

**BLOOMFIELD PUBLIC SCHOOLS**  
**Bloomfield, New Jersey**

**Curriculum Guide**

**English 2: Grade 10 - World Literature**

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## ***English 2: World Literature*** (10<sup>th</sup> grade)

**Introduction:** This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year. Below is a series of important points about this supplement and the English language arts course.

The *English 2* curriculum is aligned with both the new *National Common Core Standards* and the 21<sup>st</sup> century themes and mandates set forth in the 2010 *New Jersey Core Curriculum Content Standards*. Both sets of standards demand that language arts curricula work to promote the selection of increasingly complex texts, a balanced approach to understanding fictional and informational writing, and the integration of technology into the classroom. This document ensures that all English Language Arts standards will be met over the duration of the course. As well, the documents specifically cross-reference the four 21<sup>st</sup> Century themes (Global Awareness; Civic Literacy; Financial, Economic, Business and Entrepreneurial Literacy; and Health Literacy) and primary inter-disciplinary connections.

**Mapping/Sequence:** The format in which the curriculum is written follows the parameters of *Understanding by Design*. Each new course curriculum document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. In addition, each document stipulates both required and suggested works, activities, and assessments. Teachers are expected to design lessons that will meet the requirements stipulated in this document; however, they are provided flexibility in how they choose to meet these demands.

The *English 2* course is divided into 5 units each focusing on the authors and literature from a particular region of the world (Central America, Asia, Eastern Europe, Africa/Middle East, and Shakespeare's *Julius Caesar*). As well, there is a separate writing unit that will be infused into the world units over the course of the entire year. Particular attention was paid to the selection of authors who are native to the region of study with the intention that students will gain a broader understanding of the world through the authors' perspective. There is no set order to the world units. A teacher may introduce the units as he/she feels best meets the needs of the class. This curriculum has been adapted for Special Education and can be further adapted for individual students and their individual needs. This curriculum on World Literature will be adapted and follow the Pearson/ AGS Text.

**Pacing:** Each of the units provides a time frame that averages between 6 and 8 weeks, taking into consideration the time needed to complete the writing activities that will be done in conjunction with the literature study.

**Resources:** In each unit, both electronic and text resources are listed. It is the intention that teachers will be able to access the curriculum document on the district website as well as be able to add to the resources lists periodically throughout the school year. Other valuable sites that should be referenced in planning are <http://www.corestandards.org/the-standards/english-language-arts-standards> and <http://www.commoncore.org/maps/>.

Title of Unit	Writing	Grade Level	10
Curriculum Area	English/Language Arts-VEST	Time Frame	Infused with units
Developed By	Bloomfield English/ Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<b>W.9-10.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<b>W.9-10.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.			
<b>W.9-10.4:</b> 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.)			
<b>W.9-10.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)			
<b>W.9-10.6:</b> Use technology, including the Internet, to produce, publish, 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.			
<b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
<b>W.9-10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>W.9-10.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			

## Primary Interdisciplinary Connections

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**9.1 21st-Century Life and Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ Global Awareness

☒ Financial, economic, business, and entrepreneurial literacy

☒ Civic Literacy

☒ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

**T1-** be fluent in conveying intended messages through conventional written language.

## Meaning

### Understandings

### Essential Questions

#### Students will understand that...

#### Students will keep considering...

**U1-** writers control narrative structure through techniques such as sequencing, details, irony, tone, and point of view  
**U2-** writing helps us clarify and express our thoughts.  
**U3-** Audience and purpose influence literary technique (organization, logical progression of argument, and diction).

**Q1-**How does identifying and taking careful consideration of one's audience help the writer at every stage of the development of a good work?  
**Q2-**How do effective writers persuade their readers?  
**Q3-** How does the power of written language across groups and cultures have the power to promote both positive and negative attitudes and actions?

<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<b>K1-</b> Diction. <b>K2-</b> Transition. <b>K3-</b> Narration. <b>K4-</b> Exposition. <b>K5-</b> Persuasion. <b>K6-</b> Edit. <b>K7-</b> Revision. <b>K8-</b> Outlining. <b>K9-</b> Clustering. <b>K10-</b> Mapping. <b>K11-</b> Brainstorming. <b>K12-</b> Argument. <b>K13-</b> Correct grammar usage.	<b>S1-</b> compose a well organized argument. <b>S2-</b> apply grade appropriate diction. <b>S3-</b> identify and utilize authoritative sources to support an argument.

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Accuracy Reliability of sources Established writing rubric (NJ HSPA holistic rubric)	<u><b>Transfer Task(s)</b></u> <u>Formative</u>  Outline Cluster maps Editing/revisions Targeted research for authoritative sources
		<u>Summative</u>  Essay
	Established Rubrics Organization/Clarity of ideas	<u><b>Other Evidence</b></u> Formative  Double-entry journal responses
		Summative  PowerPoint presentation

Learning Plan (Stage 3)		
Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Required Activities	Required Resources
	District Benchmark writing assessments	District provided prompts NJ State holistic scoring rubric
	Process writing in areas of narrative, explanatory, and argument  Writing activities specified in curriculum units  Compile a portfolio	
	Small Group work.....or full group. Provide exposure to process and information Marking Period 1 Essay: Forming thesis statements and parenthetical citations with primary resources Marking Period 2 Essay :Parenthetical citations with secondary resources, 1-2-3 rule, works cited page Marking Period 3 Essay: Diction/Tone/Audience; further development of parenthetical citations and works cited page. Marking Period 4 Essay: Culmination of grade – level skills	Grade-level texts Essay topic to be based on seminar questions addressed in literature units
	Grammar instruction on basis of need with specific attention to grade-level progression standards (proper use of parallel structure, variety of phrases and clauses, semi-colon, colon, MLA format)	
	Suggested Activities	Suggested Resources

