

# Kenilworth Public Schools

## Curriculum Guide

Content Area: ELA Honors 1  
Grade: 9  
BOE Approved: N/A

Revision Date: N/A  
Submitted by: Joe Pickton  
BOE Revision Approved: 8/14/23

# English One Honors Scope and Sequence

Grade Level: Ninth

Revised: August 2023

Unit 1- Analyzing Elements of Fiction and Poetry through Creative Writing Workshop	Unit 2- Evaluating Coming of Age Fiction through Persuasive Writing Workshop	Unit 3- Introduction to Dystopian Fiction through Book Clubs and Argumentative Writing Workshop	Unit 4- Conducting Research through Drama and Shakespeare
Weeks 1-8	Weeks 9-20	Weeks 21-27	Weeks 28-38

<i>Unit Description:</i>  This initial unit will introduce students to the fundamental elements which comprise both short stories and poetry. It is essential for students to achieve an understanding of these components, as they will be explored in further detail, both directly and	<i>Unit Description:</i>  <i>To Kill A Mockingbird</i> , Harper Lee’s seminal semi-autobiographical novel about growing up in the South will be the focal point of this unit. The pivot point for the analysis of this novel will come from one of the central characters, Atticus Finch- “You	<i>Unit Description:</i>  Dystopian novels can influence readers to explore the relationships between the societal, and often political climates presented in a work of literature and the world in which the reader lives. In this unit, the objective is to assist students in making connections	<i>Unit Description:</i>  Students will gain an understanding of how Shakespeare circumvented the concepts of the traditional tragedy of the time and how this re-invention added greater depth and complexity to the play overall. Furthermore, Students explore how
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<p>indirectly, throughout the remainder of the year. For both the fiction and poetry sub-units students will be enabled to use a variety of works (or short stories/poems) as mirror texts to assist in the learning process. Students will then be able to use a variety of their own life experiences to create original narrative works of their own in both genres.</p> <p>The unit starts with a four-week sub-unit in which the elements of fiction will be taught, with a specific focus on a predetermined component in conjunction with a selected short story that highlights said components. Students will then initiate creating an original work of fiction through idea generating for a topic, outlining, drafting</p>	<p>never really understand a person until you consider things from his point of view...until you climb into his skin and walk around it.”- Finch’s comment acts as the primary question of the unit, with students debating this statement with regards to the complex societal issues which occurred during that era of the 1930s. In addition to the defining issue of equality, which is at the heart of To Kill A Mockingbird, students will be asked to explore and evaluate the thematic issues of morality, the coexistence of good and evil in society, and the loss of innocence as well. The culminating assessment of this unit will be an essay in which the principles of writing a persuasive essay will be provided to the</p>	<p>between the challenges the characters in the novel face and challenges of their own which may be similar. In addition, students may be guided in taking action to change elements of their own society based on the lessons learned in one of the texts of their choice. Over the course of this unit, students will make decisions to select texts with a higher level of complexity both in terms of a narrative arc, and character development. The ability to develop these skills while reading critically, along with annotating with directed goals in mind (such as identifying symbolism), will allow students to grow in their analyses of literature. The final evaluation of this unit will be an essay in</p>	<p>patterns and contrasts in language (diction, imagery, figurative language) reveal central ideas in texts and develop various motifs (light vs. dark, dreams vs. reality, high vs. low, etc.) in Romeo and Juliet. They come to understand how those motifs emphasize internal and external conflicts that result from love, hate, loyalty, and friendship. Students examine the extent to which characters’ reactions to conflict and opposition dictate the outcomes of a situation and learn about the science and psychology behind the way teenagers think about choice, conflict, and consequence. In conjunction with this students will evaluate the central themes of the play, which are layered throughout the text, to assess how the role of fate,</p>
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<p>and revising. All of this is to be done in workshop mode, where students will be taught the peer editing process, followed by independent writing time. This will be followed by a second sub-unit of four weeks in which the elements of poetry will be taught in conjunction with selected poems that reflect those elements. As was the case with the fiction writing process, poetry writing will include idea generating, drafting and revising. In addition there will be peer editing workshops along with independent writing time.</p>	<p>class through instruction. Students will then be asked to answer in writing as to whether or not the central characters hold true to the question Atticus presented early on in the text.</p>	<p>which the students are instructed on the concepts of an argumentative essay. Students will then be asked to assess in writing as to whether or not their novel meets the characteristics of a dystopian book.</p>	<p>of holding a grudge and of immaturity, and the impact of it on the characters and the plot. At the end of the unit, students will be instructed in the research process in order to construct a mock trial based upon the play's conclusion.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Identify and analyze the elements of a short story (plot, theme,</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Define character roles (static vs dynamic, round vs flat) and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Establish discussion norms and practice questioning and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>● Identify the differences between a Greek tragedy and</li> </ul>

<p>characterization, setting, p.o.v))</p> <ul style="list-style-type: none"> <li>● Incorporate the elements of plot into short fiction (exposition, conflict, rising action, crisis, falling action)</li> <li>● Understand the difference between the various points of view and choose appropriately to best convey the meaning of their story.</li> <li>● Select precise nouns and vivid verbs, a variety of sentence lengths, transitional words and phrases to add appropriate pacing to the short story</li> <li>● Define and recognize poetic devices (structure, rhythm, rhyme and mood) in a written work.</li> <li>● Accurately choose figurative language to convey the meaning of a poem</li> </ul>	<p>determine which characters may be placed in such roles.</p> <ul style="list-style-type: none"> <li>● Identify three discourses in the novel where the primary question of the novel may be found in other thematic instances than its primary intent.</li> <li>● Define the term empathy and how it functions, or not, in <i>To Kill A Mockingbird</i>.</li> <li>● Assess the author's choices with regards to point of view and narrative structure in <i>To Kill A Mockingbird</i>.</li> <li>● Engage in the writing process to create a persuasive essay attuned to the thematic writing prompt.</li> </ul>	<p>discussion strategies amongst peers</p> <ul style="list-style-type: none"> <li>● Identify the characteristics of a dystopian society.</li> <li>● Discuss the impact of a dystopian society on the participants in the novel and their interactions with each other.</li> <li>● make arguments about the impacts that society and individuals have on each other</li> <li>● Construct a dialectical journal which will encompass identification and analysis on a number of literary methods used by the author on a variety of topics: including theme, symbolism, and character development.</li> <li>● Participate in multiple literature circles over the</li> </ul>	<p>a Shakespearean tragedy.</p> <ul style="list-style-type: none"> <li>● Analyze how Shakespeare's decision to restrict the timeline of the play creates tension.</li> <li>● Determine the figurative meaning of words and phrases.</li> <li>● Interpret figures of speech and analyze their role in the text.</li> <li>● Identify how text based evidence can create a theme in a novel.</li> <li>● Analyze how complex characters develop, interact with others and advance the plot, or develop the theme.</li> <li>● List the characteristics of a foil, and identify a character and his or he foil in the novel</li> <li>● Identify and explain rhetorical devices such as verbal and dramatic irony.</li> </ul>
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<ul style="list-style-type: none"> <li>● Apply understanding of meter to a poem in order to create beats to it.</li> </ul>		<p>course of the unit in order to build a class community, improve listening skills, and better oneself in speaking before others.</p> <ul style="list-style-type: none"> <li>● Compose an argumentative essay, based upon the elements taught through preliminary instruction, in relation to the writing prompt of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how an author's choices can create such affects as mystery, tension, or surprise.</li> <li>● Analyze Shakespeare's use of foreshadowing, metaphor, personification, comic relief, or oxymoron/paradox.</li> <li>● Comprehend the principles and structure of a mock trial</li> <li>● Participate in pre/cooperative research in order to use the findings to participate in a mock trial</li> </ul>

# Class Name: Honors English 1

Grade Level : Ninth

August 2023

## Unit One: Analyzing Elements of Fiction and Poetry Through Creative Writing Workshop

**Pacing/Days:** 6-8 weeks

**Unit Summary:** This initial unit will introduce students to the fundamental elements which comprise both short stories and poetry. It is essential for students to achieve an understanding of these components, as they will be explored in further detail, both directly and indirectly, throughout the remainder of the year. For both the fiction and poetry sub-units students will be enabled to use a variety of works (or short stories/poems) as mirror texts to assist in the learning process. Students will then be able to use a variety of their own life experiences to create original narrative works of their own in both genres.

