

Marking Period		Unit Title	Recommended Instructional Days
4		The Journey for Acceptance - Romeo and Juliet	8-10 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</p>	
<p>Progress Indicator: NJSLS Grades 9-10 ELA Standards</p> <p>Key Ideas and Details: RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Craft and Structure:</p>	<p>Progress Indicator:</p> <p>Key Ideas and Details: 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.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and</p>		

<p><i>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</i></p> <p><i>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</i></p> <p><i>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</i></p> <p>Integration of Knowledge and Ideas:</p> <p><i>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and</i></p>	<p><i>the connections that are drawn between them.</i></p> <p>Craft and Structure</p> <p><i>RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</i></p> <p><i>RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</i></p> <p>Integration of Knowledge and Ideas</p> <p><i>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</i></p> <p><i>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and</i></p>	
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<p><i>background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</i></p>	<p><i>sufficient; identify false statements and reasoning</i></p>	
<p>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<p>Progress Indicator: <i>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i> <i>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i> <i>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether</i></p>	<p>Progress Indicator: <i>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> <i>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.</i> <i>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> • What makes a person who he or she is? • What role does family play in a person's identity? • What is loyalty? • What different kinds of loyalty are demonstrated in the play? • How can an author use language to establish or define a character? • What kinds of linguistic structures distinguish Shakespeare's different characters in the play? • What is the nature of romantic love? • To what extent does Shakespeare's play interrogate or critique the value of romantic love as a social construct? • Love: What is true love? What should one sacrifice for true love? What should one never sacrifice for love? Is the love between Romeo and Juliet true love? • Good and evil/love and hatred: Do we need hatred (evil) in order to truly appreciate love (good)?

earlier events caused later ones or simply preceded them.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence

Production and Distribution of Writing

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.9-10.5. 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.

Research to Build and Present

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,

- Fate: Is there such a thing as fate? If so, can a person avoid his or her fate? Is fate alone responsible for the deaths of Romeo and Juliet, or should certain characters be held responsible?
- The motifs of light and darkness run throughout the play. How do these motifs help to develop the themes of the play?
- What was going on in Verona and Europe during the time this play was set?
- Who was Shakespeare?
- What are the key themes in *Romeo and Juliet*?
- What is imagery? What is a motif?
- How does language affect the way in which a play is understood?
- Why did Shakespeare use so many images, especially light and dark images, throughout the play?
- Why do we still read this play?
- How have other artists interpreted *Romeo and Juliet*?

Activity Description:

- Comprehension check through written work or discussion
- Identify central ideas
- Define text-specific vocabulary words
- How to demonstrate speaking, listening, writing, reading, and research skills throughout their study of the personal experience.
- How to read closely, interpreting figurative language and its impact on the author's purpose.

	<i>demonstrating understanding of the subject under investigation.</i>	<ul style="list-style-type: none"> • How to interpret literature on a literal and metaphorical level. • How to work collaboratively with their peers to deepen their understanding of a work. • How to make text-to-self connections through examination of theme and author's purpose • How to demonstrate their abilities to inform, to persuade, or to express their own personal ideas through written mediums • Reading and understanding connections between complex texts
Speaking and Listening Strand:	Language Strand:	
<p>Progress Indicator: Comprehension and Collaboration</p> <p><i>SL.9-10.1 Comprehension and Collaboration 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.</i></p> <p><i>SL.9-10.2 SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</i></p> <p><i>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use</i></p>	<p>Progress Indicator:</p> <p>Conventions of Standard English <i>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Knowledge of Language <i>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i></p>	<p><u>Unit Learning Targets:</u></p> <ul style="list-style-type: none"> • Key terms (imagery, irony, foreshadowing, motif, symbolism, etc) • Key themes (forbidden love, violence, feuds, loyalty, revenge) • How to read and interpret difficult language • The relationship between imagery, motif, and theme. • The history and context of <i>Romeo and Juliet</i> • The importance of character development. • Key plot event • Apply interpretive reading strategies. Develop a well-reasoned thesis. • Apply the writing process to produce a draft and revision of a character analysis essay. • Analysis of author's language and motifs, development of complex characters and external and internal conflicts and themes