### Learning Plan (Stage 3)

Journal responses  
Mapping/Brainstorming  
Group discussion to generate ideas  
Peer revision  
Teacher modeling of skills

[www.owl.purdue.edu](http://www.owl.purdue.edu)

[6+1 Writing Traits Essay Rubric](#)



<b>Title of Unit</b>	Latin/Central America	<b>Grade Level</b>	10
<b>Curriculum Area</b>	English Language Arts- VEST	<b>Time Frame</b>	6-8 weeks
<b>Developed By</b>	Bloomfield High School English Language Arts Staff		

## Desired Results (Stage 1)

### Established Goals/Standards

**RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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).

**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.

**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).

**RI.9-10.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**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, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

**W.9-10.6:** Use technology, including the Internet, to produce, publish, 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.

**W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**SL.9-10.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

**L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.9-10.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Primary Interdisciplinary Connections

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**9.1 21st-Century Life and Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**21<sup>st</sup> Century Interdisciplinary Themes:**

  x   Global Awareness  
     Civic Literacy

  x   Financial, economic, business, and entrepreneurial literacy  
  x   Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

**T1-** embrace diversity and multicultural perspectives.

**T2-** become active readers, good listeners and critical thinkers in their everyday interactions.

**T3-** become fluent in conveying intended messages through conventional oral and written languages.

**T4-** continue to analyze their world as a text.

**T5-** participate in current cultural discursive practices which regard the role of the Americas, their identity and relationship to the learner.

## Meaning

### Understandings

**Students will understand that...**

**U1-** modern literature from the Americas reveals new perspectives of reality and challenges other world views.

**U2-** the power of written language across groups and across cultures has the power to promote both positive and negative attitudes and

### Essential Questions

**Students will keep considering...**

**Q1-** How does modern literature from the Americas reveal new perspectives of reality and challenge other world views?

**Q2-** How does the power of written language across groups and cultures have the power to promote both positive and negative

actions.	attitudes and actions?
<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p><b>K1</b>- definition of Magical Realism and Surrealism.</p> <p><b>K2</b>- various literary elements and techniques found in selected works: (extended metaphor, first person point of view, foreshadowing, imagery, irony, magical realism, metaphor, paradox, rhetoric, symbolism, theme, third person omniscience)</p> <p><b>K3</b>- cultural background of each literary work.</p> <p><b>K4</b>-text appropriate vocabulary.</p>	<p><b>S1</b>- interpret different levels of meaning in literature.</p> <p><b>S2</b>- reflect on their own experiences and gain perspective on the values and lifestyles of others.</p> <p><b>S3</b>- examine and discuss the role of the magical and fantastic in the literature of the Americas.</p> <p><b>S4</b>- analyze and discuss narrative forms and techniques in various selections of literature.</p> <p><b>S5</b>- listen to and analyze Latin American poetry in the original and in translation.</p> <p><b>S6</b>- analyze the role of time in Latin American narrative.</p> <p><b>S7</b>- explore the role of local and universal themes in Latin American literature.</p> <p><b>S8</b>- consider the challenges of translation, including the different connotations that various cultures attach to given words.</p> <p><b>S9</b>- offer insightful inferences regarding the themes of the text.</p>

	<p><b>S10-</b> create clear, original, specific thesis statements.</p> <p><b>S11-</b> organize concrete evidence and supporting textual details to support a thesis statement.</p> <p><b>S12-</b> use precise language, avoiding casual language and clichés.</p> <p><b>S13-</b> write appropriate transitions to organize paragraphs.</p> <p><b>S14-</b> analyze how literary devices produce meaning.</p>
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Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Degree of accuracy  Critical Thinking  Preparedness  Established Rubrics	<b><u>Transfer Task(s)</u></b> Formative <ol style="list-style-type: none"> <li>1. Reading Check Quiz</li> <li>2. Class-work</li> <li>3. Class Participation</li> </ol>
		Summative <ol style="list-style-type: none"> <li>1. Essay</li> <li>2. Unit Test</li> <li>3. Socratic Seminar</li> </ol>
	Completed handouts  Notebook check and class participation  Journal check	<b><u>Other Evidence</u></b> Formative <ol style="list-style-type: none"> <li>1. Independent and Class Reading for Meaning with handouts</li> <li>2. Lecture and Notes</li> <li>3. Journal Entries</li> </ol>
		Summative <ol style="list-style-type: none"> <li>1. Essay</li> <li>2. Choose one: Unit Test OR Project</li> <li>3. Socratic Seminar</li> </ol>

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	<b>Incorporate additional informational readings to establish and build background knowledge and to provide connections for understanding.</b>	
	<b>Seminar and Essay:</b> How does modern literature from the Americas help the reader gain a deeper understanding of reality? How do these forms of literature reveal the author's true point of view? In a written response, address these questions using textual support (RI.9-10.5, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)	<i>The Alchemist</i> Coelho, Paulo- Read as a group  <i>One Hundred Years of Solitude</i> Gabriel Garcia Marquez* Required for Honors Level  "A Very Old Man with Enormous Wings" Gabriel Garcia Marquez <a href="http://work.restory.net/Prose/Marquez%20-%20Very%20Old%20Man.pdf">http://work.restory.net/Prose/Marquez%20-%20Very%20Old%20Man.pdf</a>
	<b>Seminar:</b> Consider magical realism in " <i>A Very Old Man with Enormous Wings</i> ." How is magical realism a metaphor? What is the relationship between the literal and the metaphoric? Does the reader need to suspend their notions of reality to accept the device of magical realism of the text? Defend your response using textual evidence in a seminar setting. (RI.9-10.5, W.9-10.2, W.9-10.4, W.9-10.9, SL.9-10.1)	<i>Choose two of the following:</i>  "The Street" – Octavio Paz p.96  "Fear" – Gabriela Mistral p.95  "The Censors"- Luisa Valenzuela p.641
	<b>Seminar and/or Essay</b> Agree or disagree: "Moral choices are essentially choices between two sets of values: one belonging to one culture or era, one to another." Use textual evidence to support	<i>Nonfiction/Informational:</i>  "Work that Counts" Ernesto Ruelas Inzunza p.753

