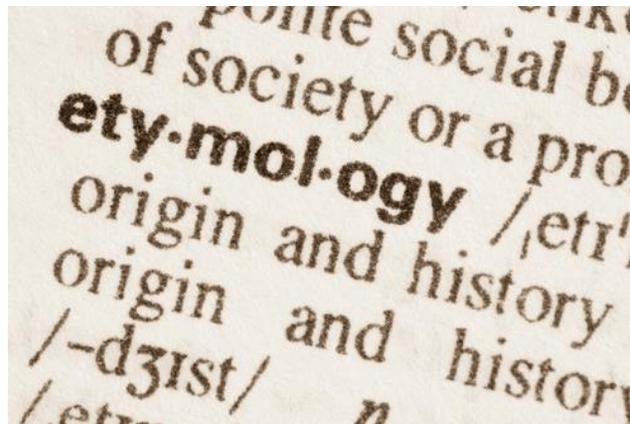


Secaucus
Board of
Education

Etymology, Mythology, and
Shakespeare-ology

Course Code: 1526

English Language Arts Literacy



Born on October 2016

Aligned to the NJSLS-ELA adopted 2016

Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014

Adopted by the Secaucus Board of Education on December 22, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

This course will focus on the etymological roots of the English language in order to assist students in deciphering the meaning of advanced vocabulary. It is designed to enhance students' test taking strategies and vocabulary. In conjunction with the study of language, students will get an overview of world mythology that helped in the development of the English language. Students will participate in the study of myths: their nature, their universal themes, functions, symbolism and uses; their cultural contexts, artistic expressions, and influence on contemporary life and language. Finally, students will apply their knowledge of language and myths to analyze selected works of Shakespeare (not covered in the regular English curricula) on a deeper level.

Interdisciplinary Connections

- ✓ History- The Ottoman Empire & The Roman Empire
- ✓ Character Education
- ✓ Science
- ✓ World Languages
- ✓ Religion

Potential Course Modifications (ELLs, Special Education, Gifted and Talented)

The course instructor will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes

- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit:	Origin of the English Language and Dictionary Use		
Timing:	Approximately two weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.		
Standards:	New Jersey Student Learning Standards		
	Reading	Writing	Speaking/Listening
	NJSLS RL.11-12.2 RL.11-12.4 RL.11-12.10	NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	NJSLS W.11-12.2.A,B,C,D,E,FW.11-12.3D W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9A,B W.11-12.10
			NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.4 SL.11-12.6
			NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A, L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3
	Career Ready Practices		6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> • What is Etymology? • How is a 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand that etymology is 	Clarify what Etymology is and why should we study it. Provide students with a list of basic terminology in etymology and help students understand what each term means. This will serve as their first vocabulary	

<p>language formed?</p> <ul style="list-style-type: none"> • Where does English come from? • Does language change and evolve? How? • What tools can we use to help us effectively use our language? • How can we use the dictionary/thesaurus as a source of information and a tool for vocabulary expansion? 	<p>the study of the origins of words and languages and how they evolved.</p> <ul style="list-style-type: none"> ❖ Understand that by tracing words to their origins one is better able to understand their meaning. ❖ Understand that language is a fluid and evolved entity; it changes with culture and time. ❖ Understand that the dictionary and thesaurus are a valuable source of information regarding the use and understanding of your own language. ❖ Effectively use the dictionary for word search, analysis, and application. ❖ Understand how information is presented in a dictionary. ❖ Be able to effectively use a thesaurus when searching for synonyms and antonyms ❖ Understand where the English language comes from. 	<p>enhancement lesson and will provide a foundation for their understanding of Etymology. This list should include the following terms:</p> <table border="1" data-bbox="894 305 1423 1024"> <tr><td>Abstract word</td><td>Acronym</td></tr> <tr><td>Affix</td><td>Analogy</td></tr> <tr><td>Antonym</td><td>Apheresis</td></tr> <tr><td>Blend word</td><td>Assimilation</td></tr> <tr><td>Colloquial language</td><td>Clipped word</td></tr> <tr><td>Concrete word</td><td>Derivative</td></tr> <tr><td>Dialect</td><td>Diminutive suffix</td></tr> <tr><td>Dissimilation</td><td>Doublet</td></tr> <tr><td>Etymology</td><td>Euphemism</td></tr> <tr><td>Figurative word</td><td>Homonym</td></tr> <tr><td>Hybrid word</td><td>Inflection</td></tr> <tr><td>Informal language</td><td>Infusion</td></tr> <tr><td>Jargon</td><td>Linguistics</td></tr> <tr><td>Loan words</td><td>Metathesis</td></tr> <tr><td>Modify</td><td></td></tr> <tr><td>Philology</td><td>Onomatopoeia</td></tr> <tr><td>Romance language</td><td>Prefix</td></tr> <tr><td>Semantics</td><td>Root-base word</td></tr> <tr><td>Suffix</td><td>Slang</td></tr> <tr><td>Word component</td><td>Synonym</td></tr> </table> <p>Explore the idea of a language and where does it come from. Then, provide students with a brief history of the English Language. Make sure the major influences (i.e.: Latin, Germanic/Anglo-Saxon, and Greek) are covered. This information is readily available at:</p> <ul style="list-style-type: none"> • The History of the English Language • A Brief History of the English Language • The Timespan of English • The Evolution of Language • E. L. Easton - English Etymology 	Abstract word	Acronym	Affix	Analogy	Antonym	Apheresis	Blend word	Assimilation	Colloquial language	Clipped word	Concrete word	Derivative	Dialect	Diminutive suffix	Dissimilation	Doublet	Etymology	Euphemism	Figurative word	Homonym	Hybrid word	Inflection	Informal language	Infusion	Jargon	Linguistics	Loan words	Metathesis	Modify		Philology	Onomatopoeia	Romance language	Prefix	Semantics	Root-base word	Suffix	Slang	Word component	Synonym
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Word component	Synonym																																									

