

# Love, Fate, & Revenge

Content Area: **ELA**  
Course(s): **Accelerated English 9**  
Time Period: **Marking Period 3**  
Length: **4-5 weeks**  
Status: **Published**

## Course Pacing Guide

---

**Accelerated English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.**

| Unit                                                          | MP  | Weeks |
|---------------------------------------------------------------|-----|-------|
| Human Nature / Conformity / Non-conformity                    | 1   | 2     |
| Media Bias / Manipulation of Language / Non-fiction           | 1   | 4     |
| Courage to Fight Injustice                                    | 1-2 | 5-6   |
| The Epic Hero / Odyssey                                       | 2   | 4-5   |
| Love, Fate, & Revenge                                         | 3   | 4-5   |
| Loss of Innocence / Coming of Age / Challenges of Adolescence | 3   | 6     |
| Poetry                                                        | 4   | 2     |
| Short Stories                                                 | 4   | 2     |
| Navigating the Media Landscape                                | 1-4 | 1-2   |
| Identity / Questioning Faith                                  | 4   | 4-5   |

## Unit Overview

---

Reading one of William Shakespeare's best-known plays, *Romeo and Juliet* or *Macbeth*, and a collection of his sonnets students will explore the themes of love, fate, guilt, gender roles, and revenge. Students will also understand what makes Shakespeare's writing unique and influential. The two plays feature complex characters, and stimulate meaningful conversations about human nature, love, power, psychology, and other compelling topics.

## Enduring Understandings

---

- Literature can reflect the time, ideas, and cultures it depicts.
- The characters in *Romeo and Juliet* are complex, reflecting the demands Renaissance culture placed on individuals with respect to allegiance and revealing the ultimate tension between the individual and societal expectations.

## Essential Questions

---

- How does one's need for love influence his or her decisions?
- Are Shakespeare's views on love, loyalty, friendship, and fate still relevant today?
- What is the nature of romantic love? To what extent does Shakespeare's play interrogate or critique the value of romantic love as a social construct?
- What role does family play in a person's identity?
- Why are people so prone to being senselessly violent?
- How can power corrupt the individual?
- Why can gender roles be so debilitating or destructive?
- How does the cause-effect relationship work and how does it relate to the events leading up to the tragic end of the play?
- What reading strategies can help a person understand a specific type of text?
- How do authors utilize literary devices to communicate their ideas?
- Is there such a thing as fate? If so, can a person avoid his or her fate? Is fate alone responsible for the deaths of Romeo and Juliet, or should certain characters be held responsible?

## New Jersey Student Learning Standards (No CCS)

---

|                |                                                                                                                                                                                                                                                                                                      |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA.RL.9-10.1   | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.                                                                                |
| LA.RL.9-10.2   | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.                                                                  |
| LA.RL.9-10.3   | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.                                                                                                  |
| LA.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 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). |
| LA.RL.9-10.5   | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).                                                                     |
| LA.RL.9-10.6   | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.                                                                                                                           |
| LA.RL.9-10.10a | By the end of grade 9, read and comprehend literature, including stories, dramas, and                                                                                                                                                                                                                |

poems at grade level text-complexity or above with scaffolding as needed.

|                  |                                                                                                                                                                                                                                                                                                                                                            |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA.RI.9-10.7     | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.                                                                                                                                                                       |
| LA.W.9-10.1.C    | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.                                                                                                                 |
| LA.W.9-10.2.A    | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.                                                                                                            |
| LA.W.9-10.2.E    | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.                                                                                                                                |
| LA.W.9-10.2.F    | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).                                                                                                                                                                                       |
| LA.W.9-10.3.C    | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.                                                                                                                                                                                                                                               |
| LA.W.9-10.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                                                                                                                   |
| LA.W.9-10.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.                                                                                                   |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |

---

## Amistad Integration

While neither *Romeo and Juliet* nor *Macbeth* feature diversity as contemporary society would define it, the tragedy of *Romeo and Juliet* is rooted in a senseless feud. No one knows why the two groups hate each other. Such senseless hatred can easily be related to racial, ethnic, or religious prejudice. *Macbeth* demonstrates how power and privilege can be deadly when it is held by an individual or group when such people are selfish and do not recognize the responsibility that comes with power.

