

Red Bank Regional High School Curriculum Map

Course Title: English 4 Humanities					Grade Level (s)	All times approximate
Topics (Unit Title or Organizing Idea)	Concepts (Understandings)	Skills (What students need to be able to do)	Standard / Progress Indicator (s)	Activities	Major Assessments (Tests, projects, performances, etc.)	Time Frame (Number of Weeks)
I. “To be or not to be...?” What does it mean to live?	Students will understand Shakespeare’s place within the Renaissance movement.	Oral reading, understand a character’s voice, take notes, analyze, demonstrate comprehension process and interpret Shakespearean syntax	3.2, 3.3 3.4, 3.1 3.5	Read <u>Hamlet</u> , <u>No Exit</u> , <u>Waiting for Godot</u> In-class, oral reading, discussion, video rendition of <u>Hamlet</u> . Acting out a scene with dramatic accuracy	Test, essay	9
				<u>The Shakespeare Mystery</u> Joe Russo—lecture (<u>Godot</u>)		
		Listen, take notes, demonstrate knowledge	3.4	Music and art component <u>Masters of Illusion</u> <u>John Cage</u> <u>Ginevra da Binci</u> <u>Music of the Renaissance</u>	Tests, interpretive response	1-1/2 weeks
				Other selections of media that deal with the questions at hand	Test (essay)	3 weeks
Nation against nation	Students will understand distinguishing traits of Shakespearean tragedy	Oral reading, understand a character’s voice, take notes, analyze, demonstrate comprehension process and interpret Shakespearean syntax	3.2,3.3., 3.4,3.1,3.5	In-class reading, discussion, viewing video rendition of the play Acting out a scene with dramatic accuracy	Papers, tests	5 weeks
Music/art Renaissance	Students will appreciate and comprehend traits of Renaissance music and art	Listen, take notes, demonstrate knowledge	3.4	C.D.’s videos, slides, group analysis	Tests, interpretive response	1-1/2 weeks
The World at War	Students will explore the principles of existentialism, nihilism, Theater of the Absurd and note the absence of a heroic figure					
	Students will understand Hamlet’s dilemma and the reasons for this decision to live					

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II. “Who so would be a man must be a non-conformist.” Why must we rage against the machine?			3.1.,3.2.,3.3.,3.4 3.5	Read <u>Beowulf</u> , <u>Grendel</u> , <u>Dracula</u> , <u>A Lesson Before Dying</u>		9	
	Students will study the elements of gothic novel, symbols and societal issues presented in either of these books		3.2, 3.3.,3.4 27-33 3.3. 18 3.1 20	Class discussion, watch videos and deliver comparative analysis Students will read <u>Frankenstein</u> or <u>Dracula</u>	Essays, tests, class discussion	4 weeks	
	Students will develop a vocabulary pertaining to the core components of the gothic architectural style	Listen, take notes identify, apply knowledge	3.5	Constructions of gothic cathedral, illustrating ability to identify floor plan and distinguishing structural elements View <u>Cathedral</u> , view slides	Construction project, test	2 weeks	
	Students will understand religious and societal views including gender roles, changing religious belief, the heroic code, importance of oral tradition	Read, think interpretively, take notes, analyze, demonstrate comprehension	3.2, 3.3.,3.4 19 27-33 3.5 3.1	Reading <u>Beowulf</u> , <u>Grendel</u> Class discussion, formal essay, reading	Papers, tests	Approximately 6 weeks	

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III. “Though we travel the world over too find the beautiful, we must carry it with us, or we find it not.” Where is the beauty in life?			3.1, 3.2,3.3,3.4,3.5	Oral, in-class reading of <u>Cyrano de Bergerac</u>	Test, essay	9
	Students will recognize the aesthetic pleasure of laughter	Students will have to recognize various strategies to effect response		Art and music component: Copeland’s “Appalachian Spring” Gershwin’s “Rhapsody in Blue”		
				Impressionist Art—slides from Barnes foundation <u>Art of the Western World</u>		
<u>Cyrano de Bergerac</u>	Students will note the changing face of the heroic figure	Read, think interpretively, take notes, speak, write, listen, discuss, access the roles of characters and thematic elements	3.2, 3.3., 3.4, 3.1		Test, essay	2 weeks