Sample Assignment

Divide the students in groups and assign one of the major linguistic influences on English to each group. Students should research their specific influence and create a timeline of the major dates and historical events that allowed this influence to happen.

Example:

The group that is researching the Latin influence on the English Language should answer the question of when and how did Latin help the English language change and evolve. They should create a timeline of the major historical events that allowed Latin to change English. This assignment also requires a small written component summarizing the group's' findings and any other interesting information.

Now study a handout or poster showing a typical dictionary or thesaurus page entry. Provide students with a list of terminology and abbreviations used in a dictionary and help students understand what each one of them mean.

Dictionary and Thesaurus Terminology:

Abridged, appendix, archaic, entry word, guide word, homograph, hyphenated word, idiom, intransitive verb, italic, nonstandard, obscure origin, obsolete, participle, poetic usage, principal parts of a verb, regional, stress, subentry, superscript number, syllable, transitive verb, unabridged, variant, vulgar

Dictionary Abbreviations:

act.	=	active
adj.	=	adjective
adv.	=	adverb
art.	=	article
cf.	=	confero—compare with
comp.	=	comparative
conj.	=	conjunction
dim.	=	diminutive
eccl.	=	ecclesiastical
e.g.	=	exempli gratia—for the sake of an example

		esp.	=	especially	
		etc.	=	et cetera—and the rest, others	
		fem.	=	feminine	
		ff.	=	following	
		fig.	=	figurative	
		fr.	=	from	
		freq.	=	frequently	
		hist.	=	historical	
		i.e.	=	id est—that is	
		interj.	=	interjection	
		interrog.	=	interrogative	
		intr.	=	intransitive verb	
		irreg.	=	irregular	
		masc.	=	masculine	
		n.	=	noun	
		naut.	=	nautical	
		neut.	=	neuter	
		orig.	=	originally	
		part.	=	participle	
		pass.	=	passive	
		phr.	=	phrase	
		pl.	=	plural	
		poss.	=	possessive	
		prep.	=	preposition	
		pron.	=	pronoun	
		q.v.	=	<i>quod vide</i> , which see	
		sing.	=	singular	
		stand.	=	standard	
		substand.	=	substandard	
		superl.	=	superlative	
		tr.	=	transitive verb	
		v.	=	verb	
		var.	=	variant	

		<p style="text-align: center;"><u>Sample Assignment</u></p> <p>Give students a short story with underlined words and ask students to substitute the underlined words with synonyms. Then ask students to classify the underlined words according to the dictionary (e.g.: origin, parts of speech, antonyms, homonyms, homographs, and any other information found in a dictionary and thesaurus).</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Ask students to create a new word and then create a dictionary and a thesaurus entry for their word. Also ask students to provide the origin of where their word came from.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Provide a brief comparison between an abridged and unabridged dictionary.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Use Etymology to trace the origin of your first name (Behind the Name).</p>
Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Socratic seminars</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Research</p>	<p>Interactive Whiteboard</p> <p>Laptops with Internet access</p> <p>DVD player</p> <p>Dictionary</p> <p>Thesaurus</p>	<ul style="list-style-type: none"> • Dictionary.com • Alpha Dictionary • Merriam Webster • Online Etymology Dictionary • The History of the English Language • A Brief History of the English Language • The Timespan of English • The Evolution of Language

Unit:	Latin Roots		
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.		
Standards:	New Jersey Student Learning Standards		
	Reading	Writing	Speaking/Listening
	NJSLS RL.11-12.2 RL.11-12.4 RL.11-12.10	NJSLS RI.11-12.2 RI.11-12.4 RI.11-12.10	NJSLS W.11-12.2.C,D W.11-12.3D W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.9.A,B W.11-12.10
			NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.4 SL.11-12.6
			NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3
	Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> What are the Latin contributions to 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand that words from the Latin origin can be 	Provide students with a brief review of the Latin influence on the English language. This should include major cultural and historical events that helped establish this influence.	

