



# Old Bridge Township School District

## Curriculum & Instruction Department

**Course: English IV CP**

**Department: English**

**Term: September 2024**

| Board Approval | Committee Members | Supervisor      | Notes |
|----------------|-------------------|-----------------|-------|
| 9/24/2024      | Nicole Mondano    | Rocco Celentano |       |
|                |                   |                 |       |

## **MISSION STATEMENT**

Recognizing that each person has an inherent worth, it is the mission of the Old Bridge Public Schools to empower each student to learn to achieve success and to become a confident, productive member of a pluralistic, global society prepared to face the challenges of the 21st Century.

## **BELIEFS**

- Learning is a lifelong process.
- All children can learn.
- Education is a shared responsibility among the schools, the child, the family and the community.
- All students are entitled to a safe, supportive learning environment.
- Self-esteem is necessary for successful learning.
- The development of curriculum is an on-going and cyclical process.
- The district should provide a dynamic curriculum that recognizes the various needs and learning styles of our students.
- An appreciation of the arts and humanities enhances the education of the whole child.
- All students should be taught to appreciate and respect the cultural differences in our society.
- All students are worthy of educational opportunity, respect, tolerance, and fairness.
- Schools should prepare students to function successfully in society.
- All children should be encouraged to rise to their highest level of achievement.

## **AFFIRMATIVE ACTION STATEMENT**

The Old Bridge Township Public Schools provides equal educational opportunities for all students, including equal access to all school facilities, programs, equipment, staff services, financial resources, courses, or activities, and other benefits regardless of race, color, creed, religion, sex, ancestry, national origin, social, economic or academic status or physical handicap.

## **PHILOSOPHY**

The Old Bridge Township Public School District English Language Arts (ELA) Program is designed to create career and college-ready 21st century learners. English courses provide students with authentic, meaningful experiences that will enable students to grow and develop intellectually, emotionally, and socially. Instructional practices are student-centered, promoting a commitment to life-long learning by developing student's speaking, listening, writing, reading, representing and viewing skills. The role of teacher is to provide bridges between what students already know, what they can do, and what they need to know and do. The teacher establishes a language rich, interactive environment that provides a strong support for literacy learning and surrounds the children with a wide variety of high-quality literature.

The ELA Program utilizes a balanced approach to literacy, integrating reading, writing, speaking and listening throughout the curriculum. Reading comprehension is essential to continue intellectual development. In addition, the incorporation of research and comprehension strategies are required for the Old Bridge High School ELA Program. Key to the development of reading comprehension is a sequence of activities known as the "gradual release of responsibility".

Individual learning styles, developmental readiness, and cultural differences are recognized and supported through differentiated instruction, enabling all students to experience success. Library and research skills are an integral part of student experiences in all grade levels. Through integrated language experiences, students will strive to become readers, writers and critical thinkers. Most importantly students will acquire the skills to "read to learn", which is essential for a person to become a life-long learner and an independent writer.

**PREFACE**  
**KEY POINTS FOR THE STUDENT LEARNING**  
**STANDARDS (SLS) ENGLISH LANGUAGE ARTS**

**Reading**

- The standards require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare.

**Writing**

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing-a basic form of argument-extending down into the earliest grades.

- Research-both short, focused projects (such as those commonly required in the workplace) and long-term in-depth research-is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.