The unit starts with a four-week sub-unit in which the elements of fiction will be taught, with a specific focus on a predetermined component in conjunction with a selected short story that highlights said components. Students will then initiate creating an original work of fiction through idea generating for a topic, outlining, drafting and revising. All of this is to be done in workshop mode, where students will be taught the peer editing process, followed by independent writing time. This will be followed by a second sub-unit of four weeks in which the elements of poetry will be taught in conjunction with selected poems which reflect those elements. As was the case with the fiction writing process, poetry writing will include idea generating, drafting and revising. In addition there will be peer editing workshops along with independent writing time.

### Learning Targets

**Unit Big Ideas:** Creative Writing can assist students to understand a variety of literary formats, as well as develop communication skills, empathy for others, and greater knowledge of their own individuality.

#### Unit Essential Questions:

- What role does a story's structure take part in literary interpretation?
- How does a narrative story effectively communicate a message about an individual or the society they live in?
- Why is the medium of poetry able to create empathy in a reader for others?
- How can creating literary works of one's own enable a person to reveal their own individuality

**Unit Enduring Understandings:**

**Student Learning Targets/Objectives:**

<p>Students will understand...</p> <ul style="list-style-type: none"> <li>● How authors use point of view in fiction to create an objective or subjective perspective</li> <li>● How the process of analyzing poetry can assist the reader in understanding cultural and societal norms</li> <li>● How developing a literary work of one's own can reveal a person's opinion of the world around them.</li> <li>● How to use poetical elements such as rhyme, rhythm and meter to construct a meaningful poem.</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss the elements of fiction and explain how they work together to create a story.(RL.9-10.2.)</li> <li>● Analyze the role of structure and narrative in creating greater empathy with others. (RL.9-10.3.)</li> <li>● Incorporate graphic organizers to effectively analyze mentor texts for short fiction (RL.9-10.1)</li> <li>● Take part in peer and group discussions on the concept of how poems may have varied messages. (SL.9-10.1)</li> </ul>
<p><b>Evidence of Learning :</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Reader's Notebook (for bell-ringers, discussion questions, notes)</li> <li>● Graphic Organizers</li> <li>● Reading Records</li> <li>● Figurative Language Analysis</li> <li>● TQE Discussion Log</li> <li>● Dialectical Journals</li> <li>● Poetry Language Analysis (SIFT)</li> <li>● Reflective Journaling</li> <li>● Exit Tickets</li> </ul> <p><b>Summative:</b></p>	



One: Original Short Story. Students will write an original piece of short short story. Short story will be 5 pages in length, and will be based upon (in part) an original experience of their own. Students will work through all the components of the fiction writing as taught in class. This will include, but is not limited to how to develop a plot, create characters and develop a message. Students will work both independently and together in developing the first, and then final draft of their short stories, which will then be peer reviewed. All stories will then be discussed in a workshop

Two: Poetry Portfolio. Students will construct a poetry portfolio. This portfolio will consist of four types of poems (Sonnet, Lyric, Ode and Elegy), All themes will be consistent with revealing their opinions of themselves, the individuals and the world around them. Students will work through all the components of the poetry writing as taught in class. This will include, but is not limited to how to develop a use rhyme, rhythm, meter and tone to develop a message. Students will work both independently and together in developing the first, and then final drafts of the poems, which will then be peer reviewed. All stories will then be discussed in a workshop

## New Jersey State Learning Standards

### **NJSLS Standards:**

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

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.

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. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D.

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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.)

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.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Primary Interdisciplinary Connections:**

**Social Studies:**

6.3.8.Civics PI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**Computer Science and Design Thinking Standards**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

	<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEL</a>, LGBTQ, AAPI)</i>		<i>Timeframe</i>
RI.9-10.1	<ul style="list-style-type: none"><li>Lecture on the elements of a short story</li></ul>		1 class period

SL.9-10.1.	<ul style="list-style-type: none"> <li>Students will then conduct small group and classroom discussions on the role of these elements in a short story</li> </ul>	
RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>Students will analyze the short story, 'The Right To The Streets of Memphis' by Richard Wright</li> <li>Students respond in their dialectical journals on the elements of characterization and plot structure and its roles in the story.</li> <li>Students will then conduct small group discussions on the role of these elements in a short story</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>Students will review the short story, 'The Scarlet Ibis' then respond in their dialectical journal on the elements of point of view and symbolism and its roles in the story.</li> <li>Students will then participate in classroom discussions on the role of these elements in a short story</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>Students will interpret the short story, 'The Most Dangerous Game' by Richard Connell</li> <li>Students will then develop a TQE on whether the conflict is internal or external</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1	<ul style="list-style-type: none"> <li>Students will view a short video biography on the life of Edgar Allan Poe</li> </ul>	2 class periods

SL.9-10.1.	<ul style="list-style-type: none"> <li>● Students will evaluate the short story, ‘The Cask of Amontillado’ and the role of the narrator in it.</li> <li>● Students will compose a piece of reflective writing as to whether or not the narrator is reliable.</li> </ul>	
RI.9-10.1 W.9-10.3.	<ul style="list-style-type: none"> <li>● Writing Workshop- Lecture on short story writing</li> <li>● Students will generate multiple plot ideas and select one for for their short story.</li> <li>● Students will incorporate a pdf hand-out on story arc to construct the plot outline for their short story outline.</li> </ul>	2 class periods
W.9-10.3.	<ul style="list-style-type: none"> <li>● Writing Workshop-Students will develop the first draft of their short story</li> </ul>	2 class periods
W.9-10.3.	<ul style="list-style-type: none"> <li>● Writing Workshop - Students will discuss their first drafts in a teacher-led short story conference</li> </ul>	3 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1	<ul style="list-style-type: none"> <li>● Writing Workshop - Students will examine and evaluate what components of peer editing are successful</li> <li>● Students will provide an assessment of colleagues' short stories.</li> </ul>	2 class periods
W.9-10.1	<ul style="list-style-type: none"> <li>● Writing Workshop - Students will use suggestions to revise and to create a final draft suitable for submission</li> </ul>	2 class periods
RI .9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>● Review of the elements of poetry- with examples</li> <li>● Students will then conduct small group and classroom discussions on the role of these elements in a poem</li> </ul>	1 class period

