# Unit 4: Star Crossed Romances Copied from: ELA 1H, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

English 1 Honors- Grade 9

Unit 4- Star-Crossed Romances

**Belleville Board of Education**

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## Unit Overview

This unit includes an introduction to William Shakespeare and drama as a literary genre. In this unit, students will analyze and summarize the historical background of William Shakespeare, his works, and the playwright's impact on literature overall. Students will read, perform and analyze a drama while identifying the elements that make the work a drama. While applying a variety of reading strategies to the play Romeo and Juliet, there will be an emphasis on reading Shakespeare's poetry and using paraphrasing and context clues to check for understanding. Students will also read other forms of literature and compare themes and ideas based on star-crossed romances.

## Enduring Understanding

- **Enduring Understanding**:
- Literature reveals the nature of humanity and the human condition such as star-crossed romances
- Poetry and drama is a reflection of society.
- Poetry and drama is a form of expression which uses language to create an emotional effect.
- The ability to analyze and evaluate a decision-making plan, and use it to solve a real or fictional problem is significant in literature and real life
- 
- **Essential Question**:
- Questions that will help trigger discussion and understanding of the main ideas and topics presented in this unit.

## Essential Questions

- Do we determine our own destinies?
- Should the opinions of others affect our own choices or destinies?
- How is poetry a reflection of society?
- Why share personal experiences and observations through writing?
- What creates a drama?
- What are the advantages of hearing a play out loud?

## Exit Skills

By the end of Grade 9, ELA Unit 4, the student should be able to:

- Do we determine our own destinies?
- Should the opinions of others affect our own choices or destinies?
- How is poetry a reflection of society?
- Why share personal experiences and observations through writing?
- What creates a drama?
- What are the advantages of hearing a play out loud?

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| 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.9-10.4 | 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.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). |
| LA.RL.9-10.10b | By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above. |
| LA.RI.9-10.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) 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.RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| 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.RI.9-10.10a | By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. |
| LA.W.9-10.1.D | 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.C | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.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. |
| LA.W.9-10.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| LA.W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| LA.SL.9-10.1.B | Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. |
| LA.SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| LA.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. |

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|---|---|
| | The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.L.9-10.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.9-10.3 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| LA.L.9-10.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.9-10.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

## Interdisciplinary Connections

| | |
|---|---|
| SOC.9-12.1 | What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question? |
| SOC.9-12.1.1 | Chronological Thinking |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |

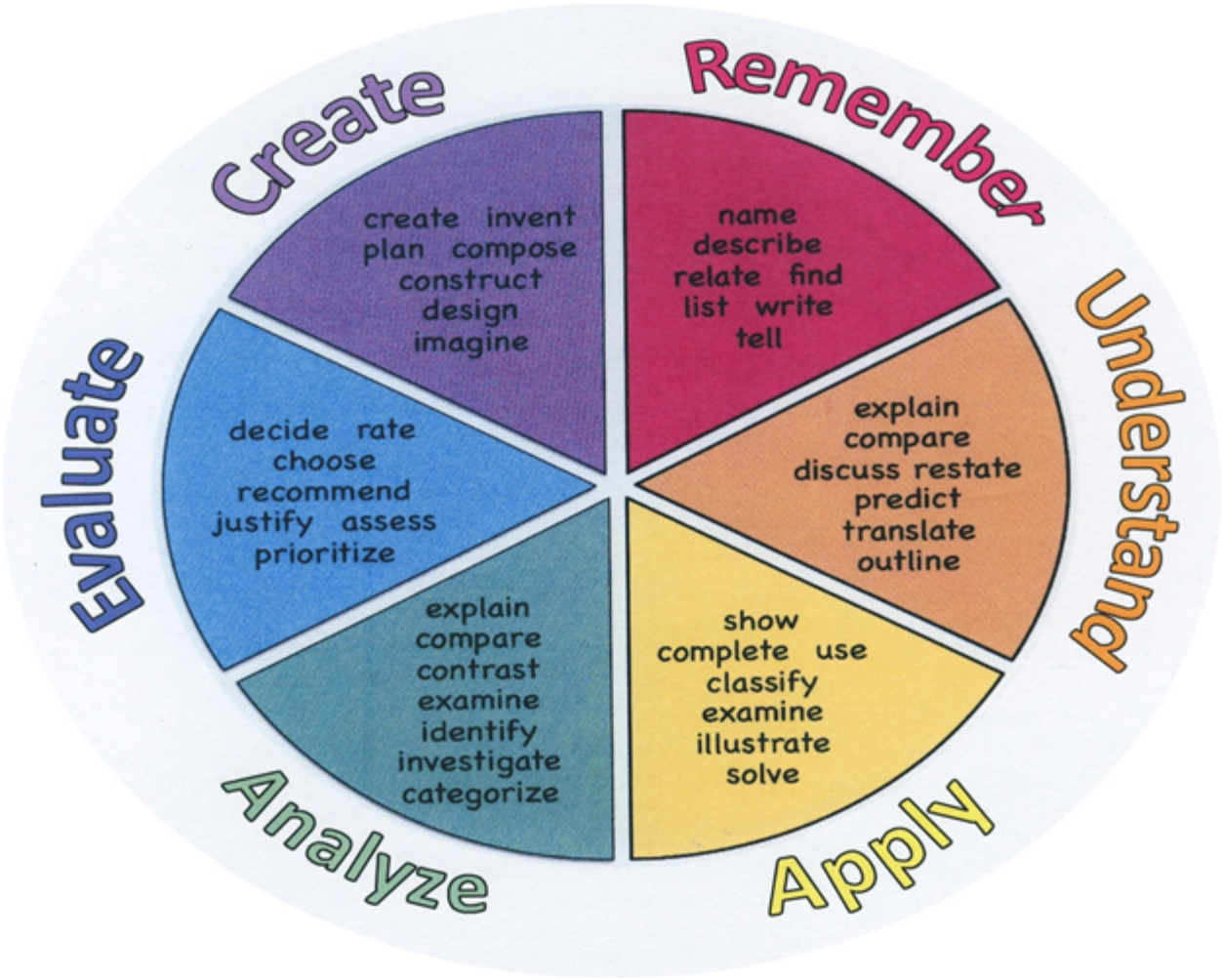
## Learning Objectives

- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Paraphrase (retell) portions of a text read aloud or information presented visually and orally
- Write routinely over extended time frames (for research, reflection, and revision)
- Read a Shakespeare play
- Interpret literary elements used in a play or poetry
- Apply a variety of reading strategies to the play, with special emphasis on reading Shakespeare's dramas and poetry
- Research word origins
- Research Shakespeare's life and the history of The Globe Theater
- Paraphrase, analyze, and critique a poetry (sonnets)
- Memorize and present a piece of poetry
- Compose an original piece of poetry

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose<br>Describe | Classify<br>Defend | Choose<br>Dramatize | Categorize<br>Classify | Appraise<br>Judge | Combine<br>Compose |

| | | | | | |
|---|---|---|---|---|---|
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |




## Suggested Activities & Best Practices

Example: Students should be given assessment options for The Tragedy of Romeo and Juliet such as: a written assignment, creating a comic book based on the play, or a presentation underscoring the theme.

**Student Centered Learning**: Students should either have already selected groups or groups of their choosing and we ready to jigsaw or answer higher order thinking discussion questions related to the theme or topic of the piece of literature being discussed.

**Use of Rubrics:** After discussing an assignment, allow students to create what they believe to be a fair rubric for assessing the assignment. This allows the students to have a say in how they will be graded as well as accountablity for the assignment.

**Starting classes with a "Do Now" activity:** Using a connection to life question that relates to the piece of literature will make the students be able to connect to the text and jump start to discussion.

**Allowing students to choose their own projects:** Having a vairety of projects that the students can choose from helps address all learning types. This will allow the students to choose the project they feel they can be most successful in completing.

