

# Unit 6: Mythology and Shakespeare

Content Area: **ELA**  
Course(s): **ELA 4 AP Lit & Comp**  
Time Period: **Sample Time Period**  
Length: **Sample Length & Grade Level**  
Status: **Published**

## **Title Section**

---

## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **English 4 Advanced Placement - Literature and Composition: Grade 12**

## **Unit 6: Mythology and Shakespeare**

**Belleville Board of Education**

**102 Passaic Avenue**

**Belleville, NJ 07109**

**Prepared by: Joette Nigro**

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

Mr. Carmine Guinta, Director of Curriculum and Instruction Language Arts and Social Studies K - 12

Board Approved: August 22, 2016

## **Unit Overview**

---

This unit will be about mythology and Shakespearian Literature. The students will understand and practice literary analysis, develop, practice and hone communication skills, and understand writing as a process.

## **NJSLS**

---

LA.11-12.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.11-12.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.11-12.L.11-12.4.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.

## **Exit Skills**

---

At the end of this unit students will know various forms of mythology and Shakespearean literature and themes within them. The students will understand and practice literary analysis, develop, practice and hone

communication skills, and understand writing as a process.

## **Enduring Understanding**

---

Reading mythology and Shakespearean language will allow readers to construct meaning about the information being communicated by an author using literary analysis.

## **Essential Questions**

---

- How do effective writers hook and hold their readers?
- How do cultures affect one another?
- How does something acquire value?

## **Learning Objectives**

---

Students will discover and explore themes and main ideas of mythology and Shakespeare's works through literary analysis.

## **Interdisciplinary Connections**

---

Please list all and any cross-curricular content standards that link to this Unit.

- |                |  |
|----------------|--|
| SOC.6.3.12.B.1 | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |
| SOC.6.3.12.CS2 | Analyze sources of prejudice and discrimination and propose solutions to eliminate them.   |

## **Alignment to 21st Century Skills & Technology**

---

### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages

- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

---

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

## **21st Century Skills**

---

- 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

## **Technology Infusion**

---

Internet, PowerPoint, and Presi

## **Differentiation**

---

Design lessons based on students' learning styles.

## **Special Education**

---

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

## **ELL**

---

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

## **Intervention Strategies**

---

- 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 work presented 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

## **Evidence of Student Learning-CFU's**

---

Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics

- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

---

Roberts, Edgar V. and Jacobs, Henry E. - *Literture: An Introduction to Reading and Writing, Seventh Edition, Pearson/Prentice Hall, Upper Saddle River, NJ 2004*

## **Ancillary Resources**

---

Othello

“*Icarus*” by Edward Field

“*Bereuse*” by Amy Clampitt

“*Flight-063*”