 9.3.12.ED.2, 8.1.12.A.2, CR11)**

- <http://www.educationonline.com/printables/graphic->

**Texts:**  
*Don Quixote*, Part I, by Miguel de Cervantes

Excerpts from “Sir Gawain and the Green Knight”

**Companion Texts:**  
*Scholastic Magazine*

“Text Set: *Don Quixote*”  
<https://newsela.com/text-sets/9628>

**Formative Assessments:**

- Do Nows
- Journals
- Exit Tickets

**Summative Assessment:**  
Students will be evaluated on the quality of their reading logs.

**Alternative Assessments:**  
Students will present their character sketches via informal oral presentations.

Chivalric Romance Parody: Students will refer back to their readings of “Sir Gawain and the Green Knight” to analyze how Don Quixote parodies the chivalric romance genre.

<p>impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p><a href="#">organizers/character-map/</a></p> <p>Students will work in groups to highlight and discuss scenes from <i>Don Quixote</i> where this parody is evident.</p>			
<p>SL.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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as</p>	<p><b>Topics</b></p> <p>Theme: Losing Humanity</p> <p>Shakespearean Drama</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will hone their ability to analyze theme.</p> <p>Students will develop an appreciation for stage drama by acting in a shorten version of a Shakespearean play.</p>	<p>Students will respond to Guided Reading Questions on <i>Macbeth</i> Acts I-II. <b>(CRP8)</b></p> <p>Debate: A Ghost or No Ghost? After reading <i>Macbeth</i> Act III, students will take side in a debate that argues whether the ghost of Banquo actually appears or if he is part of Macbeth’s imagination. <b>(CRP4, CRP6, CRP8, 9.3.12.ED.2)</b></p> <p>After reading <i>Macbeth</i>, students will write a short analytical essay on the theme: How lust for power causes one to lose their humanity. <b>(CRP4, CRP6, CRP8,</b></p>	<p><b><u>Texts:</u></b></p> <p><i>Macbeth</i> by William Shakespeare</p> <p><i>Macbeth</i>, abridged <a href="https://sites.google.com/site/englishclassinperformance/home">https://sites.google.com/site/englishclassinperformance/home</a></p> <p><b><u>Companion Texts:</u></b></p> <p><i>Scholastic Magazine</i></p> <p>“Text Set: <i>Macbeth</i>” <a href="https://newsela.com/text-sets/9812">https://newsela.com/text-sets/9812</a></p>	<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul> <p>Students will be evaluated based upon their responses to the Guided Reading Questions.</p> <p>Students will be evaluated on their performance in the debate.</p> <p>Students will be evaluated on their performance in the play.</p>

inferences drawn from the text, including determining where the text leaves matters uncertain.

**RL.11-12.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**W.11-12.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**9.3.12.ED.2, 8.1.12.A.2, CR11)**

Students will act out the play Macbeth, using the abridged version. (**CRP4, CRP6, CRP8, 9.3.12.ED.2)**)

**Summative**

**Assessment:**

Students will be evaluated on the quality of their analytical essays.

**Alternative**

**Assessments:**

Students will discuss what the abridged version leaves out and why.

Students will peer review their essays using Google Docs to provide constructive criticism.

Students will work in a small group to prepare notes for their debate about *Macbeth*.

**Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL,



time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Shorten assignments to focus on mastery of key concepts.</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<b>Special Education</b> <ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<b>At-Risk</b> <ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> <li>● Oral prompts can be given</li> </ul>	<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
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**Integration of 21<sup>st</sup> Century Standards NJSL 9:**

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**Interdisciplinary Connections:**

**Social Studies:**

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

**Integration of Technology Standards NJSLS 8:**

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

**Key Vocabulary:** individualism, humanism, Petrarchan Sonnet, Shakespearean Sonnet, Quixotic hero, Machiavellian