**Brainstorming:** This helps in the writing process because it will allow the student to know if they are grasping the topic

**Writing Process:** Having students be involved in the writer's workshop process of writing

## Assessment Evidence - Checking for Understanding (CFU)

Example: The students will take a multiple choice, true/false, and open ended test after each act of The Tragedy of Romeo and Juliet. - summative assessment

**On Pearson Online Portal:**

Unit Quizzes - summative assessment

Selection Quizzes - summative assessment

Unit Tests - summative assessment

Selection Tests - summative assessment

Various worksheets to go along with selections - formative assessment

**Department Made:**

Quarterly Assessments/Common Benchmarks - summative assessment

Unit/Selection Review - formative assessment

**Teacher Made:**

Web-Based Assessments - alternative assessment

Various Assignments/Projects/Essay Topics - alternative assessment

Evaluation Rubrics - formative assessment

Exit Tickets - formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets

- Explaining
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

Textbook: My Perspectives-English Language Arts 9th Grade Edition

Grammar: Heath

Literature:

Whole-Class Learning

Romeo and Juliet by William Shakespeare

Small-Group Learning

Literary Criticism: Romeo and Juliet is a Terrible Play,and David Leveaux Can't Change That by Alyssa Rossenberg

In Defense of Romeo and Juliet: It's Not Childish, It's "About" Childishness by Noah

Berlatsky

Independant Learning

Annabel Lee by Edgar Allen Poe

If Romeo and Juliet Had Cell Phones by Misty Harris

Novel Choices

Jane Eyre by Charloette Bronte

Wuthering Heights by Emily Bronte

The Fault in Our Stars by John Green

Writing:

Argumentative

Grammar:

Types of Sentences (Compound, Complex, ect)

## Ancillary Resources

- Teacher made study packets for corresponding pieces of literature
- Supplimental materials availble on Pearson digital textbook
- Youtube
- Google Classroom
- Romeo and Juliet movie