<p>RL.9-10.1</p> <p>W.9-10.1</p> <p>SL.9-10.1.</p>	<ul style="list-style-type: none"> <li>● Students will appraise the poem, ‘The Raven’ by Edgar Allan Poe.</li> <li>● Students will incorporate a graphic-organizer to analyze how the dramatic structure of the poem contributes to its meaning.</li> </ul>	<p>1 class period</p>
<p>RL.9-10.1</p> <p>W.9-10.1</p> <p>SL.9-10.1.</p>	<ul style="list-style-type: none"> <li>● Students will evaluate the poem, The Road Not Taken, by Robert Frost using the SIFT analysis strategy</li> <li>● Evaluation will include an analysis of the poem done through reading, and then through listening to a presentation</li> <li>● A class discussion will take place on the effectiveness of Frost’s metaphors.</li> </ul>	<p>2 class periods</p>
<p>RL.9-10.1</p> <p>W.9-10.1</p> <p>SL.9-10.1</p>	<ul style="list-style-type: none"> <li>● Students will view a biographical video on the life Walt Whitman.</li> <li>● Students will examine the impact of his life on his poetry</li> <li>● Students will assess the poem, ‘I Hear America Singing By Walt Whitman answer an exit ticket, in which they create a google slide presentation on Whitman’s use of figurative language and the importance of it in the work.</li> <li>● Students will then instruct the class on use of that element in the poem</li> </ul>	<p>3 class periods</p>
<p>RL.9-10.1</p> <p>W.9-10.1</p>	<ul style="list-style-type: none"> <li>● Students will evaluate the poem. ‘Do Not Go Gentle Into That Good Night’ by Dylan Thomas</li> <li>● Students will develop a concept map, which explains the impact of alliteration on the poem e use of symbols and metaphors, and their own reflective response to the work.</li> </ul>	<p>2 class periods</p>

SL.9-10.1		
RI.9-10.1 W.9-10.1 SL.9-10.1	<ul style="list-style-type: none"> <li>● Poetry Portfolio Workshop -Using a mentor text as a guide, students will design two narrative poems, with an emphasis on narrator and narrative structure</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1	<ul style="list-style-type: none"> <li>● Poetry Workshop -With the assistance of a template, students will then write a two free verse poems, with an emphasis on using non-uniform lines and stanzas</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1	<ul style="list-style-type: none"> <li>● Poetry Workshop - -Students will pair up to identify and list elements of their lives that have deep meaning. - Students will then design two ode poems, with an emphasis selecting an intensely personal subject from the discussion</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1	<ul style="list-style-type: none"> <li>● Poetry Workshop - -Students will listen to selected sonnets of Shakespeare to identify the elements that are clearly recognizable. -Students will then compose two sonnets, with an emphasis on rhyme scheme, and a strong emotion</li> </ul>	2 class periods

RL.9-10.1 W.9-10.1 SL.9-10.1	<ul style="list-style-type: none"> <li>Poetry Workshop - -With the help of a PDF guide, students will then provide feedback on their colleagues 1st drafts</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1	<ul style="list-style-type: none"> <li>Poetry Workshop- -Students will incorporate editing recommendations to create final drafts suitable for submission</li> </ul>	1 class period
<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>		
<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content, student products, and assessment tools (rubrics for example)</li> <li>• Testing accommodations</li> <li>• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)</li> </ul> <p><b>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace and content of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> </ul>		



- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Unit Two: Evaluating Coming of Age Fiction Through Persuasive Writing Workshop

**Pacing/Days:** 10-12 weeks

**Unit Summary:** *To Kill A Mockingbird*, Harper Lee’s seminal semi-autobiographical novel about growing up in the South will be the focal point of this unit. The pivot point for the analysis of this novel will come from one of the central characters, Atticus Finch- “You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around it.”- Finch’s comment acts as the primary question of the unit, with students debating this statement with regards to the complex societal issues which occurred during that era of the 1930s. In addition to the defining issue of equality, which is at the heart of *To Kill A Mockingbird*, students will be asked to explore and evaluate the thematic issues of morality, the coexistence of good and evil in society, and the loss of innocence as well. The culminating assessment of this unit will be an essay in which the principles of writing a persuasive essay will be provided to the class through instruction. Students will then be asked to answer in writing as to whether or not the central characters hold true to the question Atticus presented early on in the text.

### Learning Targets

<p><b>Unit Big Ideas:</b> Coming of Age Fiction allows an individual to not only explore one’s personal growth, but come to learn the realities of the world in which they live.</p>	
<p><b>Unit Essential Questions: -</b></p> <ul style="list-style-type: none"> <li>● What external factors influence personal growth?</li> <li>● Are empathy and compassion natural traits, or can they be learned?</li> <li>● Can morality be defined?</li> <li>● Is it possible for good and evil to co-exist?</li> <li>● What compels individuals to react differently to injustice?</li> </ul>	
<p><b>Unit Enduring Understandings:</b> Students will understand</p> <ul style="list-style-type: none"> <li>● How an author can use personal experiences to create a work with a universal message.</li> <li>● How courage can be defined in both physical and non-physical means</li> <li>● How the historical context of an era can often define the actions and beliefs of individuals who live within it.</li> <li>● How the manner in which a person comes of age is often a difficult one, filled with heartache and sorrow.</li> <li>● How the perceptions of society are often incorrect in assessing an individual’s true nature.</li> </ul>	<p><b>Student Learning Targets/Learning Objectives :</b> Students will know and be able to...</p> <ul style="list-style-type: none"> <li>● Make connections between the real world events in the novel and its impact on the events of the novel. (RL.9-10.2.)</li> <li>● Analyze the role of the narrator in affecting the tone and mood of the novel. (RL.9-10.3.)</li> <li>● Incorporate graphic organizers make inferences and connect the text to other or similar texts (RL.9-10.1)</li> <li>● Take part in peer and group discussions on the concept of courage and how it is defined in the novel . (SL.9-10.1)</li> <li>● Create a persuasive writing piece on one of the central themes of the novel- compassion (W.9-10.1)</li> </ul>

**Evidence of Learning :****Formative:**

- Reader's Notebook (for bell-ringers, discussion questions, notes)
- Graphic Organizers
- Reading Records
- Figurative Language Analysis
- TQE Discussion Log
- Dialectical Journals
- Reflective Journaling
- Exit Tickets
- Essay Drafts (Graded)
- Essay Conferences

**Summative:**

One: Gallery Walk. Working in pairs, students will be assigned a notable trial from history. Students will be asked to conduct research on the trial, and then provide an objective presentation on it through a combination of documents, visual images and texts. Remaining in pairs, students will record their thoughts on a series of interrelated questions on the trial. Questions will include, but are not limited to their prediction of the trial and the outcome to support it, the actual outcome of the trial and how they believed it shaped society. This gallery walk will foreshadow the Tom Robinson trial, which takes place later in the novel.

Two: Persuasive Essay. Students will construct a persuasive essay on the prompt of who is the true mockingbird in the novel- which is indirectly related to the central theme of the novel - that of understanding. Students will receive lecture and instruction on the process of writing the essay, from idea generating to revising and editing.

**New Jersey State Learning Standards**

**NJSLS Standards:**

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

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.