<p>the English language?</p> <ul style="list-style-type: none"> • How can we identify words with a Latin origin? • How can we determine the meaning of a word using its Latin origin? • How can we use roots, prefixes, and suffixes of to determine the meaning of words with the same origin? • How does the enhancement of one's vocabulary enhance written, reading comprehension, and verbal skills? 	<p>identified by the use of common Latin roots, prefixes, and suffixes.</p> <ul style="list-style-type: none"> ❖ Understand that words that use the same root, prefix, or suffix usually have a similar meaning. ❖ Understand that by building knowledge of Latin roots, prefixes, and suffixes, one can use this knowledge to determine the meaning of unfamiliar words of Latin origin. ❖ Understand that the enhancement of one's vocabulary allows for the use of specific and varied language increasing the efficiency of written and verbal communication. ❖ Augment vocabulary through an examination of Latin prefixes, roots, and suffixes. ❖ Appreciate the influence of Latin on the English language. ❖ Practice and develop word analysis skills. ❖ Develop an awareness of the origins of the English language and patterns inherent in word structure. 	<p>The remainder of this unit should be spent on going over Latin prefixes, roots, and suffixes.</p> <p>Below is a list of suggested strategies. This list provides a comprehensive set of activities, but it does not preclude innovation on the part of the Etymology teacher.</p> <ul style="list-style-type: none"> • The learning of 15 to 30 new Latin based vocabulary words each week • The practical application of these words using verbal and written skills • Use language resources to trace words back to their origin • The review of prefixes, roots, and suffixes • Given a root word, brainstorm as many other words with the same root as possible • Take a short story, underline unusual words, and analyze, define, and replace them • “Word of the Day” – The teacher is encouraged to start class with a “Word of the Day” (Try to use Latin based words: Wordsmith, The Phrontistery) <p>List of common Latin bases/roots: mitt, plic, scrib, duc, tend, fer, cap, fac, plac, pon, act, cess, spir, lect.</p> <p>A few good resources for the Latin influence:</p> <ul style="list-style-type: none"> • Latin Dictionary Headword • Latin Roots, Prefixes, and Suffixes • Latin Sources for Grammatical Terms <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Have students keep organized lists of prefixes, bases, and suffixes in a section of their notebooks. This becomes a useful personal resource for study and review. Provide students with a list of words then give the following directions: Break each word down to its constituent parts. Include the meaning for each prefix, base, and suffix. Then, come up with an etymological meaning on your own and look up the modern meaning in a dictionary. After this, use the word in</p>
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		<p>an original contextual sentence. Then develop a list of words that use the same base/prefix/suffix.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>The Magazine Assignment</u></p> <p>PURPOSE: Using a magazine, you must peruse the words found in articles, headlines, captions, anywhere, searching – with a renewed sense of purpose and confidence – for bases and prefixes. You need to get in the habit of breaking words down anytime you see a word; constantly analyzing what is in front of you, what you read, in order to better understand the words you encounter.</p> <p>ASSIGNMENT: You will need to find 15 DIFFERENT BASES and 10 DIFFERENT PREFIXES in your magazine, and present them in a specific format. You need NOT only rely on the bases you know, for you may use ANY Latin bases. Also, when in doubt, check it out in the dictionary. Just because it looks familiar, doesn't mean that it has any ties to Latin (“Ooh, look! The prefix “-col” in the word —cold”). So if it is not evident, look it up in the dictionary and you will find any word's etymology in the brackets [] at the end of the entry.</p> <p>METHOD/RULES: You must have 15 bases and 10 prefixes You MAY NOT repeat bases or prefixes (e.g., -col and -con = same) Please use a SEPARATE SHEET for bases and prefixes If a word contains (2) bases you may use both If a word contains both a prefix AND a base, you may use both BUT they must be written out on both sheets.</p> <p>FORMAT: a) copy part of the sentence that includes the word. UNDERLINE THE WORD chosen.</p>
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		<p>b) identify the base/prefix, and then define it. c) DEFINE the entire word.</p> <p>EXAMPLE: Base Page</p> <p>a) “Ben Franklin was considered an ambassador plenipotentiary.” b) -plen – full, to fill c) a minister/ambassador/diplomatic agent fully authorized to represent his government d) -pot – power e) a minister/ambassador/diplomatic agent fully authorized to represent his government</p>
Assessments:	Materials:	Resources:
<p>Class Participation Homework Tests and Quizzes Assignments (as listed under Activities)</p>	<p>Interactive Whiteboard Laptops with Internet access DVD player Dictionary Thesaurus</p>	<ul style="list-style-type: none"> • Wordsmith • The Phrontistery • Latin Dictionary Headword • Latin Roots, Prefixes, and Suffixes • Latin Sources for Grammatical Terms • Dictionary.com • Alpha Dictionary • Merriam Webster • Online Etymology Dictionary • Etymology

Unit:	Power, Ambition and Corruption in the Roman Empire: <i>Julius Caesar</i>		
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.		
Standards:	New Jersey Student Learning Standards		
	Reading	Writing	Speaking/Listening
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	NJSLS W.11-12.1.A,B,C,D,E, W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.A,B W.11-12.10
			NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
			NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3
	Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> • What are the universal themes that recur 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand that through 	Give a background of the play by teaching students about Shakespeare’s life and the Renaissance movement. Teach students the structure of a dramatic tragedy and all its components.	

