Unit 5: Virtue and Vengeance Copied from: ELA 2, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

ELA, 10A

Virtue and Vengeance

Belleville Board of Education

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Unit Overview

Throughout Unit 5: Virtue and Vengeance, you will deepen your perspective of forgiveness by reading, writing, speaking, listening, and presenting.

These goals will help you succeed on the Unit Performance-Based Assessment.

The titles provided in the unit will provide students with another perspective on topics such as virtue, vengeance, touching upon many of the ideas found within the unit selections.

Enduring Understanding

Enduring understandings:

- Students will engage in discussions concerning forgiveness and injustice.
- Students will have looked at their experiences with forgiveness, apologies and justice.
- Complete surveys and polls about social injustices.
- Discuss school, job and family experiences concerning virtuous and vengeful people.
- Discuss Trade Books (Hamlet, The Count of Monte Cristo and Moby Dick).
- Cross-Curricular with Music Ariel's Song and Ariel's tone.
- Lifetime understanding of what motivates someone to forgive?
- Struggling students will use "think alouds," marking the text and use "sentence starters."
- Lifetime teamwork can be honed by using the Launch Activity, conduct survey, "There are some misdeeds that should never be forgiven."

Essential Questions

- What motivates us to forgive?
- How do we choose to move on from painful situations?
- Is there more value in vengeance or virtue (forgiveness)?
- Is it easy to forgive what is wrong?
- What are the benefits of forgiveness?
- When does a misdeed become unforgivable?

Exit Skills

Evaluate written arguments

Expand knowledge of vocabulary

Gather evidence for argumentative essays

Clarify and explore ideas

Paraphrase written text

Quote directly from a text

Collaborate with a team

Integrate audio, visual and text presentations

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.9-10.2	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.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
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.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
LA.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.
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.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.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Interdisciplinary Connections

Music notes and creation

Social Studies Cold War

Visual Arts Expressions of Elizabethan England

SOC.6.1.12.C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
VPA.1.1.12.A.CS3	Interpretation of dance is heavily reliant on its context.
VPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.

Learning Objectives

- Identify Iambic Pentameter
- Analyze metaphor, oxymoron, alliteration
- Analyze paradox
- Assess Word Choice
- Analyze hyperbole
- Analyze comic relief
- Identify the words and sounds repeated in these lines
- Distinguish stage directions
- Analyze metonymy
- Analyze monologue
- Assess internal rhyme
- Analyze Parallelism
- Decipher Social Commentary
- Compose argumentative essay

Suggested Activities & Best Practices

- Supplement the unit Form literature circles and have the students read one of the trade books throughout the course of the unit as a supplement to the selections and activities.
- Substitute for unit selections If you replace unit selections with a trade book, review the standards taught with those selections. Teacher Resources that provide practice with all standards are available.
- Extend Independent Learning Extend the unit by replacing independent reading selections with one of these trade books.
- Pacing However you choose to integrate trade books, the Pacing Guide below offers suggestions for aligning the trade books with this unit.

Additional Activites:

Launch Activity

Quickwrite

Comprehension Checks

Research

Close Read the Text

Analyze the Text

Analyze Craft and Structure

Assessment Evidence - Checking for Understanding (CFU)

1. Exit Ticket - formative assessment

ex: Why does Prospero forgive Alonzo?

2. Red Light Green Light - formative assessment

ex: I'm lost, I'm ok, I'm super.

3. KWL Chart - formative assessment

ex: Elizabethan England

4. Unit Exam - summative assessment

5. Create a presentation responding to essential questions - alternative assessment

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning (e.g. quizzes, tests, academic prompts, observations, homework, journals).

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports

- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- 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

Whole Class Learning:

- Anchor Text (Drama): The Tempest by William Shakespeare
- Anchor Text (Poetry):En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection by Virgil Suárez
- Caliban by J. P. Dancing Bear

Small Group Learning:

- (Poetry):They are hostile nations By Margaret Atwood
- Under a Certain Little Star Wisława Szymborska, translated by Joanna Trzeciak
- (Speech): Let South Africa Show the World How to ForgiveBy Desmond Tutu

Independent Learning:

- The Sun Parlor by Dorothy West
- The Forgiveness Project: Eric Lomax
- A Dish Best Served Cold by Aminatta Forna
- from Shakespeare and the French Poet by Yves Bonnefoy, translated by John Naughton

- What We Plant, We Will Eat retold by S. E. Schlosser
- Understanding Forgiveness by PBS

Ancillary Resources

Supplemental Novels:

- The Count of Monte Cristo, by Alexandre Dumas
- Hamlet, by William Shakespeare
- Moby Dick, by Herman Melville

Technology Infusion

- https://www.pearsonrealize.com
- Subscription videos/Current events
- Online supplemental reading/Tradebooks/Leveled books/Leveled informational texts
- Interactive Student Edition textbook
- Digital Courseware
- Audio summaries
- EL Support Lesson
- Online assessments
- SafeAssign Plagiarism Checker
- Online Discussion boards
- Essay scorer
- PowerPoint Presentations
- OnCourse Connect
- Google Classroom
- ChromeBook

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

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

Differentiation

Visual Presentations

ex: Shakespeare Bio.Youtube.

Auditory Presentation

ex: The Tempest audio.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in this unit.

Differentiations:

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

- Token economy
- 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
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- 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
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing 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)

1. Highlighted Text from MyPearson Online Textbook.

2. Multiple Testing Sessions, before the unit, middle of the unit and post unit.

- 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)

Use True False assessments.

Use Google translate for The Tempest.

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

Limit the number of answer choices to three.

Allowing note cards for some assessments.

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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)

Create a plan to solve an issue presented in the class or in a text:

ex: Create a new application for student connection for study groups.

Please identify the **Talented and Gifted** adaptations that will be employed in the unit, using the ones identified below.

- 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: 2A- Virtue and Vengeance
Interdisciplinary Connection: N/A

Statement of Objective 2A: SWDAT: Analyze the key elements of Elizabethan England leading into Unit 5 Virtue and Vengeance
Anticipatory Set/Do Now: 2A- KWL

Learning Activity: 2A- Teacher led instruction and discussion followed by guided practice groupings annotating the elements

Student Assessment/CFU's: thumbs up

Materials: Smartboard/Laptops/My Perspectives Text and Graphic Organizers, My Perspectives

myPerspectives textbook, online version

Anchor Text (Drama): The Tempest by William Shakespeare

Anchor Text (Poetry):

- En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection by Virgil Suárez
- Caliban by J. P. Dancing Bear

Poetry:

- They are hostile nations By Margaret Atwood
- Under a Certain Little Star Wisława Szymborska, translated by Joanna Trzeciak

Speech: Let South Africa Show the World How to Forgive By Desmond Tutu

21st Century Themes and Skills:

Closing: Review and Explanation of Independent Practice

Integration of Technology:The students will use laptops for research and the smartboard for interactive learning prompts, Interactive My Per Textbook