### **Speaking and Listening**

- The standards require the students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

### **Language**

- The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading.
- The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

### **Media and Technology**

- Just as media and technology are integrated in school and life in the twenty first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

**Old Bridge Pacing Calendar (fill in, do not change formatting, keep to one page)**

| Marking Period 1  |   | Marking Period 2   |  |
|---|---|--|--|
| Topic/Unit (use assessments as breaks if you divide a Unit)<br>Identify what content will comprise each major assessment. |   | Topic/Unit Topic/Unit (use assessments as breaks if you divide a Unit)<br>Identify what content will comprise each major assessment. |  |
| 1   | Identity and Individualism / Epic Hero's Journey (Part 1) | 1  | The Social Critic and Political Commentary |
| 2   | Epic Hero's Journey (Part 2                               | 2  |  |
| 3   |   | 3  |  |
| 4   |   | 4  |  |
| 5   |   | 5  |  |
| 6   |   | 6  |  |
|   |   |  |  |

| Marking Period 3   |   | Marking Period 4   |                                       |
|--|---|--|---------------------------------------|
| Topic/Unit Topic/Unit (use assessments as breaks if you divide a Unit)<br>Identify what content will comprise each major assessment. |   | Topic/Unit Topic/Unit (use assessments as breaks if you divide a Unit)<br>Identify what content will comprise each major assessment. |                                       |
| 1  | Research Paper Writing/Issues in World Literature | 1  | The Tyrant and the Influence of Power |
| 2  |   | 2  |                                       |
| 3  |   | 3  |                                       |
| 4  |   | 4  |                                       |
| 5  |   | 5  |                                       |
| 6  |   | 6  |                                       |
|  |   |  |                                       |

**Core Instructional Resources and Materials (Including Varied Levels of Text)**

- McDougal Littell Literature Grade 12 – Student textbook (Online version as well)
- The Kite Runner - Khaled Hosseini, 2003 Riverhead books
- Macbeth – William Shakespeare – 2009 No Fear Shakespeare
- College Board website
- Excerpts from memoirs, narratives  
     Ex. *The Glass Castle* – Jeanette Walls  
     *On Writing* – Stephen King

“Where I Find My Heroes” by Oliver Stone (article)

“Christopher Reeve Remembered” (article)

“Comic Book Hero” Source: <https://creativeenglishteacher.com/pages/teaching-josephcampbells-the-heros-journey>

Song Analysis a. “Superman” by Five for Fighting (music video)

Galozzi article “On Guilt”

Jumpha Lahiri short stories

Gloria Anzaldua – Borderlands. La Frontera

Sandra Cisneros – House on Mango Street – excerpt

Things Fall Apart – Chinua Achebe

Ted Talk – Writing from the border

**Unit #   1   (or Chapter/Topic, etc...)**

\*Note: If you break the topic into two units you can name it Topic 1A or make the two individual units

**Duration (4 weeks)**

\*Note: one block is one day

**Topic:** Identity and Individualism / Epic Hero’s Journey (Part 1)

**Alignment to NJSLS (include practice standards)**

- L.KL.11–12.2;
- L.SS.6.1,
- L.SS.9-10.1,
- L.KL.5.1; L.KL.9-10.2;

- RL.CR.4.1-8.1;
- W.NW.9–10.3.
- W.WP.9–10.4
- W.RW.9–10.7.
- SL.PE.9–10.1

**Technology, Career Awareness, and 21<sup>st</sup> Century Standards (NJSL 9)**

- 8.1.12.CS.4
- 8.2.12.ITH.3:
- 9.2.8.CAP.12
- 9.2.12.CAP.3
- 9.4.12.CI.1
- 9.4.12.IML.8

**Interdisciplinary Standards**

- Provide examples **ALONG WITH CORRESPONDING STANDARD**, as applicable for each unit. Each guide must contain at least 1-2 interdisciplinary connections. If none for the unit, leave this blank.

**Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)**

- Climate Change Mandate RI.CT.9–10.8
- Diversity, Equity, and Inclusion
- History of Disabled and LGBTQ persons
- AAPI mandate
- Provide an example in at least one unit

**Learning Objectives and Activities**

SWAT: Self-analyze/reflect to lay foundation for writing their College Application Essay

SWAT : Utilize stages of the writing process

SWAT: Design a narrative that includes both direct and indirect characterization.

SWAT: Determine how authorial intent and style convey the hero’s journey through varied styles of writing, both broad and focused.