## Learning Plan (Stage 3)

	<p>your response. After seminar, write an organized response using pieces of textual evidence to support an original thesis statement. (W.9-10.2, SL.9-10.3)</p> <p><b>Online Research</b></p> <p>Using reliable internet sources, find two other translations of "A Very Old Man with Enormous Wings" by Gabriel Garcia Marquez. Provide background information on the translator. Compare and contrast specific passages. How does each translation's diction capture the themes and characterization of the story?</p>	<p>from "In Commemoration: One Million Volumes" Rudolfo A. Anaya p.128</p> <p>" A Walk to the Jetty" Jamaica Kincaid p.70</p> <p>Also use Text Pearson/AGS where appropriate.</p>
	<p><b>Narrative writing:</b> Write a short story inspired by any of the works in the unit. Read it aloud to the class and invite discussion about which work might have inspired it and how. (W.9-10.3)</p>	
	Suggested Activities	Suggested Resources
	<p>Choose a poem or a prose passage from this unit and recite it from memory. Include an introduction that discusses:</p> <p>Who wrote the poem and when it was written (i.e., historical context);</p> <p>What makes it memorable or significant; and</p> <p>Words and phrases that hold special meaning in context. (RL.9-10.2, SL.9-10.6, L.9-10.5)</p>	<p>Informational texts from <a href="http://www.eboard.com">www.eboard.com</a></p>

### Learning Plan (Stage 3)

	Prepare an oral report on the life of an author discussed in this unit, with pictures, maps, audio recordings, and any other applicable resources. (RI.9-10.1, SL.9-10.2, SL.9-10.5)	
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Title of Unit	World Literature: Asia	Grade Level	10
Curriculum Area	English Language Arts-VEST	Time Frame	6-8 weeks
Developed By	Bloomfield High School English Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<p><b>RL.9-10.2:</b> 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; provide an objective summary of the text.</p> <p><b>RL.9-10.5:</b> 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 such effects as mystery, tension, or surprise.</p> <p><b>RI.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.9-10.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>W.9-10.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>L.9-10.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
Primary Interdisciplinary Connections			
<p><b>6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>			

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**9.1 21st-Century Life and Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ Global Awareness

☒ Financial, economic, business, and entrepreneurial literacy

☒ Civic Literacy

☐ Health Literacy

## Transfer

Students will be able to independently use their learning to...

**T1-** embrace diversity and multicultural perspectives.

**T2-** become active readers, good listeners and critical thinkers in their everyday interactions.

**T3-** become fluent in conveying intended messages through conventional oral and written languages.

**T4-** continue to analyze their world as a text.

**T5-** participate in current cultural discursive practices which regard the role of Asian literature, its identity and relationship to the learner.

## Meaning

### Understandings

Students will understand that...

**U1-** Asian literature both honors and challenges cultural traditions.

**U2-** The power of written language across groups and across cultures has the power to promote both positive and negative attitudes and actions.

### Essential Questions

Students will keep considering...

**Q1-**How does Asian literature both honor and challenge cultural traditions?

**Q2-** How does the power of written language across groups and cultures have the power to promote both positive and negative attitudes and actions?

<b>Acquisition</b>	
<p><b>Knowledge</b> Students will know...</p> <p><b>K1</b>-The plot, setting, characters, and conflicts of all selected texts.  <b>K2</b>- various literary elements and techniques found in selected works: allegory, figurative language, filial piety, first person perspective, foreshadowing, internal monologue, irony, metaphor, morality, paradox, perfect rhyme, perspective, poetic translation, simile, stream of consciousness, symbol, theme, third person omniscience, tone, vice, virtue.  <b>K3</b>- Historical and social background on Asian literature and culture.  <b>K4</b>- text-appropriate vocabulary.</p>	<p><b>Skills</b> Students will be able to...</p> <p><b>S1</b>-consider how Asian literature both draws on and questions cultural traditions.  <b>S2</b>- consider how certain Asian authors integrate Western literary influences into their cultural contexts.</p> <p><b>S3</b>- interpret different levels of meaning in literature</p> <p><b>S4</b>- reflect on their own experiences and gain perspective on the values and lifestyles of others.</p> <p><b>S5</b>- offer insightful inferences regarding the themes of the text.  <b>S6</b>- create clear, original, specific thesis statements.  <b>S7</b>- organize concrete evidence and supporting textual details to support a thesis statement.  <b>S8</b>- use precise language, avoiding casual language and clichés.  <b>S9</b>- write appropriate transitions to organize paragraphs.  <b>S10</b>- analyze how literary devices produce meaning.</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Degree of accuracy  Critical Thinking  Preparedness  Established Rubrics	<b><u>Transfer Task(s)</u></b> Formative  1. Reading Check Quiz 2. Classwork 3. Class Participation
		Summative  1. Essay 2. Choose one: Unit Test OR Project 3. Socratic Seminar
	Completed handouts  Notebook check and class participation  Journal check	<b><u>Other Evidence</u></b> Formative 1. Independent and class reading for meaning with handouts 2. Lecture and Notes 3. Journal Entries
		Summative