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. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Primary Interdisciplinary Connections:****Social Studies:**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

**Computer Science and Design Thinking Standards:**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
RL.9-10.1  SL-9-10.1	Background - Part 1- <ul style="list-style-type: none"><li>● Lecture on; To Kill A Mockingbird (overview), Biography of Harper Lee, The Great Depression, Jim Crow Laws, The Great Depression</li><li>● Students will quick-write on making predictions on how these elements will influence the novel</li></ul>	1 class period
SL.9-10.1.	Background - Part 2- <ul style="list-style-type: none"><li>● Video Presentation on The Scottsboro Boys Trial</li><li>● Students will take notes.</li><li>● Students will write reflectively about their feelings on the The Scottsboro Boys experience, then share these reflections in a small group setting</li><li>●</li></ul>	2 class periods

RL-9.10.1 SL-10.1 W.9-10.1	<p>Atticus' Words of Wisdom</p> <ul style="list-style-type: none"> <li>● Review the events leading up to Atticus dinner table commentary (Chapter 3)</li> <li>● “You never truly understand a person until...”</li> <li>● Conduct a think-write-pair share on these words and the relevance of them/prediction to what will happen going forward in the novel</li> </ul>	1 class period
RL-9.10.1 SL-10.1 W.9-10.1	<ul style="list-style-type: none"> <li>● Students will identify and illustrate the symbols that appear in Chapters 4-8</li> </ul>	2 class periods
RL-9.10.1 SL-10.1 W.9-10.1	<ul style="list-style-type: none"> <li>● Students will select two symbols from each chapter. Students will then analyze them in a dialectical journal</li> <li>● Students will instruct the class on the relevance of these symbols to the work.</li> </ul>	2 class periods
RL-9.10.1 SL-10.1 W.9-10.1	<ul style="list-style-type: none"> <li>● Classroom led review on the events leading up to Atticus definition of courage (Chapters 9-11)</li> <li>● Students will conduct a three step self-interview/quick write on the topic, in conjunction with the following prompts</li> <li>● In the novel To Kill a Mockingbird, the character of Atticus Finch gives his son this definition of courage.</li> <li>● Prompts: A.What do you define as courage? B. Who in your life do you consider courageous? C. Do you consider yourself courageous? Describe an example from your life. E. Students will then share findings with the class.</li> </ul>	2 class periods

<p>RI- 9.10.1</p> <p>SL-10.1</p> <p>W-9.10.2</p>	<p>Gallery Walk - Part 1 - Classic Trials</p> <ul style="list-style-type: none"> <li>● Students will analyze a portfolio of documents for this assignment <ul style="list-style-type: none"> <li>A. The Concept of the Gallery Walk</li> <li>B. Relevance of the Gallery Walk Project to the novel</li> <li>C. The 10 classic trials in history</li> <li>D. Students will then conduct trial research</li> </ul> </li> </ul>	<p>2 class periods</p>
<p>RI- 9.10.1</p> <p>SL-10.1</p> <p>W-9.10.2</p>	<p>Gallery Walk - Part 2 - Classic Trials</p> <ul style="list-style-type: none"> <li>● Students will engage in the development of <ul style="list-style-type: none"> <li>A. Objective writing of materials to engage peers and prompt discussion</li> <li>B, Development of accompanying visual materials to supplement understanding</li> </ul> </li> </ul>	<p>2 class periods</p>
<p>RI- 9.10.1</p> <p>SL-10.1</p> <p>W-9.10.2</p>	<p>Gallery Walk - Part 3 - Classic Trials</p> <ul style="list-style-type: none"> <li>● Students will view a brief video presentation on how to conduct a Gallery walk. Including: <ul style="list-style-type: none"> <li>A. The procedures of rotation, response, and reflect</li> <li>B. Students will then participate in Gallery Walk</li> <li>C. Upon completion of walk, students will debrief with peers to review findings</li> </ul> </li> </ul>	<p>2 class period</p>
<p>RI- 9.10.1</p> <p>SL-10.1</p> <p>W-9.10.2</p>	<p>Gallery Walk- Part 4- Classic Trials</p> <ul style="list-style-type: none"> <li>● Students will Quick Write on how their trial and the findings (or peer comments) will relate to the Tom Robinson trial.</li> <li>● Students will present their findings to class.</li> </ul>	<p>2 class periods</p>

RL- 9.10.1 SL-10.1 W-9.10.1	<ul style="list-style-type: none"> <li>• Students will interpret Chapters 12-14 of the novel in class.</li> <li>• Students will annotate for impact of setting in these chapters</li> </ul>	2 class periods
RL- 9.10.1 SL-10.1 W-9.10.1	<ul style="list-style-type: none"> <li>• Students will analyze the process that comes with creating an analytical paragraph</li> <li>• Students will write an analytical paragraph on the following prompt: What is the significance of the visit to Calpurnia's church?</li> </ul>	2 class periods
RL- 9.10.1 SL-10.1 W-9.10.1	<ul style="list-style-type: none"> <li>• Student led review of the events that take place in Chapters 15-16 of the novel.</li> <li>• Students will answer the exit ticket question on the impact of Scout's comments to Mr. Cunningham</li> </ul>	1 class period
RL- 9.10.1 SL-10.1 W-9.10.2	<ul style="list-style-type: none"> <li>• Students will be lectured on the eight elements of characterization.</li> <li>• Students will annotate Chapters 17-19 in the novel to understand the characterization of Bob Ewell and Mayella Ewell</li> </ul>	3 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<ul style="list-style-type: none"> <li>• Students will use annotations from Chapters 17-19 to design a mind-map for Bob Ewell</li> </ul>	2 class periods
RL- 9.10.1		2 class periods



SL-10.1 W-9.10.2	<ul style="list-style-type: none"> <li>Students will use annotations from Chapters 17-19 to design a mind-map for Mayella Ewell</li> </ul>	
RL- 9.10.1 SL-10.1 W-9.10.2	<ul style="list-style-type: none"> <li>Students will present findings from mind maps to class to sketch a portrait of: <ul style="list-style-type: none"> <li>A. The performance of the Ewells at the trial</li> <li>B. The credibility of the Ewells at the trial</li> </ul> </li> </ul>	2 class period
RL- 9.10.1 SL-10.1 W-9.10.2	<ul style="list-style-type: none"> <li>Students will engage in a blind formative, identifying quotes from chapters 20-21, and illustrating the relevance of them to the novel as a whole.</li> </ul>	1 class period
RL- 9.10.1 SL-10.1 W-9.10.2	<ul style="list-style-type: none"> <li>Students will annotate the closing argument of Atticus Finch at the trial in search of his usage of rhetorical devices.</li> </ul>	1 class period
RL- 9.10.1 SL-10.1 W-9.10.1	<ul style="list-style-type: none"> <li>Students will then conduct a TQE as to whether or not the rhetorical devices Atticus used were an asset or liability to his argument.</li> <li>Students will partner up to discuss their similar/different opinions via 'Save The Last Word For Me' activity</li> </ul>	1 class period