**Learning Activities**

Brainstorming the college essay “Speed Dating” Activity

The Writing Workshop station activities:

Rough Draft, Peer Editing, Self Edit

Teacher Conferencing throughout the writing process

Writing Workshop: Use mentor text essays to note structure of narrative writing to capture personal moments; use notebooks entries to make connections among texts in this unit;

### **Benchmark, Formative, Summative and Alternative Assessments**

#### **Summative**

Pre-writing activity packet

Peer Editing Activity

First Draft

- Write, revise, and edit a rough draft for content and organization, grammar and mechanics.

Completed essay with teacher-created CAE rubric

#### **Formative**

Conferencing – Teacher/student writing conferences

Journaling

Class discussions

#### **Alternative Assessment**

Writing Workshop: Portfolio Collection Genre: Personal narrative/college essay/ “snap-shot” moment with reflection)

**Skill Focus** (Story pacing, intro and closing)

#### **Writers Notebooks**

Topic brainstorm, movable storyboards, slow down and speed up moments, attention getting leads/beginnings, “bookending” lead and closing

**Reader’s Response to Literature** Annotations

**Reader's Notebooks** Reading logs, responses to open-ended questions; summaries

|   |   |
|---|---|
| <b>Unit #2</b>  | <b>Duration 5-6 weeks</b><br><b>*Note: one block is one day</b> |
| Topic: Identity and Individualism / Epic Hero's Journey (Part 2)  |   |
| <b>Alignment to NJSLS (include practice standards)</b>  |   |
| <ul style="list-style-type: none"> <li>• L.SS.9–10.1</li> <li>• L.KL.9–10.2</li> <li>• RL.CI.3-7.2</li> <li>• RL.CR.9–10.1</li> <li>• RI.CR.9–10.1</li> <li>• RL.CI.9–10.2</li> <li>• RI.CI.9–10.2</li> <li>• RL.IT.9–10.3</li> <li>• RI.IT.9–10.3</li> <li>• RL.IT.K.3</li> <li>• RL.TS.4.4-6.4</li> <li>• W.AW.9–10.1</li> <li>• SL.PE.9–10.1</li> </ul>  |   |
| <b>Technology, Career Awareness, and 21<sup>st</sup> Century Standards (NJSLS 9)</b>  |   |
| Identify standards from: Computer Science & Design Thinking (NJSLS 8) and <ul style="list-style-type: none"> <li>• Career Readiness, Life Literacies &amp; Key Skills (NJSLS 9)</li> </ul> CS & DT standards start on page 20<br>Career Awareness standards page 37<br>21 <sup>st</sup> Century Learning standards start on page 43<br>List appropriate standards here. Each guide must contain some of each. |   |
| <b>Interdisciplinary Standards</b>  |   |
| 6.1.2.HistorySE.1   |   |

### Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- Climate Change Mandate (tied to specific standard) (ELA and Math have companion guides)
- Diversity, Equity, and Inclusion
- History of Disabled and LGBTQ persons
- AAPI mandate
- Provide an example in at least one unit in the guide

### Learning Objectives and Activities

SWAT: Compare and contrast how characters in different literary works, both classic and contemporary, shape their identities based on their gender, race, social class, and education.

SWAT: Complete various writings both long and short which emphasize synthesis of the above elements.

SWAT: analyze the structure of Joseph Campbell's Hero Journey and identify the hero structure in classic and modern texts.

SWAT: Develop sharp annotation skills while closely reading Beowulf and identifying literary elements in the text.

SWAT: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level.

SWAT: Cite elements of the Hero Journey in contemporary fiction and movies

SWAT: Connect the hero journey to their personal narratives.

SWAT: Develop various arguments and support personal claims of the text using valid reasoning and relevant and sufficient evidence.

SWAT: Evaluate, through literature, how ancient literary texts can be used to understand how ancient cultures are connected to their contemporary counterparts

Critically read, analyze, and interpret fictional texts in terms of cultural connections.