## Technology Infusion

Chromebooks

SmartTV

Microsoft Word

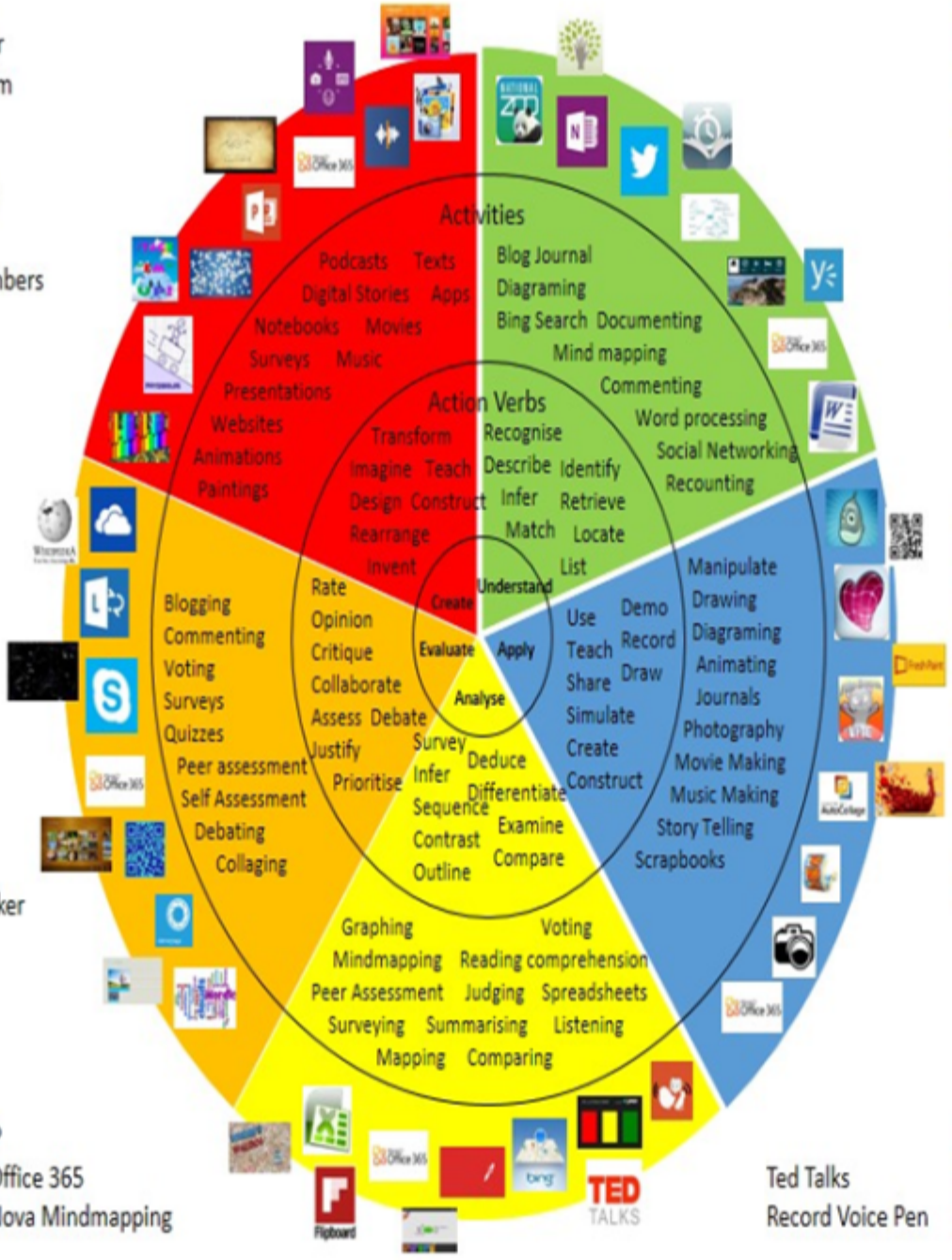
Google Classroom

GoogleDocs

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| TECH.8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. |
| TECH.8.1.12.A.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.12.D.3 | Compare and contrast policies on filtering and censorship both locally and globally. |
| TECH.8.1.12.D.CS1 | Advocate and practice safe, legal, and responsible use of information and technology. |
| TECH.8.1.12.E.2 | Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.2.12.A.CS3 | The relationships among technologies and the connections between technology and other fields of study. |
| TECH.8.2.12.B.2 | Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product. |
| TECH.8.2.12.B.4 | Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. |

## 21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

| | |
|---|---|
| CAEP.9.2.12.C.1 | Review career goals and determine steps necessary for attainment. |
| CAEP.9.2.12.C.4 | Analyze how economic conditions and societal changes influence employment trends and future education. |
| CAEP.9.2.12.C.7 | Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. |

## 21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

| | |
|---|---|
| CAEP.9.2.12.C.3 | Identify transferable career skills and design alternate career plans. |
| CAEP.9.2.12.C.6 | Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business. |
| CAEP.9.2.12.C.9 | Analyze the correlation between personal and financial behavior and employability. |

## Differentiation

Example: Teacher will assign small groups and the students will work on reading the play The Tragedy of Romeo and Juliet to eachother to create a guided reading session.

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives

- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

**Hi-Prep Differentiations:**

- Alternative formative and summative assessments
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

## Special Education Learning (IEP's & 504's)

Example: For those students whose IEP/504 call for it, the teacher should read the directions aloud and clarify them as necessary during each test for The Tradegy of Romeo and Juliet.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Example: The students will view the Tragedy of Romeo and Juliet movie for further clarification of the themes.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

Example: The teacher should limit the number of questions on the Tragedy of Romeo and Juliet test to allow students more time to focus on each question and answer choices.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

Example: Students should be assigned one ACT a week to read in the Tragedy of Romeo and Juliet along with guided reading questions to move at a faster pace.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Unit Name: Star-Crossed Romances

NJSLS: **LA.9-10.SL.9-10.1.A** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Interdisciplinary Connection:World Languages, World History

Statement of Objective: Analyze tone and diction in Romeo and Juliet; Interpret the meaning of words used in the text, analyze characters, and synthesize the plot with setting of the story.

Anticipatory Set/Do Now: Write a statement about the content of the selection, based on its title.

Learning Activity:

- Do Now
- Collaborative group/In-class reading
- Note-taking/Writing
- Lecture/Googledocs
- CFU

Student Assessment/CFU's:

- Exit Ticket

Materials:

- Literature textbook (hard copy or digital)
- Graphic organizer

21st Century Themes and Skills:

- Global Perspectives
- Civic Literacy

Differentiation/Modifications:

- Pairing oral instructions with visuals
- Provide assignment ahead of time
- Provide study guides

Integration of Technology:

- SmartTV
- Chromebooks
- Googleslides
- Google Classroom
- Video