RL- 9.10.1 SL-10.1 W-9.10.1	<ul style="list-style-type: none"> <li>Students will develop an analytical paragraph on the following prompt: “Did Bob Ewell actually win the trial?”</li> </ul>	1 class period
RL- 9.10.1 SL-10.1 W-9.10.1	<ul style="list-style-type: none"> <li>Students will receive a lecture on the purpose and intent of a compare and contrast chart/graphic organizer</li> <li>Students will annotate Chapters 22-25 of the novel, to describe the feelings and responses of Atticus, Jem, and Scout in relation to the verdict of the trial</li> </ul>	2 class periods
RL- 9.10.1 SL-10.1 W-9.10.1	<ul style="list-style-type: none"> <li>Students will write a reflective paragraph on the following prompt:</li> <li>Which of the character’s responses to the trial mirrors your own and why?</li> <li>Students will then share their findings with the class.</li> </ul>	2 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Literature Circles - Part 1</p> <ul style="list-style-type: none"> <li>Students will recall the events that take place in Chapters 26-31 in the novel</li> <li>Students will be provided with opportunity to synthesize documentation on: <ul style="list-style-type: none"> <li>A. An overview of Literature Circles</li> <li>B. How to conduct literature circles</li> </ul> </li> </ul>	1 class period
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Literature Circles - Part 2</p> <ul style="list-style-type: none"> <li>Students will <ul style="list-style-type: none"> <li>A) Be paired off into groups of 4</li> <li>B) Then define/assign roles and responsibilities within their group</li> <li>C) Conduct research/provide information on one of the two prompts provided</li> </ul> </li> </ul>	2 class periods

	<ul style="list-style-type: none"> <li>● Prompt 1- Bob Ewell was justified and needed to have revenge on Atticus after the conclusion of the trial</li> <li>● Prompt 2- Bob Ewell was not justified and did not need to have revenge on Atticus after the conclusion of his trial</li> </ul>	
RL- 9.10.1  SL-10.1  W-9.10.1	Literature Circles - Part 3  <ul style="list-style-type: none"> <li>● Groups will engage in collaborative discussion on a variety of issues to justify their findings.</li> </ul>	2 class periods
RL- 9.10.1  SL-10.1  W-9.10.2	Persuasive Essay - Part 1 <ul style="list-style-type: none"> <li>● Students will be provided with a writing prompt: “Who is the true mockingbird of the novel, Boo Radley or Tom Ronbinson?</li> <li>● Students will plan an outline for their persuasive essay -Student must ensure that examples are listed from most persuasive to least persuasive.</li> </ul>	2 class periods
RL- 9.10.1  SL-10.1  W-9.10.2	Persuasive Essay - Part 2 <ul style="list-style-type: none"> <li>● Students will develop the introductory paragraph for their persuasive essay -In constructing the introductory paragraph, students must compose a thesis that is written as a provable statement</li> </ul>	2 class periods
RL- 9.10.1	Persuasive Essay - Part 3	3 class periods

SL-10.1 W-9.10.2	<ul style="list-style-type: none"> <li>Students will compose body paragraphs for their persuasive essay</li> <li>-All body paragraphs must be constructed with an majority of the writing to emphasize quote analysis</li> </ul>	
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Persuasive Essay - Part 4</p> <ul style="list-style-type: none"> <li>Students will design the concluding paragraph for their persuasive essay</li> <li>-A clincher is integral to this paragraph and is needed to prompt the reader to action.</li> </ul>	2 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Persuasive Essay - Part 5</p> <ul style="list-style-type: none"> <li>Students will participate in peer revision/editing of their colleagues drafts</li> <li>-Compliments should be offered and questions asked of the works being edited</li> </ul>	3 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Persuasive Essay - Part 6</p> <ul style="list-style-type: none"> <li>Students will compose a final version of their persuasive essays</li> </ul>	2 class periods

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

**Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations

- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

**Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

**Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

**Unit Three: Introduction to Dystopian Fiction Through Book Clubs and Argumentative Writing Workshop**

**Pacing/Days:** 5-7 Weeks

**Unit Summary:** Dystopian novels can influence readers to explore the relationships between the societal, and often political climates presented in a work of literature and the world in which the reader lives. In this unit, the objective is to assist students in making connections between the challenges the characters in the novel face and challenges of their own which may be similar. In addition, students may be guided in taking action to change elements of their own society based on the lessons learned in one of the texts of their choice. Over the course of this unit, students will make decisions to select texts with a higher level of complexity both in terms of a narrative arc, and character development. The ability to develop these skills while reading critically, along with annotating with directed goals in mind (such as identifying symbolism), will allow students to grow in their analyses of literature. The final evaluation of this unit will be an essay in which the students are instructed on the concepts of an argumentative essay.

### Learning Targets

**Unit Big Ideas:** Dystopian fiction can reveal the process in which an individual can forge and maintain his or her own beliefs in the face of an oppressive society, a skill needed in the world today.

**Unit Essential Questions:**

- How is dystopian fiction able to comment on the government and culture of contemporary society?
- What does dystopian fiction teach or reveal about the impact of outside forces (community, family) on one’s own individuality?
- What are the methods of control used in dystopian societies, and are they applicable to countries in the world today?
- Why is dystopian literature able to rally individuals to political action?

**Unit Enduring Understandings:**

Students will understand that...

- Dystopian fiction often stresses that conformity and the needs of the masses outweigh the importance of the individual
- The way in which governments manage their populations will lead to the realization of how dystopias develop
- The central character trait of those who thrive in a dystopia is that of survival
- Only by having open and honest dialogue with those who one may disagree with, can a dystopian society be prevented.

**Student Learning Targets/Learning Objectives :**

Students will know and be able to...

- Make connections between events in the novel and the events in the world in which the reader lives. (RL.9-10.2.)
- Analyze the role of propaganda in the novel, how is it used and who is it used in favor of/or against.(RL.9-10.3.)
- Participate in a webquest in which a utopian solution is designed to create a societal ill (RL.9-10.1)
- Take part in peer and group discussions on the concept of the individual and how it is defined in the novel . (SL.9-10.1)

<ul style="list-style-type: none"> <li>● A Dystopian novel offers the reader the opportunity to deal with real-world fears.</li> </ul>	<ul style="list-style-type: none"> <li>● Create an argumentative writing piece on a topic related to one of the central themes of the novel. (W.9-10.1)</li> </ul>
<p><b>Evidence of Learning :</b></p> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>● Reader’s Notebook (for bell-ringers, discussion questions, notes)</li> <li>● Graphic Organizers</li> <li>● Reading Records</li> <li>● Figurative Language Analysis</li> <li>● TQE Discussion Log</li> <li>● Dialectical Journals</li> <li>● Reflective Journaling</li> <li>● Exit Tickets</li> <li>● Essay Drafts (Graded)</li> <li>● Essay Conferences</li> </ul> <p><b>Summative:</b></p> <p>One: WebQuest. Students will work on pairs on a this quest The intent of this activity is to analyze their critical thinking skills, as they will be asked to define the characteristics of a dystopian society, see how these findings are applied within a short story, and poem. Students will then be given a current societal ill (such as homelessness) and research the dilemma. Students will then be asked to craft a solution to it, with dystopian constraints provided. Thiis written document will then be presented to the class for discussion. The Webquest will foreshadow the ‘solutions’ provided through book club selections. Argumentative Essay. Students will construct an argumentative essay on the prompt of whether freedom is possible within a dystopia society. Students will receive instruction on the argumentative essay writing process, from idea generating to revising.</p> <p>Argumentative Essay. Students will construct an argumentative essay on the prompt of whether freedom is possible within a dystopia society. Students will receive instruction on the argumentative essay writing process, from idea generating to revising.</p>	

**NJSLS Standards:**

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

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.

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. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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.)

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.



NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Primary Interdisciplinary Connections:**

**Social Studies:**

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.3.8.Civics PI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**Computer Science and Design Thinking Standards:**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
RL.9-10.1 W.9-10.1 SL-9-10.1	<ul style="list-style-type: none"> <li>● Overview provided of the elements of dystopian literature</li> <li>● Students will analyze the first anchor text, ‘A Sound of Thunder’ by Ray Bradbury. and journal in their reader’s notebooks on the following prompt: -How does the US government present itself in a dystopian manner.</li> </ul>	1 class period
RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>● Students will read the second anchor text, ‘The Lottery’ by Shirley Jackson</li> <li>● Students will use a graphic organizer to identify three similar dystopian literary characteristics between ‘A Sound of Thunder’ and ‘The Lottery’.</li> <li>● Students will conduct a think-pair-share with a partner regarding their compare and contrast findings.</li> </ul>	2 class periods

RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>● Independent reading for book club books will have commenced prior to start of unit. Books are as follows: ‘Station Eleven’ by Emily St. John, ‘Six of Crows’ by Leight Bardugo, ‘1984’ by George Orwell.</li> <li>● Students will then annotate their novels for examples for: censorship/lack of independent thought.</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>● Documentation will be prestned to each student for independent analysis on: <ul style="list-style-type: none"> <li>- What a storyboard is</li> <li>- The purpose of a storyboard.</li> <li>- How to construct a storyboard</li> </ul> </li> <li>● Students will use their notes from the novel on censorship/ lack of independent thought to diagram a 6 panel storyboard, which reflects the progression of those themes in the novel</li> <li>● Students will be required to justify their findings to the class.</li> </ul>	3 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>● Students will research/annotate what the concept of the figurhead head is in dystopian literature, and where/why/how the figurehead is represented in the text they are reading</li> <li>● Students will conduct a TQE discussion on this topic</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1.	<p>Webquest- Part 1</p> <ul style="list-style-type: none"> <li>● Lecture on what a webquest is/how to conduct it</li> <li>● Students will interpet the meaning behind the dystopian poetry example <ul style="list-style-type: none"> <li>- The Quiet World, by Jeffrey McDaniel</li> </ul> </li> <li>● Students will read an excerpt from the dystopian literature example <ul style="list-style-type: none"> <li>- Harrison Bergeron by Kurt Vonnegut to identify the issue of problem/solution</li> </ul> </li> <li>● Students will answer an ‘Exit Ticket’ question on the concept of Problem/Solution</li> </ul>	2 class periods
RL.9-10.1	Webquest - Part 2	2 class periods

W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>● Students will answer a series of questions/prompts based upon logic/research:</li> <li>-Select a societal problem</li> <li>-Select a utopian manner in which to resolve it.</li> <li>-Include consequences</li> <li>-Provide a solution exaggerated/dystopian nature</li> </ul>	
RL.9-10.1 W.9-10.1 SL.9-10.1.	<p>Webquest - Part 3</p> <ul style="list-style-type: none"> <li>● Students defend their solutions to a panel constructed of their peers.</li> </ul>	1 class period
RL.9-10.1 W.9-10.1 SL.9-10.1.	<ul style="list-style-type: none"> <li>● Teacher lead open forum on the definition of/concept of uniformity</li> <li>● Students will annotate the anchor texts: ‘A Sound of Thunder’, ‘The Lottery, along their book club book for examples of uniformity being enforced/followed and not.</li> <li>● Students will compose a dialectical journal entry which comes to a conclusion as to which of those three literary societies is truly dystopian</li> </ul>	2 class periods
RL.9-10.1 W.9-10.1 SL.9-10.1	<p>Argumentative Essay- Part 1</p> <ul style="list-style-type: none"> <li>● The following argument will be offered for debate. “Freedom is possible within a dystopian society”.</li> <li>● In constructing an outline for the essay it is imperative that students: <ul style="list-style-type: none"> <li>-Use both affirmative and negative positions to their position choice</li> <li>-Incorporate the anchor texts and their book club novel into the work.</li> </ul> </li> </ul>	2 class periods
RL- 9.10.1 SL-10.1	<p>Argumenative Essay - Part 2</p> <ul style="list-style-type: none"> <li>● Students compose the introductory paragraph for their argumentative essay</li> </ul>	2 class periods

W-9.10.2	-It is to be understood that the initial sentence of the paragraph will be an engaging hook.	
RL- 9.10.1 SL-10.1 W-9.10.2	Argumentative Essay - Part 3 <ul style="list-style-type: none"> <li>Students will compose body paragraphs for their argumentative essay.</li> </ul> -A counter-argument and refutation of that argument are to be expressed in the third body paragraph	3 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	Argumentative Essay - Part 4 <ul style="list-style-type: none"> <li>Students will design the concluding paragraph for their argumentative essay</li> </ul> -An effective conclusion will include a re-statement of the topic and why it is important	2 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	Argumentative Essay - Part 5 <ul style="list-style-type: none"> <li>Students will participate in peer revision/editing of their colleagues drafts</li> </ul> -Corrections should be recommended and suggestions should be offered	3 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	Argumentative Essay - Part 6 <ul style="list-style-type: none"> <li>Students will draft the final version of their argumentative essays</li> </ul>	2 class periods
<b>Differentiating Instruction:</b>		

## Students with Disabilities, English Language Learners, and Gifted & Talented Students

### **Examples of Strategies and Practices that Support Students with Disabilities:**

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
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### **Examples of Strategies and Practices that Support Gifted & Talented Students:**

- Adjusting the pace and content of lessons
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### **Examples of Strategies and Practices that Support English Language Learners:**

- Pre-teaching of vocabulary and concepts
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- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

**Unit Four:** Conducting Research Through Drama And Shakespeare

**Pacing/Days:** 9-11 weeks

**Unit Summary:** Students will gain an understanding of how Shakespeare circumvented the concepts of the traditional tragedy of the time and how this re-invention added greater depth and complexity to the play overall. Furthermore, students will explore how patterns and contrasts in language (diction, imagery, figurative language) reveal central ideas in texts and develop various motifs (light vs. dark, dreams vs. reality, high vs. low, etc.) in Romeo and Juliet. They come to understand how those motifs emphasize internal and external conflicts that result from love, hate, loyalty, and friendship. Students examine the extent to which characters' reactions to conflict and opposition dictate the outcomes of a situation and learn about the science and psychology behind the way teenagers think about choice, conflict, and consequence. In conjunction with this students will evaluate the central themes of the play, which are layered throughout the text, to assess how the role of fate, of holding a grudge and of immaturity, and the impact of it on the characters and the plot. At the end of the unit, students will be instructed in the research process in order to construct a mock trial based upon a character's responsibility, or not, at the play's conclusion.

**Learning Targets**

**Unit Big Ideas:** Romeo and Juliet is a drama that has universal appeal even today, thanks to Shakespeare's skill in developing rich characters one can relate to, a compelling story arc, and themes/messages which can resonate with the individual in contemporary society.

**Unit Essential Questions:**

- What is the role of fate in the play? Is it possible for a person to avoid his/her eventual fate in life?
- Is the idea of love at first sight truly possible?
- Why do the actions of others influence the choices a person must make?
- How do the motifs of light and darkness help develop the themes of the play?
- Is one person solely responsible for the tragic ending of the play, or is it many people?

