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Cliffside Park Public Schools

GRADE: Advanced ESL Unit 4

Unit Name: Drama (Romeo & Juliet)

Duration: 2 months

Enduring Understandings:

Great readers and writers know:

- 1-how the elements of tragedy connect to real life
- 2-the importance of studying Shakespeare and his works
- 3-the concept of tragic love
- 4-the themes and characters in Romeo & Juliet

Essential Questions:

How do we distinguish between Shakespearean tragedies and comedies?
How can we connect a Shakespearean play to our everyday lives?
Is it better to have loved and lost or never to have loved at all?



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Focus of Standards			
Student Outcomes	Skills	Assessments	Resources
<ul style="list-style-type: none"> I can read Shakespeare I can comprehend adjective clauses and present/future real and unreal conditionals evident in the play I can write about conflict in the play I can communicate a counterargument I can understand the features of a play. I can give opinions. I can validate, support and cite evidence 	<ul style="list-style-type: none"> Visualizing and questioning to understand text Inferring Synthesizing Questioning Drawing conclusions Discussing & interacting Listening & responding Reading for different purposes Writing for different purposes Parts of speech: nouns, verbs, adjectives 	<p>Formative:</p> <ul style="list-style-type: none"> Quizlet.com - https://quizlet.com Kahoot- https://kahoot.it/ Quizizz - https://quizizz.com Teacher prepared assessments, based on shorter acts of the play. Literary responses Quizzes Do Now <p>Summative:</p> <ul style="list-style-type: none"> Milestones Unit 6 Test NewsELA Benchmark 5 Comparative essay on the play & the film version <p>Benchmarks:</p> <ul style="list-style-type: none"> WIDA placement (for new arrivals) WIDA Model assessment 	<ul style="list-style-type: none"> Milestone B textbook, Unit 6 Newsela.com Scholastic Action & Scope Magazines Student journals Student folders and portfolios Google Suite: classroom, drive, docs, slides, forms Khan Academy Action magazine www.englishforeveryone.com Newspapers Audio CDs



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- Sentence structure: subject-predicate

- Spring WIDA assessment (for all ELLs)
 - Milestones benchmark tests
- Alternative:**
- Tragic Love Dialogue Project

NJSLS Standards:

Reading Literature

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.



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RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language



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- NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

WIDA Standards:

- English Language Development Standard 1-English language learners communicate for Social and Instructional purposes within the school setting.
- English Language Development Standard 2-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
- English Language Development Standard 5-English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.



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Interdisciplinary Connections:

(RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4, RH.9-10.8, RH.9-10.9, RST.9-10.1, RST.9-10.2, RST.9-10.8, NJLSA.W2, WHST.9-10.2, WHST.9-10.6)

Students will write a play, related to their class reading.

Social Studies:

Geography of Italy and the maps of the time.

Science:

The weaponry design of the time - the poisons and mixtures.

Art:

Renaissance painting and fashion.

Language Modalities Practice:

Listening: introduction to choral reading, CD-assisted reading, Read Aloud/Think Alouds, evaluating peers' presentations, Think-Pair-Share

Speaking: introduction to [Accountable Talk Stems](#), summative group magazine presentations, introduction to Think-Write-Group-Share (table shares), choral reading

Reading: introduction to annotation strategies, summarization and response to reading via reading logs, introduction to choral reading, NewsELA leveled and grade-level reading via flexible grouping

Writing: introduction to journal writing & sentence starters, NewsELA writing prompts, summative project

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies
(Alternate Modes of Instruction and Support)

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
Amplify learning by providing more challenging texts from Shakespeare.	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports.



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<p>A project comparing and contrasting themes in the play with a presentation of the findings to the class.</p> <p>A guided webquest to further explore the unit.</p>	<p>language tasks & provide key language uses to students.</p> <p>Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Provide sentence frames and graphic organizers to assist with the writing task.</p> <p>Provide scaffolds for English via purposeful partnering and teacher modelling.</p> <p>*Also See At Risk/504 Modifications</p>	<p>Text to speech - teacher models reading</p> <p>Access to word/picture banks for the "Romeo & Juliet" vocabulary</p> <p>Supply Students with Anchor Charts for writing the descriptive essay about themes of the play.</p> <p>*Also See ELL Modifications</p>
<p>Sources: Milestones Textbook New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/k.pdf New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf WIDA (2012) https://www.wida.us/standards/eld.aspx</p>		