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	<b>Incorporate additional informational readings to establish and build background knowledge and to provide connections for understanding.</b>	
	<p><b>Essay</b> Write a close literary analysis of one of the poems or piece of literature in the unit, with attention to its form, figurative language, symbolism, and meaning. Be sure to include any historical context necessary. Use textual evidence to support your analysis in an essay.</p> <p><b>Seminar</b> After reading and discussing a work or pairing of works as a class, students prepare for seminars and essays by reflecting individually, in pairs, and/or in small groups on a given seminar/essay question. Ideas are student generated in this way. (Seminar/Essay assignments include more than one question. Teachers may choose one or all the questions to explore in the course of the seminar; students should choose one question for the essay.) Seminars should be held before students write essays so that they may explore their ideas thoroughly and refine their thinking before writing. Page and word counts for essays are not provided, but teachers should consider the suggestions regarding the use of evidence, for example, to determine the likely length of good essays. In future iterations of these maps, links to samples of student work will be provided.</p>	<p>Nonfiction: from <i>The Analects Confucius</i> (Ancient China)</p> <p>Fiction: "Like the Sun" R. K. Narayan (India) "The Cabuliwallah" Rabindranath Tagore (India) "Thoughts of Hanoi" Nguyen ThiVinh (Vietnam)</p> <p>Use Pearson Text as appropriate to adapt to individual levels. Utilize small group work. Provide exposure to information.</p>

## Learning Plan (Stage 3)

	<p><b>Collaborate</b></p> <p>Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?</p> <p><b>Seminar and/or Essay</b></p> <p>How do the works you have read so far in this unit honor or rebel against cultural tradition? Write an essay that supports an original thesis statement, using textual evidence to describe the cultural traditions. (The teacher may choose to focus on one or two texts.)</p> <p><b>Online Research</b></p> <p>Using a reliable internet source, find an Asian author and research his/her life. Be sure to include early life, education, works.</p>	
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	<p><b>Seminar and/or Essay</b></p> <p>Analyze Akutagawa's story "In a Bamboo Grove" and</p>	<p>Film: <i>Rashomon</i> (1950) (Akira Kurosawa, dir.)</p>

## Learning Plan (Stage 3)

	<p>Kurosawa's film <i>Rashomon</i>. How do the story and the film portray the characters' psychological states? (Note: Kurosawa's <i>Rashomon</i> is based on Akutagawa's "In a Bamboo Grove," not on his "Rashomon," though a few details from the latter story appear in the film.) Write an essay using textual evidence to support an original thesis statement. (RL.9-10.7, SL.9-10.1, W.9-10.2)</p> <p><b>Power Point</b> Individual or group power point presentations</p> <p><b>Journal/Blogging</b> Journal or Blog responses to daily/weekly reading assignments</p>	<p>"In a Grove" by Ryunosuke Akutagawa Translated by Takashi Kojima <a href="http://www.scribd.com/doc/3682435/In-a-Grove-by-Ryunosuke-Akutagawa">http://www.scribd.com/doc/3682435/In-a-Grove-by-Ryunosuke-Akutagawa</a></p> <p>Informational texts from <a href="http://www.eboard.com">www.eboard.com</a></p>
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Title of Unit	Eastern European Literature	Grade Level	10
Curriculum Area	English Language Arts-VEST	Time Frame	6-8 weeks
Developed By	Bloomfield High School English Language Arts Staff		
Desired Results (Stage 1)			
Established Goals/Standards			
<p><b>RL.9-10.3:</b> 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><b>RL.9-10.5:</b> 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 such effects as mystery, tension, or surprise.</p> <p><b>RI.9-10.3:</b> 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 the connections that are drawn between them.</p> <p><b>RI.9-10.6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>RI.9-10.7:</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><b>W.9-10.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.9-10.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>SL.9-10.3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>L.9-10.3:</b> 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.</p>			
Primary Interdisciplinary Connections			
<p><b>6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p><b>6.3 Active Citizenship in the 21st Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an</p>			



interconnected world.

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**9.1 21st-Century Life and Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ Global Awareness

☒ Financial, economic, business, and entrepreneurial literacy

☐ Civic Literacy

☒ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

**T1-** embrace diversity and multi-cultural perspectives.

**T2-** become active readers, good listeners, and critical thinkers in their everyday interactions.

**T3-** become fluent in conveying intended messages through conventional written and oral language.

**T4-** continue to analyze their world as a text.

### Understandings

**Students will understand that...**

**U1-** Eastern European literature maintains timeless qualities.

**U2-** Eastern European literature is shaped by its history.

**U3-** Literature reveals the nature of humanity and the human condition.

### Essential Questions

**Students will keep considering...**

**Q1-** How is Eastern European literature both timeless and effected by historical events?

**Q2-** Why share personal experiences and observations through writing?

**Q3-** How does the power of written language across groups and cultures have the power to promote both positive and negative attitudes and actions?