#### Learning Activities:

Analyze a comic book hero for his or her heroic qualities.

Use of SmartBoard as an interactive tool to demonstrate how to annotate.

Use presentation programs during student led class presentations • Use of blogging programs and websites

Multi media presentation -The Hero Journey in Film.

Create group visual representations of symbols and plot events

Utilize Kami – a digital annotation tool for close reading of a text.

## Journal Writing

Class discussion – whole and small group

Socratic Seminar

Multi media group project – The Hero Cycle in Disney Films

Individual/Group Hero Cycle Project and presentation

## Benchmark, Formative, Summative and Alternative Assessments

- Summative Assessments: ·
- Annotation of text ·
- Individual/group projects ·
- Jigsaw activity ·
- Open-ended questions
- Presentations
- On-demand writing sample
- Annotation quizzes
- Thematic essay exam

## Formative Assessments

Class Discussions:

Participation in guided discussions on specific questions related to the themes. This can include Socratic seminars where students engage in deep dialogue about the texts.

- Exit Tickets: Quick reflections or answers to a question posed at the end of a lesson to gauge understanding and gather immediate feedback.
- Think-Pair-Share Activities\*\*: Students think about a question individually, then discuss with a partner, and finally share with the larger group.

**Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans) revise to be subject specific, include ONCE at end of guide**

**ML**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

**Supports for Students With IEPs**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

**At-Risk Students**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

**Gifted and Talented**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

**Supports for Students With 504 Plans**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns

**Unit #3****Duration 6-8 weeks**  
**\*Note: one block is one day**

Topic: The Social Critic and Political Commentary

**Alignment to NJSLs (include practice standards)**

- L.SS.9–10.1
- L.KL.9–10.2
- RL.CR.4.-5.1
- RL.CR.9–10.1
- RI.CR.9–10.1
- RL.CI.9–10.2
- RI.CI.9–10.2
- RL.IT.9–10.3
- RI.IT.9–10.3
- W.AW.7.1
- W.AW.9–10.1
- SL.PI.9-10.4
- SL.UM.9-10.5

**Technology, Career Awareness, and 21<sup>st</sup> Century Standards (NJSLs 9)**

- 8.2.12.ETW.2
- 9.3.12.CDM.1
- 9.4.12.TL.1
- 9.4.12.IML.

### Interdisciplinary Standards

- 1.3E.12prof.Pr6a
- 6.1.2.CivicsPD.1

### Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- Climate Change Mandate 6.3.2.GeoGI.1
- Diversity, Equity, and Inclusion C.18A:35-4.36a
- History of Disabled and LGBTQ persons
- AAPI mandate

### Learning Objectives and Activities

#### **SWAT**

Critique satirical works, such as Geoffrey Chaucer's The Canterbury Tales

Compose an original narrative writing piece in order to demonstrate how authorial and narrative voice affect understanding of social criticism through language, tone, and connotative and denotative meanings of words.

Cite elements of direct and indirect characterization ·

Cite elements of satire, sarcasm, irony ·

Cite elements of sexism ·

Cite examples of ethos, pathos, and logos ·

Cite elements of personification ·

Cite allegorical tale elements ·

Analyze the concept of a frame tale

Discuss the role that social class plays in The Canterbury Tales.

Identify allusions to biblical and mythological elements throughout the text.

Explain how the pilgrims represent the different castes and professions from medieval English society.

#### **Learning Activities:**

Reader's/Writer's Notebook: article-of-the-week (Kelly Gallagher), cultural connections, archetypes, writing/revising myth, personal responses to literature, daily writing

### **Vocabulary Work in Context**

Socratic Seminar: preparation and annotation of text, opening-question response, reflection, evaluation of partner  
Vision Board projects

Technology: •

Use of SmartBoard, projector, Powerpoint, YouTube.com, DVD. Various pictures, texts, movies, or clips (including those with sound) can be displayed on the Board to highlight specific points.