<p><b>Unit Enduring Understandings:</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Shakespeare incorporated elements such as comedy, and a hero with a tragic flaw to differentiate his works from traditional greek tragedy.</li> <li>● Although the decision to hold a grudge is a personal one, the consequences of that choice are often widespread.</li> <li>● A person's name often has a role in defining whom they are to the world at large, whether they choose to accept it or not.</li> <li>● The maturity of an individual may vary depending upon the circumstances a person may find him or herself in.</li> <li>● The goals of a character often dictate their actions/objectives, whether helpful or not.</li> </ul>	<p><b>Student Learning Targets/Learning Objectives :</b></p> <p>Student will know and be able to...</p> <ul style="list-style-type: none"> <li>● Assess the similarities and differences between Classical Greek Tragedy and Shakespearean Tragedy (RL.9-10.2.)</li> <li>● Analyze the role of verbal and dramatic irony in advancing the plot of the play (RL.9-10.3.)(RL.9-10.1)</li> <li>● Develop a compare and contrast essay on a topic related to one of the central themes of the novel. (W.9-10.1)</li> <li>● Take part in peer and group discussions on a variety of topics related to the play, such as the influence of the play on society today . (SL.9-10.1)</li> <li>● Comprehend the elements that comprise a mock trial and participate in it do determine whether or not one of the major characters is responsible for the tragic ending. (W.9-10.1)</li> </ul>
<p><b>Evidence of Learning :</b></p> <p><b>Formative:</b></p> <p>Reader's Notebook (for bell-ringers, discussion questions, notes)</p> <ul style="list-style-type: none"> <li>● Graphic Organizers</li> <li>● Reading Records</li> <li>● Figurative Language Analysis</li> </ul>	



- TQE Discussion Log
- Dialectical Journals
- Reflective Journaling
- Exit Tickets
- Essay Drafts (Graded)
- Essay Conferences

**Summative:**

One: Compare and Contrast Essay. . Students will construct a compare and contrast essay on the prompt of whether whom is more mature when it comes to love, Romeo and Juliet. . Students will receive instruction on the compare and contrast writing process, from idea generating to revising.

Two: Mock Trial. Students will be divided into two team for this assignment The intent of this activity is to analyze their writing, research, and critical thinking skills, as they will be placed into the prosecution team and defense team. The objective is to determine the guilt or innocence of Friar Lawrence in the deaths of Romeo and Juliet with regards to a specific legal statute. Students will be assign various legal roles, conduct textual research to support their cases and conduct direct and indirect question of witnesses in order to persuade the judge and jury to provide them with the verdict they desire.

## New Jersey State Learning Standards

**NJSLS Standards:**

SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

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.

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. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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.)

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.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Career Readiness, Life Literacies, and Key Skills (CLKS):**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

**Primary Interdisciplinary Connections:**

**. Social Studies:**

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

6.3.8.Civics PI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

**Computer Science and Design Thinking Standards:**

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

<b>Lesson Plans</b>		
<i>Standard Student Learning Targets</i>	<i>Learning Experiences and Instructional Strategies (Tag: Amistad &amp; Holocaust, <a href="#">DEI</a>, LGBTQ, AAPI)</i>	<i>Timeframe</i>
RL.9-10.1  W.9-10.1  SL-9-10.1	Prior Knowledge-Part 1 <ul style="list-style-type: none"> <li>● Using a graphic organizer, students will create a table Column One will be labeled Greek Tragedy Column Two will be labeled Shakeaperean Tragedy</li> <li>● Students will view a crash course video on Greek Tragedy Then be required to fill out the important elements of Greek Tragedy in it.</li> <li>● Students will watch a crash course video on Shakepearean Tragedy Then be required to fill out the important elements of Shakespeare in it.</li> <li>● Class will presen their findings via a Concentric Circles discussion</li> </ul>	1 class period
RL.9-10.1  W.9-10.1  SL-9-10.1	Prior Knowledge-Part 2 <ul style="list-style-type: none"> <li>● Students will be evaluate multiple biographical articles on the life of William Shakespeare</li> <li>● Incorporating the Fishbowl Strategy technique, students will discuss the pressing questions, comments or opinions they may have on the life of Shakespeare.</li> </ul>	1 class period
RL.9-10.1  W.9-10.2	Prior Knowledge-Part 3 <ul style="list-style-type: none"> <li>● Anticipatory Guide/Four Corners Assessment</li> </ul>	1 class period

SL-9-10.1	<p>-Students will complete a PDF in which they will provide their written opinions/beliefs on a number of questions directly/indirectly related topics in the play. Question such as, “Do you believe in love at first sight?”</p> <p>-Students will then offer these options via the Four Corners activity</p>	
RL.9-10.1 W.9-10.2 SL-9-10.1	<p>The Prologue</p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to interpret the prologue thru: <ul style="list-style-type: none"> <li>-Independent Reading</li> <li>-Audio Presentation via classroom colleagues</li> </ul> </li> <li>• Upon completion of the analysis, students will compose an Analytical Paragraph on the following prompt ‘What is the actual intent of the prologue?’</li> </ul>	1 class period
RL.9-10.1 W.9-10.2 SL-9-10.1	<p>Act 1, Scene 1- Act 1. Scene 3</p> <ul style="list-style-type: none"> <li>• An open forum will be provided in which students may discuss the above reading.</li> <li>• Students will review and list, via a t-chart, words and phrases used by Romeo and Juliet which reveal their attitudes at the onset of the play</li> <li>• Students will then develop a physical or digital mood board (1 for Romeo and 1 for Juliet) in which visual will symbolize what they believe to be Shakespeare’s representations of the characters.</li> <li>• Students will then instruct their peers on their findings.</li> </ul>	3 class periods
RL.9-10.1 W.9-10.2 SL-9-10.1	<p>Act 1, Scene 4 - Act 1, Scene 5</p> <ul style="list-style-type: none"> <li>• An examination of documents on the elements of a Shakespearean sonnet</li> <li>• Students will review Shakespeare’s Sonnet 18, ‘Thou Art As Lovely As A Summer Day.</li> </ul>	2 class periods

	<ul style="list-style-type: none"> <li>● They will then use a graphic organizer to list the elements of a sonnet used in 18, and examples of those elements</li> <li>● Students will then appraise the language of Romeo and Juliet in the party scene in Act 1.5 to identify elements/example of a sonnet found in their conversation with each other.</li> <li>● A journal writing entry will be composed in which students will provide critical inquiry as to why Shakespeare chose to make the heart of their first conversation poetical</li> </ul>	
<p>RL.9-10.1</p> <p>W.9-10.2</p> <p>SL-9-10.1</p>	<p>Act 2, Scene 1- Act 2, Scene 2</p> <p>Describe the conflicts/obstacles that are established in this scene for the romance of Romeo and Juliet</p> <p>Analyze a short clip from The Royal Shakespeare, in which balcony scene in Romeo and Juliet is performed as a company. Identify scenes that were funny, and explain in writing why there were. With a partner, students will offer their explanations</p>	1 class period
<p>RL.9-10.1</p> <p>W.9-10.2</p> <p>SL-9-10.1</p>	<p>Act 2. Scene 1, Act 2, Scene 2</p> <p>In groups of two, students will perform a segment of the balcony scene as a comedy. This will include:</p> <p>Identify a scene from 2.2 that could be interpreted as comedic</p> <p>Incorporating teacher led instruction on the elements of blocking and vocal variety into their performances</p>	2 class periods
<p>RL.9-10.1</p> <p>W.9-10.2</p>	<p>Compare and Contrast Essay - Part 1</p> <ul style="list-style-type: none"> <li>● Students will be asked to evaluate whether Romeo or Juliet is the more mature of the two when it comes to love.</li> <li>● In constructing an outline for the essay:</li> </ul>	2 class periods

