

Course: English I
Unit #/ Unit Name: Conflicts & Consequences

Year of Implementation: 2019-2020

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<http://www.nj.gov/education/cccs/2016/ela>

Unit Standards:

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Transfer Goal(s): Students will be able to independently use their learning to...

1. Students will be able to independently use their learning to accept the impact of conflict and to understand that their actions have consequences.
2. Students will be able to independently use their learning to effectively create, articulate, and support an argument.

Enduring Understandings

Students will understand that. . .

U1.

- literature provides different perspectives in which students can see themselves, allowing them to reflect on their experiences, values, and life situations.
- Stories delve into universal experiences, emotions, and attributes of the human condition.

U2.

- effective writers employ a variety of figurative and poetic / dramatic devices to engage readers and to create meaning.
- writers use more advanced grammatical and mechanical conventions to enhance the fluidity of writing.

U3.

- when students write like readers and read like writers, the processes of reading and writing become authentic.
- writers use metacognition throughout the writing process.

U4.

- writers employ varied and purposeful word choice to engage their readers and specify their purpose.
- writers use a variety of stylistic techniques and literary devices to engage and inform their readers.

Essential Questions

U1:

- How do Romeo and Juliet's conflicts and consequences mirror our own?
- Why is a text that was written in 1596 still relevant to my life today?
- How can I appreciate something that I do not understand?
- Why do emotions hold such power?
- How is holding power different from feeling powerless?

U2:

- Why does Shakespeare write the way he does?
- How can understanding grammar enhance your style?

U3:

- How do I know when my writing is done?

U4:

- How can style and structure strengthen or weaken my argument?

Knowledge

Students will know. . .

U1:

- themes present in Shakespeare's writing still apply to us today

U2:

- how an author's choices concerning structure of a text, order of events within it, and time create specific effects.
- Shakespeare used a variety of dramatic devices to create meaning within his work.
- define and identify dramatic and literary devices:
 - Elements of plot development (plot pyramid i.e. exposition, conflict, climax, resolution, etc)
 - Symbolism (archetypes)
 - Foreshadowing
 - Soliloquy
 - Aside
 - Dramatic monologue
 - Theme
 - Dramatic, Situational & Verbal Irony
 - Methods of Characterization (direct and indirect)
 - Figurative Language (metaphor, simile, personification, hyperbole)
 - Narration (point of view)
 - Allusion
 - Dialogue/Diction
 - Imagery
 - Pun, Paradox, Oxymoron
 - Mood/Tone
 - Poetic Devices (meter, iambs, rhyme scheme, rhythm, form, line/stanza, speaker, onomatopoeia, assonance, alliteration)

Skills

Students will be able to. . .

U1:

- make connections between Romeo and Juliet's lives, their own lives, and current events.

U2:

- identify, analyze, and explain Shakespeare's style and craft.

U3:

<p>U3:</p> <ul style="list-style-type: none"> ● no piece of writing is really ever “done.” <p>U4:</p> <ul style="list-style-type: none"> ● a specific claim drives a text’s organization and effectiveness ● technology is a tool for composition and delivery 	<ul style="list-style-type: none"> ● critically read their own work to identify areas in need or revision and recreate sections accordingly. ● identify and then apply both revising and editing skills with purposeful intent. <p>U4:</p> <ul style="list-style-type: none"> ● create confident claims, support with appropriate evidence, and analyze with relevant, precise explanation (CEA/CSE guide for writing), particularly in regards to cause/effect analysis ● demonstrate their use of grammar and mechanics learned, and justify their choices.
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Stage Two - Assessment

Other Evidence:

1. Identify skill-based errors in personal writing and writing of others- (e.g. students highlight sections/passages of their writing that reflects this evidence)
2. Identification and examination of strong writing in mentor texts provided by teacher and found through independent reading (e.g. circling writing elements such as thesis, transitions, etc.)
3. Conferences: peer-to-peer, group, and student-to-teacher conferences to discuss writing
4. In-class writing with varied audience, purpose, and forms (e.g. journals, writing swaps)
5. In-class discussions (in pairs, small-, & large-groups)
6. Self-assessment to reflect upon individual strengths, weaknesses, and progress in writing
7. Periodic formative assessment (open-ended literary analysis, quiz-quiz-trade, storyboarding, journaling, etc) that connect to essential questions and enduring understandings