• Use of SmartBoard as an interactive tool to demonstrate how to annotate. •

Use presentation programs during student led class presentations • Use of blogging programs and websites

### **Benchmark, Formative, Summative and Alternative Assessments**

#### **Summative Assessments:** ·

Individual/group projects ·

Jigsaw activity – Character role playing activity and presentation.

Open-ended questions ·

Unit Test

Analytical essay

Prologue project

#### **Formative Assessments:**

Cornell Notes:

Notebook checks & quizzes; collaborative & independent reflections.

Quizzes: Reading check quizzes that require recall of narrative elements, events, figurative language;

Quizzes that require identification and application of grammatical conventions; include open-ended responses that require use of textual evidence

Reading Log: Students maintain daily logs of their reading, key quotes, and personal reflections.

Exit Tickets: At the end of each class, students write a brief summary of what they learned about major themes and concepts.

Class Discussions: Regular participation in discussions where students analyze and share insights about the texts.

**Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans) revise to be subject specific, include ONCE at end of guide**

**ML**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

**Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

**At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations

- Propose interest-based extension activities
- Expose students to beyond level texts.

**Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns

| Unit #4   | Duration 10 weeks<br>*Note: one block is one day |
|---|--|
| Topic: World Literature and Research  |  |
| <b>Alignment to NJSLS (include practice standards)</b>  |  |
| <ul style="list-style-type: none"> <li>● L.SS.9–10.1</li> <li>● L.KL.9–10.2</li> <li>● RL.CR.4.-5.1</li> <li>● RL.CR.9–10.1</li> <li>● RI.CR.9–10.1</li> <li>● RL.CI.9–10.2</li> <li>● RI.CI.9–10.2</li> <li>● RL.IT.9–10.3</li> <li>● RI.IT.9–10.3</li> <li>● W.AW.7.1</li> <li>● W.AW.9–10.1</li> <li>● SL.PI.9-10.4</li> <li>● SL.UM.9-10.5</li> </ul> |  |

### Technology, Career Awareness, and 21<sup>st</sup> Century Standards (NJSL 9)

- 8.2.12.ETW.2
- 9.3.12.CDM.1
- 9.4.12.TL.1
- 9.4.12.IML

### Interdisciplinary Standards

1.3E.12prof.Pr6a  
6.1.2.CivicsPD.1  
6.2.8.CivicsPI.4

### Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- Climate Change Mandate 6.3.2.GeoGI.1
- Diversity, Equity, and Inclusion C.18A:35-4.36a
- History of Disabled and LGBTQ persons
- AAPI mandate
- Provide an example in at least one unit in the guide

### Learning Objectives and Activities

#### SWAT

Analyze examples of World Literature for narrative technique, characterization, metaphor.

Utilize databases to research different cultures, economic status, religious beliefs, political events that influence writing.

Explore the history of political influence in Afghanistan and recognize its role in creating channels for human rights abuse.

Apply concepts learned in class and through independent research to create a research paper and group presentation on the political, economic, and religious background of Afghanistan to better understand the thematic content of *The Kite Runner*.

Understand the severity of the restrictions the Taliban placed on daily life in Afghanistan.

Explore the Taliban's tactics through a human rights lens.

Utilize stages of the writing process to craft a well-structured argument essay in MLA format, presenting and supporting a clear thesis.  
Critique the credibility of sources  
Apply critical thinking to evaluate different perspectives and form reasoned conclusions.  
Understand and empathize with characters' experiences and relate them to real-world situations.