<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p><b>K1-</b>The following terms</p> <ul style="list-style-type: none"> <li>• allusion</li> <li>• antihero</li> <li>• communism</li> <li>• digression</li> <li>• fantasy</li> <li>• fate</li> <li>• grotesque</li> <li>• gulag</li> <li>• irony</li> <li>• narrator reliability</li> <li>• paranormal</li> <li>• persona</li> <li>• repetition</li> <li>• Stalinism</li> </ul> <p><b>K2-</b> Background of author's life  <b>K3-</b> Necessary historical background  <b>K4-</b> Text appropriate vocabulary</p>	<p><b>S1-</b> Read works of Eastern European literature both for their intrinsic qualities and for their relation to the historical context.  <b>S2-</b> Analyze the motives, qualities, and contradictions of a character in Eastern European literature (including the narrator).  <b>S3-</b> Analyze the role of utopian ideology in select works of Eastern European literature.  <b>S5-</b> Offer insightful inferences regarding the themes of the text.  <b>S6-</b> Create a clear, original, specific thesis statement.  <b>S7-</b> Organize concrete evidence and/or supporting textual details to support a thesis statement.  <b>S8-</b> Use precise language, avoiding casual language and clichés.  <b>S9-</b> Write appropriate transitions to organize paragraphs.  <b>S10-</b> Apply new terminology to the texts.  <b>S11-</b> Analyze how historical events influence literature.  <b>S12-</b> Analyze how literary devices help convey theme</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Degree of accuracy  Critical thinking: level of inference and extension  Participation  Formation of written argument, organization, grade appropriate diction	<b><u>Transfer Task(s)</u></b> <b>Formative</b> 1. Reading check quiz 2. Group and class discussion 3. Double-entry journal responses 4. Exit slips
		<b>Summative</b> 1. Power Point presentations 2. Tests 3. Quizzes 4. Essay 5. Socratic Seminar
	Accuracy  Higher-order thinking evident  Preparedness  Organization  Logical formation of information/argument  Available rubrics	<b><u>Other Evidence</u></b> <b>Formative</b> Use of blogs to reflect on text Note-taking
		<b>Summative</b> Oral Presentation

## Learning Plan (Stage 3)

Checks for alignment  
and best practice

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	<b>Incorporate additional informational readings to establish and build background knowledge and to provide connections for understanding.</b>	
	<b>Seminar and/or Essay</b> Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing?	<u>Novel</u> <i>A Doll's House</i> Henrik Ibsen (Norway) <i>Eugene Onegin</i> Alexander Pushkin (Russia)* Required for Honors Provide exposure to information <u>Choose One (Fiction)</u> "Before the Law" Franz Kafka (Czechoslovakia) "A Problem" Anton Chekov (Russia)
	<b>Seminar and/or Essay</b> Ibsen's <i>A Doll's House</i> is considered by some to be the first feminist play. Do you agree or disagree with this designation? What do we mean when we call a piece of literature "feminist"? Do we make such a judgment according to today's standards or according to the standards in the day the text was written? You may refer to other texts to illustrate your point. Organize textual evidence to support an original, concise thesis statement.	<u>Poem</u> "A Man" Nina Cassian (Romania) p.267  <u>Non-Fiction</u> "The New York Times" Review of <i>The Gulag Archipelago</i> Alexander Solzhenitsyn <a href="http://www.nytimes.com/books/98/03/01/home/solz-gulag.html">http://www.nytimes.com/books/98/03/01/home/solz-gulag.html</a>  Cyclopedia of World Authors, Fourth Revised Edition January 2003 p.1-2 Biography of Nikolai Gogol <a href="http://www.eboard.com">www.eboard.com</a> EBSOCOHST database.
	<b>Suggested Activities</b>	<b>Suggested Resources</b>
	PowerPoint Presentation on author background/historical background of work/social context	"The Bridegroom" Alexander Pushkin ( Russia)

## Learning Plan (Stage 3)

	Online Blogging with responses to text	<i>Antigone</i> Sophocles (Ancient Greece) "Damon and Pythias"(Ancient Greece)  "A Doll's House" Film (1973)  Use Pearson text as appropriate. Provide Exposure
	GoogleDoc collaboration on homework and class-work assignments	
	Presentation: Conduct and present research on the life of one of the authors whose work you have read for this course. How have historical events affected the author's point of view? How does the author express his point of view through the use of a narrator? Cite at least three pieces of textual evidence to support an original thesis statement.	

## Understanding by Design Unit Template

Title of Unit	Africa/ Middle East	Grade Level	10
Curriculum Area	English/ Language Arts-VEST	Time Frame	4 weeks
Developed By	Bloomfield English/ Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<p><b>RL.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL.9-10.4:</b> 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).</p> <p><b>RL.9-10.6:</b> 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.</p> <p><b>RI.9-10.5:</b> 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).</p> <p><b>RI.9-10.8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>W.9-10.4:</b> 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.)</p> <p><b>W.9-10.5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p> <p><b>W.9-10.6:</b> Use technology, including the Internet, to produce, publish, 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.</p> <p><b>W.9-10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>SL.9-10.6:</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p><b>L.9-10.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.9-10.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			

## Primary Interdisciplinary Connections

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**9.1 21st-Century Life and Career Skills** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ Global Awareness

☒ Financial, economic, business, and entrepreneurial literacy

☒ Civic Literacy

☐ Health Literacy

## Transfer

**Students will be able to independently use their learning to...**

**T1-** embrace diversity and multicultural perspectives.

**T2-** become active readers, good listeners, and critical thinkers in their everyday interactions.

**T3-** become fluent in conveying intended messages through conventional written and oral expressions.

**T4-** continue to analyze their world as a text.

## Meaning

### Understandings

### Essential Questions

**Students will understand that...**

**Students will keep considering...**

**U1-** literature across cultures has the power to promote both positive and negative attitudes and actions.

**U2-** all human cultures and societies share the defining process of coming of age, making it a rich source of narrative materials.