SL-9-10.1	-It is required for students to use the point by point method for body paragraphs	
RL.9-10.1 W.9-10.2 SL-9-10.1	<p>Compare and Contrast Essay - Part 2</p> <ul style="list-style-type: none"> <li>Students compose the introductory paragraph for the compare and contrast essay</li> </ul> <p>-It developing the thesis for the essay, the writer must identify the extent to which the subjects differences will be stressed.</p>	2 class periods
RL.9-10.1 W.9-10.2 SL-9-10.1	<p>Compare and Contrast Essay - Part 3</p> <ul style="list-style-type: none"> <li>Students will compose body paragraphs for their compare and contrast essay</li> </ul> <p>-The tone and mood of the body paragraphs are require to be objective.</p>	3 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Compare and Contrast Essay - Part 4</p> <ul style="list-style-type: none"> <li>Students will compose their conclusion for their compare and contrast essay</li> </ul> <p>-In drafting the concluding paragraph, students must express why it is relevant for the reader to know the essay topic.</p>	2 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Compare and Contrast Essay - Part 5</p> <ul style="list-style-type: none"> <li>Students will participate in peer revision/editing of their colleagues drafts</li> </ul> <p>-Student focus in conducting a peer edit should be on ‘large picture’ issues- evaluating the thesis, etc..</p>	3 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Compare and Contrast Essay - Part 6</p> <ul style="list-style-type: none"> <li>Students will draft the final versions of their compare and contrast essays</li> </ul>	2 class periods

<p>RL- 9.10.1</p> <p>SL-10.1</p> <p>W-9.10.2</p>	<p>Act 2, Scene 3</p> <ul style="list-style-type: none"> <li>● Lines 16-30 of Friar Lawrence’s speech will be examined by the students.</li> <li>● The intent of the analysis is to provide a dialectal journal entry which answers this question- “How does this segment of his speech relate to his desire to marry the two young lovers?”</li> </ul>	<p>1 class period</p>
<p>RL- 9.10.1</p> <p>SL-10.1</p> <p>W-9.10.2</p>	<p>Act 2, Scene 4 - Act 2 Scene 6</p> <ul style="list-style-type: none"> <li>● An independent assessment will take place of the events in these scenes.</li> <li>● Using the ‘Say Something’ strategy students will pause at an appropriate time to provide input about the events of the scenes. Students may: -Make a connection to other pieces of literature, ask a question, make a prediction, etc.. all with intent of facilitating discussions with other students</li> </ul>	<p>2 class periods</p>
<p>RL- 9.10.1</p> <p>SL-10.1</p> <p>W-9.10.2</p>	<p>Act 3, Scene 1</p> <ul style="list-style-type: none"> <li>● A decision will be made by students as to whom they believe is responsible for the death of Mercutio (Tybalt, Romeo or Mercutio)</li> <li>● Students will incorporate a double bubble map graphic organizer in their analysis</li> <li>● Students will appraise the text version of the fight and identify who is responsible and why</li> <li>● Students will evaluate the film version of the fight (1968 version) and identify who is responsible and why.</li> </ul> <p>Students will conduct a think-pair-share with a multiple peers to discuss</p>	<p>2 class periods</p>



	their findings.	
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Act 3, Scene 2 through Act 3, Scene 5</p> <ul style="list-style-type: none"> <li>• Students will assess multiple piece of media (video, documents, audio) to achieve an understanding of the term dramatic tension and the elements which comprise it.</li> <li>• With a partner students will construct a flow chart of the events (along with the consequences of it) and how these events contribute to the dramatic tension of Act 3</li> <li>• The student pairs will then construct a google slides presentation which will be used to instruct the class on their findings.</li> </ul>	3 class periods
RL- 9.10.1 SL-10.1 W-9.10.2	<p>Act 4</p> <p>An open forum will be provided on the topic of trust (specifically in Act 4, Scene 1 and Scene 2</p> <p>Students will analyze Juliet’s speech in 4.2 and using evidence from the previous two acts conduct an informal debate as to why Juliet should should not trust Friar Lawrence</p>	1 class period
RL- 9.10.1 SL-10.1 W-RL- 9.10.1	<p>Act 5</p> <p>A student led review of the events that occur in the scene, that lead to the tragic ending of the play, will be conducted.</p> <ul style="list-style-type: none"> <li>- Questions on both specific issand general issues of the Act, along with any commentary are to be a part of the review</li> </ul> <p>Documentation on the following elements of Shakesperean language -rhetorical question and antithesis- will be provided so students may</p>	1 class period

	<p>comprehend the terminology to answer the following prompt through reflective journaling.</p> <p>Prompt - “How does the Prince’s speech at the end of Act 5.3, express Shakespeare’s central message of the play?”</p>	
<p>RL- 9.10.1</p> <p>SL-10.1</p> <p>W-RL- 9.10.1</p>	<p>Mock Trial - Part 1</p> <ul style="list-style-type: none"> <li>● Students will review the presentation on ‘Romeo and Juliet Mock Trial’</li> <li>● The trial is to determine whether or not Friar Lawrence is responsible for the deaths of Romeo and Juliet.</li> <li>● Special emphasis will be given to <ul style="list-style-type: none"> <li>-The facts of the case, the statue in which question (whether it has been violated or not), perspective witnesses, and the defendant.</li> <li>- Students will be divided into two groups: prosecution and defense</li> <li>- Students will then take it upon themselves to assign roles and responsibilities for the trial</li> <li>-Please note that the teacher will take on the role of Judge, while the jury will be comprised of individuals from outside this class.</li> </ul> </li> </ul>	<p>1 class period</p>
<p>RL- 9.10.1</p> <p>SL-10.1</p> <p>W-RL- 9.10.1</p>	<p>Mock Trial - Part 2</p> <ul style="list-style-type: none"> <li>● Students will evaluate documents provided on how to perform a Direct Examination of their witnesses.</li> <li>● Prosecution and Defense teams will conduct research to formulate favorable Direct Examination questions.</li> </ul>	<p>2 class periods</p>
<p>RL- 9.10.1</p> <p>SL-10.1</p> <p>W-RL- 9.10.1</p>	<p>Mock Trial - Part 3</p> <ul style="list-style-type: none"> <li>● Information will be given on how to conduct a Cross Examination of their opponents witnesses</li> <li>● Prosecution and Defense teams will research the text to create favorable CrossExamination questions.</li> </ul>	<p>2 class periods</p>

RL- 9.10.1 SL-10.1 W-RL- 9.10.1	Mock Trial - Part 4 <ul style="list-style-type: none"> <li>Students will view evaluate video presentation on Opening and Closing Arguments</li> </ul> Prosecution and Defense teams will each design an opening and closing argument	1 class period
RL- 9.10.1 SL-10.1 W-RL- 9.10.1	Mock Trial - Part 5 <ul style="list-style-type: none"> <li>Judge will review rules and procedures of Jury Trial</li> <li>The prosecution team presents its case.</li> </ul>	1 class period
RL- 9.10.1 SL-10.1 W-RL- 9.10.1	Mock Trial - Part 6 <ul style="list-style-type: none"> <li>The defense team presents it case.</li> </ul>	1 class period
RL- 9.10.1 SL-10.1 W-RL- 9.10.1	Mock Trial - Part 7 <ul style="list-style-type: none"> <li>The jury evaluates the evidence and offers its verdict</li> <li>A reflective discussion will follow the trial, in which students will discuss the pros and cons of their teams performances.</li> </ul>	1 class period

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