<p>throughout literature?</p> <ul style="list-style-type: none"> • How do works from a given period reflect historical and social events and conditions? • To what extent can we blame others for the negative outcomes of our lives? • How can a person's decisions and actions change his/her life? • How do the decisions and actions of characters reveal their personalities? • What is the relationship between decisions and consequences? 	<p>reading William Shakespeare's <i>Julius Caesar</i>, students will gain a better understanding of the Roman Empire, Rome, and the assassination of Julius Caesar.</p> <ul style="list-style-type: none"> ❖ Understand that political struggles for power within a government are a part of any historical era, not just in modern times. ❖ Understand that the ways in which an individual's ambitions and desires may conflict with his/her conscience. ❖ Understand the text on four levels: factual, interpretive, critical, and personal. ❖ Consider many quotations from the text to better appreciate Shakespeare's use of language and to better understand the play. ❖ Practice reading aloud and silently to improve their skills in each area. ❖ Answer questions to demonstrate their knowledge 	<p>Read the text by assigning characters to students.</p> <p>Model how to interpret and analyze a selection or quotation.</p> <p>Use reading questions to help the students in the understanding of the plot and characters.</p> <p>Discuss important scenes of the play by closely analyzing the language and significance of the selected quotation.</p> <p>Use Socratic seminars in order to allow students to discuss the play and develop their own interpretations.</p> <p><u>Vocabulary:</u> Below is a list of suggested strategies to teach vocabulary:</p> <ul style="list-style-type: none"> • The practical application of these words using verbal and written skills • Use language resources to trace words back to their origin • The review of prefixes, roots, and suffixes • Given a root word, brainstorm as many other words with the same root as possible <p>Teach the following words from the play: Act I:</p> <ul style="list-style-type: none"> • construe • cogitations • accoutered • entreat • fain • mettle • prodigies • portentous
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	<p>and understanding of the main events and characters in Julius Caesar as they relate to the author's theme development.</p> <ul style="list-style-type: none"> ❖ Enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play. ❖ Demonstrate ability to write effectively to inform by developing and organizing facts to convey information. ❖ Write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. ❖ Understand and appreciate a classic Shakespearean tragedy. ❖ Identify and examine themes in a tragedy. ❖ Use strategies to understand Shakespeare's language. ❖ Understand and appreciate the 	<p>Act II:</p> <ul style="list-style-type: none"> • augmented • visage affability • engrafted • prodigies • augurers • appertain • emulation <p>Act III:</p> <ul style="list-style-type: none"> • puissant • malice • appeased • strife • oration • base • coffers • mantle • conspirator <p>Act IV and V:</p> <ul style="list-style-type: none"> • legacies • chastisement • covetous • exigent • ensign • engendered • envenomed • entrails
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	<p>plot, conflicts, themes, and symbolism of <i>Julius Caesar</i>.</p> <ul style="list-style-type: none"> ❖ Identify themes of ambition and corruption ❖ Discuss the concept of the ends never justify the means. 	<p>Allusions: Students will study the main allusions present in <i>Julius Caesar</i>. Divide the class into small groups and allow them to research their assigned allusion. Then students have to create a small presentation to teach their peers their assigned allusion.</p> <ul style="list-style-type: none"> • Colossus • Aeneas • Pompey • Ate • Drachma • Fates • Feast of Lupercal • Ides of March • Nervii • Olympus • Pluto's Mines • Triumvirate <p>Watch a movie version of <i>Julius Caesar</i> and analyze how the movie interprets the play.</p> <p style="text-align: center;"><u>Sample Assignment 1:</u></p> <p>Provide students with words from one act then give the following directions: Break each word down to its constituent parts. Include the meaning for each prefix, base, and suffix. Then, come up with an etymological meaning on your own and look up the modern meaning in a dictionary. After this, use the word in an original contextual sentence. Then develop a list of words that use the same base/prefix/suffix.</p> <p style="text-align: center;"><u>Sample Assignment 2:</u></p> <p>Script and perform a monologue as Caesar's ghost, discussing your feelings toward the conspirators, Mark Antony, and the people of Rome.</p> <ul style="list-style-type: none"> • 10pts - Introduce yourself, the author, the title of the work, the Topic • 10pts - Contains: character motivation, character conflicts, and plot elements revealed from the play
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		<ul style="list-style-type: none"> • 20 pts - Use speaking and listening skills to engage audience • 10 pts - Closing should include reference to other characters, People of Rome, or the audience <p style="text-align: center;"><u>Sample Assignment 3:</u></p> <p>Group Project (2-4) Create and present a Roman Times newspaper including the following:</p> <ul style="list-style-type: none"> • 10 pts - Caesar’s obituary • 10 pts - A front-page story about the assassination • 20 pts - Two brief editorials arguing for and against the conspirators • 10 pts - One or two advertisements, a crossword or word-search, recipes, reviews of a Roman play or other entertainment, and/or coverage of a Roman sporting event. <p style="text-align: center;"><u>Sample Assignment 4:</u></p> <p>Essay: Discuss the power of speech and/or the written word in <i>Julius Caesar</i>. You should find two strong examples of powerful speech and/or the written word, and explain what makes them powerful, including ethos, logos, pathos, and rhetorical devices. Your paper should also provide commentary on the power of political speaking and/or the written word in modern society, again using ethos, pathos, and logos.</p>
Assessments:	Materials:	Resources:
Class Participation Creative and Analytical Writing Projects (Sample Assignments) Annotating Text Test and Quizzes Homework	Interactive Whiteboard Laptops with Internet access DVD player A version of a <i>Julius Caesar</i> movie (Recommendation: 2002) <i>Julius Caesar</i> by William Shakespeare	<ul style="list-style-type: none"> • Sample Reading Questions by Act • Instructional Questions • Introduction PowerPoint • Literary Devices PowerPoint • Online Etymology Dictionary • The Roman Empire Crash Course Video • The Fall of the Roman Empire Crash Course Video • Other Helpful Resources