**Q1-** How the literature in this unit offers insight into African and Middle Eastern culture?

**Q2-** How does the power of written language across groups and cultures have the power to promote both positive and negative attitudes and actions?

<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p><b>K1-</b>Antagonist, denouement, extended metaphor, foreshadowing, irony, mysticism, colonialism, paradox, persona, point of view, post colonialism, rhetoric, satire.</p> <p><b>K2-</b> African and Middle Eastern history and culture as it relates to themes in the text.</p>	<p><b>S1-</b> read a variety of literary works from Africa and the Middle East.</p> <p><b>S2-</b> consider the challenges of translation, including the different connotations that various cultures attach to given words.</p> <p><b>S3-</b> through analysis of literary works, explore the changing social structures of Middle Eastern and African societies.</p> <p><b>S4-</b> explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor.</p> <p><b>S5-</b> trace the development of an idea or argument in a work of literary nonfiction.</p> <p><b>S6-</b> offer insightful inferences regarding the themes of the text.</p>



Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Degree of accuracy Critical thinking Participation Preparedness	<b><u>Transfer Task(s)</u></b> Formative <ol style="list-style-type: none"> <li>1. Individual daily writing assignments</li> <li>2. Homework</li> <li>3. Reading check quiz</li> <li>4. Classwork</li> <li>5. Participation</li> </ol>
		Summative <ol style="list-style-type: none"> <li>1. Seminar</li> <li>2. Essay</li> <li>3. Test</li> </ol>
		<b><u>Other Evidence</u></b> Formative <ol style="list-style-type: none"> <li>1. Lecture and notes</li> <li>2. Independent and class reading for meaning</li> <li>3. Double entry journal</li> </ol>
		Summative <ol style="list-style-type: none"> <li>1. Self assessment questionnaire</li> <li>2. Test and essay self-reflection exercise</li> <li>3. Oral presentation</li> </ol>

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	<b>Incorporate additional informational readings to establish and build background knowledge and to provide connections for understanding.</b>	
	<b>Seminar and/or Essay:</b> Agree or disagree: "It is possible to understand this piece of literature outside of its historical context." ( <i>Teachers choose the work.</i> ) In an organized written response, use textual evidence from the work as well as from historical or reference works to support an original thesis statement.	<u>Short Stories</u> "Civil Peace" (Achebe, Chinua. Nigeria) p. 442  "Through the Tunnel" (Lessing, Doris. Iran) p. 240  <u>Poems</u> "Pride." (Ravikovitch. Israel) p. 402 Use Pearson Text  Select pieces as appropriate
	Suggested Activities	Suggested Resources
	<b>Seminar and Essay:</b> Is there a common concern of postcolonial literature, as reflected in the works of this unit? Is there one statement they all seem to be making about colonialism? If so, what is that statement? Write an organized response using textual evidence to support an original thesis statement. (W.9-10.2, SL.9-10.4)	"The Epic of Gilgamesh." (Ancient poem from Mesopotamia)  -Author biographies <a href="#">Chinua Achebe Columbia Electronic Encyclopedia, 6th Edition, 7/1/2010</a>  <a href="#">Doris Lessing, Columbia Electronic Encyclopedia, 6th Edition, 7/1/2010</a>
	<b>Oral Presentation:</b> Working with a partner, choose a work in this unit with a character facing a difficult choice. Write and perform two monologues, each one defending a particular option. (W.9-10.3, SL.9-10.6)	

## Learning Plan (Stage 3)

		-Historical background <a href="#">Biafran (Nigerian Civil) War, 1967–1970</a> Fofweb.com- Facts On File Website
	<b>Oral Presentation:</b> Choose a poem from the region and time period that connects to the theme(s) discussed in this unit. Include an introduction that discusses: who wrote the poem and when it was written (i.e., historical context); and read the poem aloud.	<i>Kaffir Boy</i> by Mark Mathabane- Pearson pg. 209
	<b>Collaborate:</b> Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? (RL.9-10.1, SL.9-10.1)	

## Understanding by Design Unit Template

Title of Unit	Julius Caesar	Grade Level	10
Curriculum Area	English Language Arts-VEST	Time Frame	4-6 weeks
Developed By	Bloomfield English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals/Standards			
<p><b>RL.9-10.3:</b> 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><b>RL.9-10.5:</b> 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 such effects as mystery, tension, or surprise.</p> <p><b>RL.9-10.9:</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><b>RI.9-10.1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>W.9-10.2:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>L.9-10.6:</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
Primary Interdisciplinary Connections			
<p><b>6.2 World History/Global Studies</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>			

<p><b>6.3 Active Citizenship in the 21st Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</p> <p><b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p> <p><b>9.1 21st-Century Life and Career Skills</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>	
<p><b>21<sup>st</sup> Century Interdisciplinary Themes:</b></p> <p><input checked="" type="checkbox"/> Global Awareness      <input type="checkbox"/> Financial, economic, business, and entrepreneurial literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy      <input type="checkbox"/> Health Literacy</p>	
<p style="text-align: center;"><b>Transfer</b></p>	
<p><b>Students will be able to independently use their learning to...</b></p> <p><b>T1-</b> become active readers, good listeners and critical thinkers in their everyday interactions.</p> <p><b>T2-</b> become fluent in conveying intended messages through conventional oral and written languages.</p> <p><b>T3-</b> continue to analyze their world as a text.</p> <p><b>T4-</b> participate in current cultural discursive practices which utilize the power of persuasion and other rhetorical devices.</p>	
<p style="text-align: center;"><b>Meaning</b></p>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<p><b>U1-</b> personal experience affects the way in which the world is perceived.</p> <p><b>U2-</b> the relationship between personal and civic responsibility is complex and ongoing.</p> <p><b>U3-</b> a good leader understands his/her audience and employs various rhetorical devices to achieve their goals.</p> <p><b>U4-</b> the power of written language across groups and across cultures has the power to promote both positive and negative attitudes and actions.</p>	<p><b>Q1-</b> To what extent does experience determine what we perceive?</p> <p><b>Q2-</b> What is the relationship between personal responsibility and civic duty?</p> <p><b>Q3-</b> What are the qualities of a good leader?</p> <p><b>Q4-</b> How does the power of written language across groups and cultures have the power to promote both positive and negative attitudes and actions?</p>