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

1. Conduct mini-lessons on literary devices (e.g. mentor text analysis through poetry or *Romeo and Juliet* unit). A, EU 2
2. Pre-reading picture gallery or Webquest - students research culture and custom of *Romeo and Juliet* time period and compare/contrast with today. A, EU 1
3. Conduct mini-lessons on revision. A, EU 3 & 4
4. Text-specific vocabulary A, EU 1 & 2
5. Students identify examples of dramatic techniques (see Reading scope) in *Romeo and Juliet* and use them in creation of original product (i.e. brochure, collage, MovieMaker, bookmark, etc). A,M, EU 1 & 2
6. Advice column - students create editorial commentary for characters at different stages in *Romeo and Juliet*. A,M; EU 1
7. Read & discuss exemplar expository pieces (e.g. examine student-created premises as a class, in small groups, etc, to create mastery examples). A,M, EU 3 & 4
8. Draft & revise various pieces on various topics with focus on expository writing (peer and teacher conference). A,M, EU 3 & 4
9. Draft & revise various pieces with focus on student-identified points of improvement (peer and teacher conference). A,M, EU 2-4
10. Draft & revise various pieces with focus on employing literary devices (peer and teacher conference). A,M, EU 2-4
11. Analyze, study and imitate sentences written by professional writers (with grammar focus). A,M, EU 3 & 4
12. Students create a "Book of Love" (social rules of interaction) based on their reading of the drama. They should focus on Lady Capulet, Capulet, the Nurse, and other "advisors" in Juliet's life to determine what expectations existed during this time period. M, EU 1
13. Students form small groups and create top ten do's and don'ts for parenting a teen based on *Romeo and Juliet* and their own lives and compare these lists to current parenting expectations. M, EU 1
14. Aural - listen to tone/rhythm/rhyme of dramatic monologues/soliloquies and discuss how they add to emotional impact for the audience and/or characters in *Romeo and Juliet*. M, EU 1 & 2
15. Reevaluate and revise previously created pieces. M, EU 3 & 4
16. Reflect on one's own writing, noting strengths and setting goals for improvement. M, EU 3 & 4
17. Give One - Get One (differentiated instruction strategy) M, EU 1
18. Cross-Curricular Project: Work with teacher of another discipline to generate important topic to research and present to class (speech, PowerPoint, paper, etc) the cause and effect of this event M, EU 1 & 2
19. students become experts in specific writing and revision strategies and assist others M,T, EU 3 & 4
20. Reader's Open Mic Celebration: Students can share their polished pieces. M,T, EU 3 & 4

21. The goal of Reader's Café is to generate classmate interest in an independent reading selection. Each student will act as an author's agent trying to sell a text to various publishers (other students and teachers). A Café will take place each marking period, but once a year students sign up to present their independent reading texts in a creative way. Their goal is to examine their independent reading text the way in which we examine in-class reading, and then persuade potential readers to select this text as well. Products/presentation style will vary per student choice and teacher guidelines M, T, EU 1-4
22. Literary Letters M, T, EU 1-4
23. Revision Centers (similar to picture gallery) T, EU 3 & 4
24. Lessons on Claim, Evidence, Analysis (CEA)/Claim, Support, Explanation (CSE) A,M,T; EU 3
25. Independent Reading A, M, T; EU 1 & 2

Required Text:

1. *Romeo and Juliet* (anchor text)

Suggested Texts:

2. *Tuesdays with Morrie*
3. *I Can't Keep My Own Secrets*
4. *Who Moved My Cheese (For Teens)*
5. *Not My Father's Son*
6. *I am Malala*
7. *Animal Farm*

Suggested Short Stories:

1. "On the Sidewalk Bleeding" by Evan Hunter
2. "A&P" by John Updike
3. "The Interlopers" by Saki
4. "The Destroyers" by Graham Greene
5. "Blacksheep" by Italo Calvino
6. "The Sniper" by Liam O'Flaherty
7. "A Retrieved Reformation" by O'Henry
8. "The Cask of Amontillado" by Edgar Allen Poe

Suggested Poetry

1. Shakespearean sonnets
2. “Love Poem with Toast” by Miller Williams
3. “My Papa’s Waltz” by Theodore Roetke

Podcast Performance Task

Task: You are starting a new podcast for teens. Your first episode must hook a new audience of teenagers from across the country. As a team, select an issue that faces teens today, discuss the consequences (both positive and negative, if possible), and explore ways of overcoming this conflict while utilizing your cause and effect skills.