<p><i>of evidence and rhetoric, identifying any false reasoning or distorted evidence.</i></p> <p>Presentation of Knowledge and Ideas SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>Vocabulary Acquisition and Use NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<ul style="list-style-type: none"> Determine how patterns of language create a motif that reveals the central idea/theme of the text <p>Anchor Text: <i>Romeo and Juliet</i> by Shakespeare</p> <p>Independent Text: Book of choice</p> <p>RELATED TEXTS</p> <p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> “A Poison Tree,” William Blake (Poem) LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 “The Raven,” Edgar Allan Poe (Poem) “The Story of Pyramus and Thisbe” from <i>Metamorphoses</i>, Ovid <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> “The Teen Brain: Still Under Construction,” National Institute of Mental Health (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) “Teenage Brains Are Malleable and Vulnerable, Researchers Say,” Jon Hamilton “On Revenge,” Sir Francis Bacon “Teenage Brains,” David Dobbs, <i>National Geographic</i> (October 2011) <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> <i>Romeo + Juliet</i>, Baz Luhrmann (Film) Amistad Law: N.J.S.A. 18A 52:16A-88
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<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<ul style="list-style-type: none"> • Where's Romeo? (c. 1912), William Hatherell (Art; Act III, Scene iii) • The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853- 55, Frederic Lord Leighton (Art) • "Understanding the Mysterious Teenage Brain," Talk of the Nation, NPR (Text and Audio) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p>1. Recognize and identify the thoughts, feelings, and perspectives of others 2. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds 3. Demonstrate an understanding of the need for mutual respect when viewpoints differ 4. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Close readings of textual excerpts and poems in order to practice reading strategies, conduct guided reading or analyze the text for literary elements. • Prose- Constructed Response Reading Comprehension assessments • Class run debates 		<p>Benchmarks:</p> <p>Grade 9 Diagnostic Assessment Grade 9 District Assessment</p> <p>Summative Assessments:</p> <p>A culminating writing task:</p>

<ul style="list-style-type: none">• Student presentations using Slides• Reader response journal<ul style="list-style-type: none">• Character Notes and ParagraphsLetter/Journal/Blog Entry• Creative Character Extensions— Students write a backstory, a deleted scene, or an alternate ending to extend their comprehension of the character they work with.• Character Profile Posters• Turn a soliloquy into a dialogue to emphasize the internal conversation.		<ul style="list-style-type: none">• Analyze how patterns of language create a motif that reveals the central idea/theme of the text• Write a literary analysis of a text <p>A cold-read task:</p> <ul style="list-style-type: none">• Read and understand connections between complex texts• Write an explanatory essay <ul style="list-style-type: none">• Create a children’s storybook to retell the story of Romeo and Juliet <p>An extension task:</p> <ul style="list-style-type: none">• Conduct research on a given topic• Develop an argumentative essay that incorporates research	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">• Anchor Text: <i>Romeo and Juliet</i> by Shakespeare	<ul style="list-style-type: none">• Modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	<ul style="list-style-type: none">• Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified	<ul style="list-style-type: none">• Write a research paper describing connections between two texts by the same author.• Leadership Roles• Assign independent projects.• Speak to Student Interests• Plan for differentiation. Consider

		assessment and/or rubric.	
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Google Chrome • Google Drive • Google Sites • Schoology • Padlet • Kahoot • EdPuzzle • Peardeck • Flipgrid • IXL • MyShakespeare Other: <ul style="list-style-type: none"> • Internet and Computer(s) • Books 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Anchor Text: <i>Animal Farm</i> by George Orwell 	<ul style="list-style-type: none"> • Extra Support Readers • Provide options for comprehension • Tiered Content/Activities 	<ul style="list-style-type: none"> • Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. 	<ul style="list-style-type: none"> • Write a research paper describing connections between two texts by the same author. • Leadership Roles • Assign independent projects.

	<ul style="list-style-type: none"> • Provide a variety of materials • Provide options for perception 	Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language.	<ul style="list-style-type: none"> • Speak to Student Interests • Plan for differentiation. Consider
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	<ul style="list-style-type: none">Continually self-reflects and seeks to improve the essential life and career practices that lead to success.Uses effective communication and collaboration skills and resources to interact with a global society.Is financially literate and financially responsible at home and in the broader community.Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.Seeks to attain skill and content mastery to achieve success in a chosen career path.
	Performance Expectation/s:	Use effective communication and collaboration skills and resources to interact with a global society.
	Career Readiness, Life Literacies, & Key Skills Practices	
	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation.	

	<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>