<b>Acquisition</b>	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p><b>K1-</b> the plot, setting, characters, and conflicts of <i>Julius Caesar</i>.</p> <p><b>K2-</b>various literary elements and techniques found in selected work: (aside, blank verse, classical allusions, comedy, dialogue, dramatic irony, foil, Greek chorus, heroic couplet, iambic pentameter, irony: dramatic, situational, verbal, monologue, protagonist, soliloquy, tragedy, tragic hero, tragic flaw, tragic illumination)</p> <p><b>K3-</b>historical and social background on Shakespearean/Elizabethan Period.</p> <p><b>K4-</b> general overview of ancient Roman history.</p>	<p><b>S1-</b>explain the structures in drama and articulate the playwright's vision.</p> <p><b>S2-</b> interpret different levels of meaning in literature.</p> <p><b>S3-</b> reflect on their own experiences and gain perspective on the values and lifestyles of others.</p> <p><b>S4-</b> offer insightful inferences regarding the themes of the text.</p> <p><b>S5-</b> create clear, original, specific thesis statements.</p> <p><b>S6-</b> organize concrete evidence and supporting textual details to support a thesis statement.</p> <p><b>S7-</b> use precise language, avoiding casual language and clichés.</p> <p><b>S8-</b> write appropriate transitions to organize paragraphs.</p> <p><b>S9-</b> analyze how literary devices produce meaning.</p>

Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
	Degree of accuracy Critical Thinking Preparedness Established Rubrics	<b><u>Transfer Task(s)</u></b> Formative <ol style="list-style-type: none"> <li>1. Reading Check Quiz</li> <li>2. Classwork</li> <li>3. Class Participation</li> </ol>
		Summative <ol style="list-style-type: none"> <li>1. Essay</li> <li>2. Unit Test</li> <li>3. Socratic Seminar</li> </ol>
	Completed handouts Notebook check and class participation Journal check	<b><u>Other Evidence</u></b> Formative <ol style="list-style-type: none"> <li>1. Independent and Class Reading for Meaning with handouts</li> <li>2. Lecture and Note</li> <li>3. Journal Entries</li> </ol>
		Summative <ol style="list-style-type: none"> <li>1. Self assessment questionnaire</li> <li>2. Test and essay self-reflection exercise</li> <li>3. Oral presentation</li> </ol>

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	<b>Incorporate additional informational readings to establish and build background knowledge and to provide connections for understanding.</b>	
	<b>Essay:</b> Write an essay in which you discuss the extent to which one of the dramas studied adheres to Aristotle's definition of tragedy. State thesis clearly and include at least three pieces of evidence to support the thesis.	<u>Play</u>  <i>Julius Caesar</i> p. 818  Adapted Novel- Saddleback Readers- <i>Julius Caesar</i>
	<b>Seminar:</b> What is the relationship between personal responsibility and civic duty? Defend your response using textual evidence in a seminar setting.	
	<b>Seminar:</b> To what extent does experience determine what we perceive? Defend your response using textual evidence in a seminar setting.	
	Suggested Activities	Suggested Resources
	<b>Speech:</b> Select a one-minute passage from one play and recite it from memory. Include an introduction that states: What the excerpt is (i.e., cite play and place the passage in context). Why the passage is significant. How the passage exemplifies one of the play's themes. (RL.9-10.2, SL.9-10.4, 6)	<i>Julius Caesar</i> (1953 MGM Productions)  Informational texts from <a href="http://www.eboard.com">www.eboard.com</a>



	<b>Seminar:</b> What are the qualities of a good leader? Defend your response using textual evidence in a seminar setting.	
	Group PowerPoint presentation on historical background	
	Blogging responses to daily/weekly reading assignments	
	Viewing of film as a comparison to text with class discussion	

## **Bloomfield Public Schools Office of Instruction and Assessment**

### **Differentiation Strategies Supplement**

*Bloomfield Public Schools, a diverse school system, provides learning opportunities to all its students through differentiating instruction in the general classroom as well as providing programs and services to students with specific needs. This supplement provides teachers a variety of differentiation strategies to meet the needs of every student, and is to be used as part of the lesson/unit planning process as needed in order for all students enrolled in this course, regardless of ability level, native language, or classification to meet the curriculum requirements.*

#### **Students Below Target:**

- ★ Choice boards
- ★ Tic-Tac-Toe
- ★ Learning Buddies
- ★ Varied Rubrics
- ★ Mentorships
- ★ Tiered Products/Activities (Utilizing appropriate level Bloom's)
- ★ Structured Teaching- Step 1: I do it, Step 2: We do it, Step 3: You do it (paired)
- ★ Small Group Instruction
- ★ Paired/Group activity
- ★ Guided Practice
- ★ Role play
- ★ QAR
- ★ RAFT (Role, Audience, Format, Topic writing activity)
- ★ Cooperative Learning (Jigsaw, Wall Walks, Frayer Model)
- ★ Visual Cues found on worksheets
- ★ Chunking grouping of materials
- ★ Advance notice of assignments
- ★ Study skill and strategies training
- ★ Guided organizational skills
- ★ Test modifications/ time extensions
- ★ Pre-test to assess readiness and background knowledge
- ★ Use compacting strategy to account for prior student mastery of objectives