### **Learning Activities**

In small groups research the historical events referenced in the literature and create presentations to share with the class.  
Guided book notes throughout our whole group and independent reading of the novel.  
Watch and analyze film version of *The Kite Runner*, comparing with the text studied.  
Chapter questions, graphic organizers, writing prompts and activities for each chapter of the novel.  
Jigsaw research project

### **Benchmark, Formative, Summative and Alternative Assessments**

#### **Summative Assessments:**

Reading comprehension test  
Citing textual evidence test  
Writing assignment – Thematic essay  
Group Research project and presentation

#### **Formative Assessments:**

Reading Quizzes: Short quizzes on key themes, characters, and events from the texts. ○  
Journal Entries: Regular reflective writing on themes in the novel and its historical and cultural backdrop.  
Class Discussions: Participation in discussions, providing insights and supporting arguments with textual evidence.  
Exit Tickets: Quick responses to prompts about the day's lesson or readings.  
Contextual Vocab quizzes – Student generated

**Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans) revise to be subject specific, include ONCE at end of guide**

**ML**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

**Supports for Students With IEPs:**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

**At-Risk Students:**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

**Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

**Supports for Students With 504 Plans:**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns

## Unit #5

**Duration 6 weeks**  
**\*Note: one block is one day**

Topic: The Tyrant and the Influence of Power

- **Alignment to NJSLS (include practice standards)**

- L.SS.9–10.1
- L.KL.9–10.2
- RL.CR.4.-5.1
- RL.IT.3.3.
- RL.CR.6.1
- RL.CR.7.1.
- RI.CR.8.1
- RI.CR.9–10.1
- RL.CI.9–10.2
- RI.CI.9–10.2
- RL.IT.4.3-6.3
- RL.IT.9–10.3
- RI.CR.11-12.1
- RI.IT.9–10.3
- RL.MF.K.6
- RL.MF.11-12.6
- RL.PP.8.5
- W.AW.7.1
- W.AW.9–10.1
- SL.PI.9-10.4, SL.UM.9-10.5

### **Technology, Career Awareness, and 21<sup>st</sup> Century Standards (NJSLS 9)**

- 8.2.12.ETW.2
- 9.3.12.CDM.1
- 9.4.12.TL.1

## Interdisciplinary Standards

### Curriculum Requirements (N.J.A.C. 6A:8, 6A:30)

- Climate Change Mandate (tied to specific standard) (ELA and Math have companion guides)
- Diversity, Equity, and Inclusion
- History of Disabled and LGBTQ persons
- AAPI mandate
- Provide an example in at least one unit in the guide

### Learning Objectives and Activities

#### SWAT

Develop various arguments and support personal claims of the text using valid reasoning and relevant and sufficient evidence.

Develop and articulate a thesis on a topic including but not limited to, epic flaw, fate v. free will, gender.

Analyze and critique the text *Macbeth*, via citing strong and thorough evidence and make relevant connections to support your analysis as well as identifying major themes.

Identify the role of women in the play and explain how various female characters influence Macbeth.

Define the characteristics of a tragic hero and discuss whether Macbeth fits the definition of a tragic hero.

#### Learning Activities

Through whole group and small group instruction students will cite examples of tragic flaw (hubris), evidence of themes such as fate v. free will, evidence of gender roles

Compare and contrast the text to a live performance of the play through small group activities.

Renaissance background/Shakespeare stations

### Benchmark, Formative, Summative and Alternative Assessments

#### Summative Assessments

Quotations Analysis Project

Vocabulary in context exam

Macbeth Exam – Thematic essay

## **Formative Assessments**

Class Discussions: Participation in discussions, providing insights and supporting arguments with textual evidence.

Performance

Annotation of text

Participation in group discussion

Individual/group projects

Literature Circles

Jigsaw activity

## **Modifications (ML, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)**

**revise to be subject specific, include ONCE at end of guide**

### **ML**

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments

### **Supports for Students With IEPs**

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or e-books
- Follow all IEP modifications

### **At-Risk Students**

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group

- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / anchor charts
- Leveled texts according to ability

### **Gifted and Talented**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

### **Supports for Students With 504 Plans**

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Provide anchor charts with high frequency words and phonemic patterns