Unit:	Greek and Roman Mythological References			
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10	NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.10	NJSLS W.11-12.1 W.11-12.2 W.11-12.3.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.A,B W.11-12.10	NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.4 SL.11-12.5 SL.11-12.6
	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	
Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> How did the ancient Greek and Roman 	Students will be able to: <ul style="list-style-type: none"> ❖ Appreciate the influence of 	Read the article " An Etymological Dictionary of Classical Mythology: Preface " by Elizabeth W. Kramer.		

<p>myths made contributions to the English language?</p> <ul style="list-style-type: none"> • How can we determine the meaning of a word using its origin? • How does the enhancement of one's vocabulary enhance written, reading comprehension, and verbal skills? • How do culture and literature influence the formation of language? 	<p>Greek and Roman mythology on the English language.</p> <ul style="list-style-type: none"> ❖ To practice and develop word analysis skills. ❖ Develop an awareness of the origins of the English language and patterns inherent in word structure. ❖ To enhance vocabulary by analyzing word origin and formation. ❖ To make connections between words' definitions and literature /myths. ❖ Understand that by building knowledge of literature and mythology one can use this knowledge to determine the meaning of unfamiliar words based on its origin. ❖ Understand that the enhancement of one's vocabulary allows for the use of specific and varied language increasing the efficiency of written and verbal communication. ❖ Understand that any word, which exhibits sustained use, may eventually make its way into the dictionary. ❖ Understand that language is a reflection of time and culture 	<p>Explain to students that words can originate from sources. Myths and literature that become ingrained in cultures and become common knowledge of humanity also generate new words based on mythological and fictitious characters, humans, or places. The meaning of these new words is created by using attributes and descriptions of these characters, humans, and places.</p> <p>This is a list of common words derived from classical myths that should be studied in class and used as vocabulary:</p> <table border="1" data-bbox="915 589 1562 1341"> <tr><td>Aegis</td><td>Dionysian</td><td>Mnemonics</td></tr> <tr><td>Aeolian harp</td><td>Elysian</td><td>Morphine</td></tr> <tr><td>Amazonian</td><td>Erotica</td><td>Narcissism</td></tr> <tr><td>Ambrosia</td><td>Fauna</td><td>Nemesis</td></tr> <tr><td>Antaeon</td><td>Flora</td><td>Niobeon</td></tr> <tr><td>Aphrodisiac</td><td>Harpy</td><td>Nymphomania</td></tr> <tr><td>Apollonian</td><td>Hector</td><td>Orphic</td></tr> <tr><td>Arachnid</td><td>Herculean</td><td>Palladium</td></tr> <tr><td>Argus-eyed</td><td>Hermetic</td><td>Procrustean</td></tr> <tr><td>Bacchanalia</td><td>Heroine</td><td>Promethean</td></tr> <tr><td>Between Scylla and Charybdis</td><td>Hymeneal</td><td>Protean</td></tr> <tr><td>Boreal</td><td>Icarian</td><td>Saturnalia</td></tr> <tr><td>Calliope</td><td>Incubus</td><td>Satyric</td></tr> <tr><td>Cassandra</td><td>Irenic</td><td>Sisyphean</td></tr> <tr><td>Cerberian</td><td>Iridescent</td><td>Stentorian</td></tr> <tr><td>Cherubic</td><td>Janus-faced</td><td></td></tr> <tr><td>Chimerical</td><td>Jovial</td><td>Tantalize</td></tr> <tr><td>Circean</td><td>Junoeseque</td><td>Terpsichorean</td></tr> <tr><td>Cyclopean</td><td>Lethargy</td><td>Titanic</td></tr> <tr><td>Daedalean</td><td>Mentor</td><td>Vulcanize</td></tr> <tr><td></td><td>Minerval</td><td></td></tr> </table> <p>Most of the words in the aforementioned list are defined in "An Etymological</p>	Aegis	Dionysian	Mnemonics	Aeolian harp	Elysian	Morphine	Amazonian	Erotica	Narcissism	Ambrosia	Fauna	Nemesis	Antaeon	Flora	Niobeon	Aphrodisiac	Harpy	Nymphomania	Apollonian	Hector	Orphic	Arachnid	Herculean	Palladium	Argus-eyed	Hermetic	Procrustean	Bacchanalia	Heroine	Promethean	Between Scylla and Charybdis	Hymeneal	Protean	Boreal	Icarian	Saturnalia	Calliope	Incubus	Satyric	Cassandra	Irenic	Sisyphean	Cerberian	Iridescent	Stentorian	Cherubic	Janus-faced		Chimerical	Jovial	Tantalize	Circean	Junoeseque	Terpsichorean	Cyclopean	Lethargy	Titanic	Daedalean	Mentor	Vulcanize		Minerval	