- ★ Provide grouping by difficulty level, with varying levels of support (Tiering)
- ★ Provide different demonstrations or models
- ★ Offer choice of response (verbal, using numerical representations, creating a diagram)

### **Students Meeting or Exceeding Target:**

- ★ Choice Boards
- ★ Independent Study
- ★ Interest-based Mini-lessons
- ★ Wall Walks
- ★ RAFT (Role, Audience, Format, Topic writing activity)
- ★ Skill Based mini lessons
- ★ Structured Teaching- Step 1: I do it, Step 2: We do it, Step 3: You do it (paired)
- ★ Tiered Products/Activities (Utilizing Higher level Bloom's)
- ★ Choice menus
- ★ Role Play
- ★ SQ3R
- ★ Cooperative Learning

### **Reading:**

- ★ Encourage, but do not force, oral reading.
- ★ Teach multiple meanings of words.
- ★ Read material to student and ask questions.
- ★ Use oral and written questioning to check comprehension.
- ★ Direct questioning to elicit information of a factual and inferential nature
- ★ Pre-teach vocabulary
- ★ Clearly define limits and expectations
- ★ Employ small group instruction.
- ★ Provide active rather than passive learning experiences
- ★ Correlate reading vocabulary with content area
- ★ Use a tape recorder when auditory drill and reinforcement is required.
- ★ Use choral reading.
- ★ Allow additional 'wait' time
- ★ Provide independent reading materials at the independent reading level
- ★ Allow additional time for reading assignments
- ★ Instructions/directions given in different formats (written, spoken, demonstration)
- ★ Teach rules of phonics
- ★ Teach syllabication rules
- ★ Utilize a multisensory approach
- ★ Provide a box or line to the left of each direction or step, for check-off as completed
- ★ Highlight, bold or underline the verbs in directions

### **Writing:**

- ★ Allow student to write paragraphs using vocabulary lists (word bank) to prevent inhibition caused by poor spelling.

- ★ Arrange a series of pictures in correct sequence and develop a written passage describing them.
- ★ Permit student to organize and dictate thoughts into tape recorder before writing
- ★ Teach outlining skills
- ★ Write key words on the chalkboard to enable student to organize sentences and paragraphs.
- ★ Provide series of questions to organize thoughts into a well constructed paragraph or report.
- ★ Teach student how to ask and respond to who, why, what, where, when and how questions.
- ★ Use computer where appropriate
- ★ Use visual/auditory stimuli to stimulate creative writing ideas.
- ★ Allow student to work at own pace and avoid time pressure situations.
- ★ Discuss content of assignment with a partner prior to writing

### **Social Studies:**

- ★ Assign another student to take notes for this student
- ★ Supplement auditory materials with visual aids.
- ★ Question student to ensure that what has been presented is understood.
- ★ Convey information via pictures, maps, charts, films, diagrams, etc.
- ★ Use graphic organizers
- ★ Emphasize creative hands-on projects.
- ★ Vary test items to include true/false, matching, multiple-choice and essay questions.
- ★ Relate the curriculum to real-life situations.
- ★ Provide a review sheet for tests.
- ★ Provide structure and interim due dates for long-range assignments (tests and reports).
- ★ Provide pre-typed notes for students (notes, powerpoint...)

### **Science:**

- ★ Use of Skills-based mini-lessons
- ★ Provide use of choice boards
- ★ Establish learning buddies
- ★ Provide small group instruction
- ★ Provide a variety of rubrics
- ★ Provide multiple examples
- ★ Provide multiple media and formats
- ★ Offer choice of access (text, digital, audio)
- ★ Provide multiple levels of texts, representing a range of difficulty levels
- ★ Offer choice of response methods (written, scribed, recorded)
- ★ Offer choice of learning contexts (independent, with a partner)
- ★ Group students flexibly by shared interest, topic, or ability
- ★ Use graphic organizers designed to match the flow of ideas
- ★ Use Tic-Tac-Toe strategy

### **Math:**

- ★ Pretest students to assess key pre-skills and background knowledge
- ★ Use compacting strategy to account for prior student mastery of objectives

- ★ Provide grouping by difficulty level, with varying levels of support (Tiering)
- ★ Provide different demonstrations or models
- ★ Offer choice of response (verbal, using numerical representations, creating a diagram)
- ★ Use story mapping for understanding of word problems
- ★ Provide practice in measuring with varied units
- ★ Work on decimals, fractions, and percents in real-life situations using newspaper ads, catalogs and checkbooks.
- ★ Use computer software to review and reinforce skills taught
- ★ Assign homework targeted to student need at key points
- ★ Use multiple modes of teacher presentation
- ★ Use think-pair-share groups
- ★ Use of manipulatives
- ★ Provision of calculator
- ★ Use flash cards, number line, graph paper
- ★ Use games to provide reinforcement of math skills
- ★ Use interest centers/groups to allow students to choose topic of interest
- ★ Use of learning contracts that allow student to work at appropriate pace, learn planning skills and eliminate unnecessary skill practice
- ★ Provide use of choice boards, which contain a variety of activities for skill acquisition
- ★ Use ongoing assessment of readiness and interests
- ★ Tier graphic organizers
- ★ Provide practice in measuring with varied units