Criteria for Success:

Script Criteria	Met	Not Yet
Script starts with an intro monologue that introduces who is hosting the podcast and what issue facing teens you will cover.		
Script contains clear outline of topic 1: background information for the argument, demonstrating cause and effect skills to highlight the positive and negative consequences of the issue.		

Script contains clear outline of topic 2: solutions for overcoming this issue.		
Script contains a listener's view, a creative look at potential conflicts		
Script contains strong and concise closing remarks to sum up argument (how teens may overcome/handle this issue)		
Script closes with reintroduction of hosts and farewell to the audience.		
Script is organized logically with clear transitions.		
Script contains vivid & purposeful word choice.		
Script contains a variety of sentence types with minimal errors.		
Script contains at least one direct quotation that is relevant to thesis.		
Direct quotation is cited and incorporated via MLA guidelines.		
Podcast Criteria	Met	Not Yet
Audio quality of the podcast is good. No background noise. Appropriate volume.		
Content is presented in a way that would appeal to the intended audience.		
Podcast contains a distinct, tangible story with concrete details		
Podcast is between 10-12 minutes		

Comments & feedback:

Some samples to access:

[Malcolm Gladwell 's Revisionist History](#)

[10 Best Podcasts for Teens](#)

Podcast Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
Introduction	5 points	4 points	3 points	0 points	___/5

	Catchy and clever introduction. Provides relevant information and establishes a clear purpose engaging the listener immediately.	Describes the topic and engages the audience as the introduction proceeds.	Somewhat engaging (covers well-known topic), and provides a vague purpose.	Irrelevant or inappropriate topic that minimally engages listener. Does not include an introduction or the purpose is vague and unclear.	
	Tells who is speaking, date the podcast was produced, and where the speaker is located.	Tells most of the following: who is speaking, date of the podcast, and location of speaker.	Alludes to who is speaking, date of the podcast, and location of speaker.	Speaker is not identified. No production date or location of the speaker is provided.	
Content	5 points	4 points	3 points	0 points	___/5

	<p>Creativity and original content enhance the purpose of the podcast in an innovative way. Accurate information and succinct concepts are presented.</p>	<p>Accurate information is provided succinctly.</p>	<p>Some information is inaccurate or long-winded.</p>	<p>Information is inaccurate.</p>	
	<p>Vocabulary enhances content.</p>	<p>Vocabulary is appropriate.</p>	<p>Vocabulary is adequate.</p>	<p>Vocabulary is inappropriate for the audience.</p>	
	<p>Includes a wide variety of appropriate, well-researched and informative sources and has well-edited quotes from “expert” sources. Quotes and sources of information are credited appropriately.</p>	<p>Includes appropriate and informative quotes from “expert” sources. Source quotes are credited appropriately.</p>	<p>Includes some variety of informative quotes from some “expert” sources. Source quotes need some editing and some credits are missing.</p>	<p>Includes no source quotes.</p>	

	Keeps focus on the topic.	Stays on the topic.	Occasionally strays from the topic.	Does not stay on topic.	
	Conclusion clearly summarizes key information.	Conclusion summarizes information.	Conclusion vaguely summarizes key information	No conclusion is provided.	
Delivery	5 points	4 points	2 point	0 points	___/5
	Well rehearsed, smooth delivery in a conversational style.	Rehearsed, smooth delivery.	Appears unrehearsed with uneven delivery.	Delivery is hesitant, and choppy and sounds like the presenter is reading.	
	Highly effective enunciation, expression, and rhythm keep the audience listening.	Enunciation, expression, pacing are effective.	Enunciation, expression, rhythm are sometimes distracting.	Enunciation of spoken word is not clearly understandable or expression, and rhythm are distracting throughout the podcast.	
	Correct grammar is used throughout the podcast.	Correct grammar is used during the podcast.	Occasionally incorrect grammar is used during the podcast.	Poor grammar is used throughout the podcast.	

Interview	5 points	4 points	2 points	0 points	___/5
	Open ended questions and follow-up are used that draw interesting and relevant information from the interviewee.	Open ended questions and follow-up questions are used appropriately.	Open ended questions and follow-up questions are occasionally irrelevant to the topic.	Only yes-or-no questions are used. No follow-up questions are asked.	
Technical Production	5 points	4 points	2 points	0 points	___/5
	Transitions are smooth and spaced correctly without noisy, dead space.	Transitions are smooth with a minimal amount of ambient noise.	Transitions are uneven with inconsistent spacing; ambient noise is present.	Transitions are abrupt and background noise needs to be filtered.	