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	with references to past and current knowledge.	<p>Dictionary of Classical Mythology.”</p> <p>Below is a list of suggested strategies. This list provides a comprehensive set of activities, but it does not preclude innovation on the part of the Etymology teacher.</p> <ul style="list-style-type: none"> • Study a list of derivatives. • Read classical myths in the classroom and analyze how some of the words from the aforementioned list relate to its origin. • Look for mythological references in media sources such as TV, radio, newspaper, and advertisements. • Create original myths (written or visual). • Make posters integrating various interpretations of the same word derivation: (e.g., “a Herculean task” – cleaning a toxic waste dump, memorizing the dictionary). • Find cultural equivalents in modern society. <p style="text-align: center;"><u>Sample Assignment 1:</u></p> <p>Divide the students in groups and assign a number of words from the aforementioned list. Students must then find out where did the words come from, which classical myth gave origin to the definition of the word. Then students must research the origin of the myth and explain the derivation of appropriate words in a small paragraph.</p> <p style="text-align: center;"><u>Sample Assignment 2:</u></p> <p>Very often the word we need in order to point up a story, to make an apt reference or comparison, or to enrich a spoken or written passage comes straight out of the myths of the Greeks and Romans. This is why “The old myths have never died; they live on in hundreds of words.”</p> <p>On the provided list (aforementioned) you will find numerous words and/or phrases used in Modern English which contain an element(s) related to the name of a mythological character, human, or divine being. Your assignment is</p>
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		<p>to name the character, human, or deity, and then tell how the name has contributed to the meaning of the word. Example: titan, titanic The Titans, children of Heaven and Earth, were deities of tremendous strength who fought with Zeus but were vanquished. A titan is a giant in any field of endeavor, a person of outstanding ability who towers above all others in his field.</p> <p style="text-align: center;"><u>Sample Assignment 3:</u></p> <p>Mythology permeates our society. Searching through magazines, newspapers, and the Yellow Pages, cut out all allusions to the classical myths. Create a collage with headlines, titles, pictures, and designs.</p> <p style="text-align: center;"><u>Sample Assignment 4:</u></p> <p>I. Give EXAMPLES for the following words derived from mythology. Make sure your examples are self-evident; you may need to explain them if they are not. DO NOT SIMPLY DEFINE THESE!</p> <ul style="list-style-type: none"> • An Adonis: • An Amazon: • A Gorgon: • A Hydra: • A Mentor (and why): <p>II. Answer the following questions using COMPLETE SENTENCES.</p> <ol style="list-style-type: none"> 1) What is your ACHILLES' HEEL? (Do not define) 2) Describe your personal ELYSIUM. 3) Detail what would be a HERCULEAN task. 4) What item would a NARCISSIST always carry with him/her? 5) What would be an appropriate job for a person with STENTORIAN qualities? 6) What did KING MIDAS have that you wish you had? 7) Describe a place you know is STYGIAN. 8) Define the term SIREN. Describe something or a situation that is a
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		<p>SIREN.</p> <p>9) Give an example of a situation that is TANTALIZING.</p> <p>10) On the back of this handout, draw the following: a LABYRINTH, a picture of the mythical ATLAS, and detail an ODYSSEY.</p>
Assessments:	Materials:	Resources:
<p>Class Participation</p> <p>Homework</p> <p>Tests and Quizzes</p> <p>Assignments (as listed under Activities)</p>	<p>Interactive Whiteboard</p> <p>Laptops with Internet access</p> <p>DVD player</p> <p>Yellow Pages</p> <p><u>Mythology: Timeless Tales of Gods and Heroes</u> by Edith Hamilton</p>	<ul style="list-style-type: none"> • Dictionary <ul style="list-style-type: none"> • Dictionary.com • Alpha Dictionary • Merriam Webster • Online Etymology Dictionary • “An Etymological Dictionary of Classical Mythology: Preface” by Elizabeth W. Kramer. • “An Etymological Dictionary of Classical Mythology”

Unit:	Greek Roots			
Timing:	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS RL.11-12.2 RL.11-12.4 RL.11-12.10		NJSLS RI.11-12.2 RI.11-12.4 RI.11-12.10	NJSLS W.11-12.2.C,D W.11-12.3.D W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.9.A,B W.11-12.10
	NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6			
Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3		
Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6		
Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:		
<ul style="list-style-type: none"> What are the Greek contributions to the English 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand that words from the Greek origin can be 	Provide students with a brief review of the Greek influence on the English language. This should include major cultural and historical events that helped establish this influence.		