|       |                                                                                                                                                                                            |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SJ.13 | Students will analyze the harmful impact of bias and injustice on the world, historically and today.                                                                                       |
| SJ.14 | Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. |

---

## Holocaust/Genocide Education

Both *Romeo and Juliet* show where a lack of regard for the dignity of others will lead. The dialogue between the Capulet servants establishes that the Capulets and Montagues dehumanize each other and are willing to act on their hatred. Lady Macbeth and later Macbeth are willing to exterminate anyone in their way to gain and maintain their power and privilege. Any respect or regard they have for others is pushed into their subconscious.

|       |                                                                                                                                                               |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SJ.12 | Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Interdisciplinary Connections

---

Students will learn about England during Shakespeare's life, which will connect to and expand upon their knowledge of Elizabethan England.

Students will learn about the historical Macbeth and contrast him with the character Shakespeare creates.

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| SCI.9-12.B.1.1.4  | Describe lateralization of brain functions                                 |
| SCI.9-12.B.2.1.1  | Discuss processes of sensation and perception and how they interact        |
| SCI.9-12.SI.1.1.3 | Describe perspectives employed to understand behavior and mental processes |

## Technology Standards

---

|                   |                                                                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| TECH.8.1.12.A.3   | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.                                                                             |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.           |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning.                                                                            |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry.                                                                                                     |
| TECH.8.1.12.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.                            |

## 21st Century Themes/Careers

---

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.                                                                                                                                                                                                                                                                                 |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that                                                                                   |

management's actions and attitudes can have on productivity, morals and organizational culture.

## **Financial Literacy Integration**

---

PFL.9.1.12.F.1

Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

PFL.9.1.12.F.5

Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

## **Instructional Strategies & Learning Activities**

---

- Research on William Shakespeare, his work, and the Elizabethan period
- Reading and analyzing Shakespeare's poetry
- Performance of the play
- Guided notes
- Journals
- Reading logs
- Storyboard
- Essay
- Projects demonstrating understanding of themes
- Critique filmed versions of key scenes in Shakespeare's plays

## **Differentiated Instruction**

---

- Inquiry/Problem-Based Learning
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Grouping
- Socratic Seminar
- Rubrics
- Jigsaws
- Concept Attainment
- Flipped Classroom

## Formative Assessments

---

- Notes
- Reading logs
- Journals
- Class discussion
- Storyboards

## Summative Assessment

---

- *Macbeth* or *Romeo and Juliet* test
- *Macbeth* or *Romeo and Juliet* in-class essay
- *Macbeth* or *Romeo and Juliet* project

## Benchmark Assessments

---

*Macbeth* or *Romeo and Juliet* in-class essay

## Alternate Assessments

---

- **Note:** Students will have access to audio books to assist with comprehension if needed.
- Students will be able to select a project that best matches their skills and interests from a list of several options.

## Resources & Technology

---

- Students will use Chromebooks/Google Docs to research and prepare presentations about aspects of Shakespeare's life and work, Elizabethan England, the Renaissance, & theater during Shakespeare's time.
- Videos of scenes from Shakespeare's *Macbeth* or *Romeo and Juliet*.
- Video option for projects will require smart phone or tablet and video editing software.

## BOE Approved Texts

---

*Macbeth* by William Shakespeare

*Romeo and Juliet* by William Shakespeare

A collection of sonnets by William Shakespeare

## **Closure**

---

- Storyboard
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Journal
- Reading log
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Kids write notes to peers describing what they learned from them during class discussions.

## **ELL**

---

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

---

**This course is an accelerated course, and typically does not require many special education accommodations. When students have a documented need, the following accommodations are provided:**

- Provide a computer for written work.

- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Go over directions orally.

## **504**

---

**Examples of accommodations in 504 plans include but are not limited to:**

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork

## **At Risk**

---

**Students who are deemed at-risk are not typically placed in Accelerated English 9, since the class is designated for students who demonstrate excellent ability and work ethic. If a student demonstrates a need, the following accommodations are available:**

- Concrete examples
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Pace long-term projects
- Use peer supports and mentoring

## **Gifted and Talented**

---

- Offer choice



- Speak to Student Interests
- Allow G/T students to work together
- Focus on effort and practice
- Encourage risk taking