	Volume of voice, music, and effects enhance the presentation.	Volume is acceptable.	Volume is occasionally inconsistent.	Volume changes are highly distracting.	
	Podcast length keeps the audience interested and engaged.	Podcast length keeps audience listening.	Podcast length is somewhat long or somewhat short to keep audience engaged.	Podcast is either too long or too short to keep the audience engaged.	
	Podcast linked from a site that included descriptive subject tags.	Podcast contained subject tags.	Podcast contains limited subject tags.	Podcast has no subject tags and difficult to locate online.	
	Podcast occurs as part of a regularly scheduled series.	Podcast occurs as part of a series.	Podcast occurs randomly.	Podcast occurs as a one-time event.	
Group/	5 points	4 points	2 points	0 points	___/5

Partner Work	All team members contributed equally to the finished product and assist in editing process by offering critique and sharing in skill development.	Assisted group/partner.	Finished own part but did not assist group/partner.	Contributed little to the project.	
	Performed all duties of assigned team role and contributes knowledge, opinions, and skills to share with the team. Always did the assigned work.	Performed nearly all duties and contributed knowledge, opinions, and skills to share with the team. Completed the assigned work.	Performed some duties and contributed some knowledge, opinions, and skills to share with the team.	Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.	
TOTAL POINTS					___/30

CONFLICTS & CONSEQUENCES PERFORMANCE TASK PODCAST SAMPLE TEMPLATE

Adapted from Courtney Matash, NJ Writing Alliance 2018

15-25 sec	Introduction Music
	<ul style="list-style-type: none"> Intro Music should last 15-45 seconds at the beginning of a show, insert music using MAC/Garageband.

2 min	Intro Monologue
	<ul style="list-style-type: none"> Who are we What are we going to talk about

2-3 min	Topic 1-1
	<ul style="list-style-type: none"> Provide background information, what can be argumentative. Validate opinions, -back up with factual data, use personal experiences

2-3 min	Topic 1-2
	<ul style="list-style-type: none"> Segway into a different point of view on the same topic introduce the opposite side of the argument again validate opinions, -back up with factual data, use personal experiences

2-3 min	Listener's view
	<ul style="list-style-type: none"> Segway into asking audience for their opinion, read listener letters, answer questions. Maybe take a caller.

1 min	Closing Remarks
	<ul style="list-style-type: none"> Reflect on highlights of conversation. Talk about the next episode (Be sure to join us next week when we talk about...)

15-45 sec 10-12 min	Credits / Closing Music
	<ul style="list-style-type: none"> Thank audience for listening Re-introduce hosts and guests

Voice Recording Instructions

Using iPhone (Either teacher's phone or student's own phone)

1. Open "Voice Memo" App (Icon: White background with dark grey frequency marks)
 2. Click red record button (top center of the phone)
 3. Click "Done" when finished recording
 4. Name your voice memo
 5. Click "Save" when finished naming
 6. Below click on the file you just named
 7. Click "Share" (Blue box with up arrow in bottom left corner)
 8. Send via e-mail app to teacher
- (If e-mail is not set up message app can be used to "text" recording to teacher's e-mail address)

Using an Android Phone (Either teacher's phone or student's own phone)

1. Open "Voice Recorder" App (Icon: Blue-green background with microphone)
 2. Click red record button (bottom center of the phone)
 3. Click "stop" button when finished recording
 4. Click your most recent recording from the list.
- Click the "Recording" icon in bottom right if list does not automatically come up when recording is finished
5. Click the file name (the top left of your screen) to rename the file
 6. Click "Rename" when finished naming
 7. Click "More" (top right corner)
 8. Click "Share"
 9. Click the "Email" icon
- (If e-mail is not set up message app can be used to "text" recording to teacher's e-mail address)

Using Audacity with headphones (Program on some school computers):

- 1) Plug in headphones (pink to red, green to green)
- 2) Open Audacity (blue headphones around yellow and red frequency lines)
- 3) Hit record (red dot) - you can pause (two blue vertical lines) but do not stop (brown square) until you have finished the entire recording.
- 4) When done, choose file, export, save to desktop or h drive, file name:_____, file type: MP3 files
- 5) In next dialogue box, leave all fields blank and click "ok"
- 6) It will ask you to save changes before closing, you can select no as long as you followed steps 5 & 6 above.

7) Have students follow your sending instructions to turn in