<p>language?</p> <ul style="list-style-type: none"> • How can we identify words with a Greek origin? • How can we determine the meaning of a word using its Greek origin? • How can we use roots, prefixes, and suffixes of to determine the meaning of words with the same origin? • How does the enhancement of one’s vocabulary enhance written, reading comprehension, and verbal skills? 	<p>identified by the use of common Greek roots, prefixes, and suffixes.</p> <ul style="list-style-type: none"> ❖ Understand that words that use the same root, prefix, or suffix usually have a similar meaning. ❖ Understand that by building knowledge of Greek roots, prefixes, and suffixes, one can use this knowledge to determine the meaning of unfamiliar words of Greek origin. ❖ Understand that the enhancement of one’s vocabulary allows for the use of specific and varied language increasing the efficiency of written and verbal communication. ❖ Augment vocabulary through an examination of Greek prefixes, roots, and suffixes. ❖ Appreciate the influence of Greek on the English language. ❖ Practice and develop word analysis skills. ❖ Develop an awareness of the origins of the English language and patterns inherent in word structure. 	<p>The remainder of this unit should be spent on going over Greek prefixes, roots, and suffixes.</p> <p>Below is a list of suggested strategies. This list provides a comprehensive set of activities, but it does not preclude innovation on the part of the Etymology teacher.</p> <ul style="list-style-type: none"> • The learning of 15 to 30 new Greek based vocabulary words each week • The practical application of these words using verbal and written skills • Use language resources to trace words back to their origin • The review of prefixes, roots, and suffixes • Given a root word, brainstorm as many other words with the same root as possible • Take a short story, underline unusual words, and analyze, define, and replace them • “Word of the Day” – The teacher is encouraged to start class with a “Word of the Day” (Try to use Greek based words: Wordsmith, The Phrontistery) <p>List of common Greek bases/roots: bi, log, icon, chron, biblio, spher, pyr, geo, pod, psych, graph, mim, od, cycl.</p> <p>A few good resources for the Greek influence:</p> <ul style="list-style-type: none"> • Greek and Latin Roots • Literacy Instruction Worksheet • Greek Roots <p style="text-align: center;"><u>Sample Assignment 1:</u></p> <p>Have students keep organized lists of prefixes, bases, and suffixes in a section of their notebooks. This becomes a useful personal resource for study and review.</p>
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		<p style="text-align: center;"><u>Sample Assignment</u></p> <p>Provide students with a list of words then give the following directions: Break each word down to its constituent parts. Include the meaning for each prefix, base, and suffix. Then, come up with an etymological meaning on your own and look up the modern meaning in a dictionary. After this, use the word in an original contextual sentence. Then develop a list of words that use the same base/prefix/suffix.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Students will be grouped into groups of four. Each group will be given 10 of the roots from the master list provided by the instructor; each group will get different roots from the master list. Students in each group will use a marker to write each of the 10 roots on an index card.</p> <p>Students will think of two or three words that use the root and write each of these words on the opposite side of the index card. They will write the definition next to each word. (If they are unsure of the definition, they will be allowed to use the dictionary.) They will then attempt to find the similarity for each word; in this way they will attempt to define the root. Example: the students write “ject” on one index card. On the reverse side, they may come up with “inject”, “reject”, and “project”. Students may discuss that all three words have something to do with movement. Moving “in”, moving “back” and moving “forward”. Students may then infer that “ject” means to “move” or to “throw”. “Inject”=throw in, “reject”=throw back, “project”=throw forward. (Time permitting, students should be encouraged to write on the card one or two more complex words using “ject”e.g. “projection”, “conjecture”, “objection”.</p> <p>Students in each group will then pair, and each pair will follow the same procedure for each of the five roots they have chosen. The two pairs of</p>
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		students will then share their findings and write their ten roots and definitions in their notebooks (or on the master list). If there is time remaining, the four students will use an open sorting technique to sort their ten roots. For example, they might group by roots that are verbs and roots that are adjectives (e.g. “ject” “pel” “cred” “scope” “aud”=verbs; “bio” “belli” “fort” “therm” “temp(o)”=nouns.
Assessments:	Materials:	Resources:
Class Participation Homework Tests and Quizzes Assignments (as listed under Activities)	Interactive Whiteboard Laptops with Internet access DVD player Magazines	<ul style="list-style-type: none"> • Greek Roots • Greek and Latin Roots • Literacy Instruction Worksheets • Wordsmith • The Phrontistery • Dictionary <ul style="list-style-type: none"> • Dictionary.com • Merriam Webster • Online Etymology Dictionary • Your Dictionary

Unit:	Friendship, Greed, Jealousy, and Betrayal: <i>Othello</i>																							
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																							
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="457 459 827 561">Reading</th> <th data-bbox="827 459 1161 561">Writing</th> <th data-bbox="1161 459 1430 561">Speaking/Listening</th> <th data-bbox="1430 459 1793 561">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="457 561 632 927"> NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 </td> <td data-bbox="632 561 827 927"> NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10 </td> <td data-bbox="827 561 1161 927"> NJSLS W.11-12.1.A,B,C,D,E, W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.A,B W.11-12.10 </td> <td data-bbox="1161 561 1430 927"> NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 </td> <td data-bbox="1430 561 1793 927"> NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6 </td> </tr> <tr> <td colspan="2" data-bbox="457 927 827 1024">Technology</td> <td colspan="3" data-bbox="827 927 1793 1024">8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td colspan="2" data-bbox="457 1024 827 1089">Career Ready Practices</td> <td colspan="3" data-bbox="827 1024 1793 1089">CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6</td> </tr> </tbody> </table>				Reading		Writing	Speaking/Listening	Language	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	NJSLS W.11-12.1.A,B,C,D,E, W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.A,B W.11-12.10	NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6		
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<ul style="list-style-type: none"> • How do appearance, perceptions, and reality interact in society? • What power does jealousy hold over emotions, actions, and perceptions? • How does reputation influence our perceptions of other people? Is it merely an external construct, or do we define our reputation? • How are our insecurities amplified when we are part of a minority in some way? How does that affect our outlook and 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the motivation needed for extreme actions. ❖ Understand the theme of revenge and the conflicts of man versus man and man versus himself. ❖ Understand that prejudice, jealousy and revenge are a part of any historical era, not just modern times. ❖ Examine and understand Shakespeare's use of language. ❖ Understand that race issues have existed and changed through time based on political shifts in power. ❖ Develop their ability to read and analyze Shakespearean language. ❖ Become acquainted with the social concepts/situations prevalent in <i>Othello</i>. ❖ Look to the text for reflection on relationships. ❖ Form their own opinions about relationships in their life and the text. ❖ Recognize archetypes in 	<p>Give a background of the play. Read the <i>Othello</i>'s text by assigning characters to students.</p> <p>Model how to interpret and analyze a selection or quotation.</p> <p>Use reading questions to help the students in the understanding of the plot and characters.</p> <p>Discuss important scenes of the play by closely analyzing the language and significance of the selected quotation.</p> <p>Use Socratic seminars in order to allow students to discuss the play and develop their own interpretations.</p> <p>Vocabulary: Below is a list of suggested strategies to teach vocabulary:</p> <ul style="list-style-type: none"> • The practical application of these words using verbal and written skills • Use language resources to trace words back to their origin • The review of prefixes, roots, and suffixes • Given a root word, brainstorm as many other words with the same root as possible <p>Teach the following words from the play: Act I:</p> <ul style="list-style-type: none"> • bombast • preferment • obsequious • grange • lascivious • deluding • promulgate • beguiled
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<p>response to situations?</p> <ul style="list-style-type: none"> • How and why does someone create two distinct personas—a public and private self? • How do power and social status help to shape characters' interactions in <i>Othello</i>? • What are the universal themes that recur throughout literature? 	<p>relationships.</p> <ul style="list-style-type: none"> ❖ Argue an opinion with legitimate and rationalized reasoning. ❖ Recognize character traits, compare characters in a relationship, and collaborate in a group setting. ❖ Apply themes to significant scenes or characters. ❖ Identify and discuss issues of race and racism in <i>Othello</i>. ❖ Understand the text on four levels: factual, interpretive, critical, and personal. ❖ Enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play. ❖ Demonstrate ability to write effectively to inform by developing and organizing facts to convey information. 	<ul style="list-style-type: none"> • alacrity <p>Act II:</p> <ul style="list-style-type: none"> • surfeited • tempest • base satiety • requisites • impediment • egregiously • perdition <p>Act III:</p> <ul style="list-style-type: none"> • shrift • beseech • wooed • conspire • importunity • castigation • advocacy • suborned <p>Act IV:</p> <ul style="list-style-type: none"> • credulous • reproach • wit • iniquity • expostulate • mandate • bawdy • insinuating • incontinent
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		<p>Act V:</p> <ul style="list-style-type: none">• mars• peril• anon• fie• linger• pernicious• gratify• trifle• dismayed• malice <p>Allusions: Students will study the main allusions present in <i>Othello</i>. Divide the class into small groups and allow them to research their assigned allusion. Then students have to create a small presentation to teach their peers their assigned allusion.</p> <ul style="list-style-type: none">• Janus• Diana• Cupid• Muses• John the Baptist• The Burning Bear• Prometheus• Spartan Dogs• Jove• Office of Saint Peter• Hydra• Ambrosia• Moses <p>Watch a movie version of <i>Othello</i> and analyze how the movie interprets the play.</p>
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		<p>Provide students with words from one act then give the following directions:</p> <p>Break each word down to its constituent parts. Include the meaning for each prefix, base, and suffix. Then, come up with an etymological meaning on your own and look up the modern meaning in a dictionary. After this, use the word in an original contextual sentence. Then develop a list of words that use the same base/prefix/suffix.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Actors use objects (props) to help communicate aspects of their characters to the audience. Select objects that you believe reveals something about the four main characters: Othello, Desdemona, Iago, Cassio. Bring the props to class in a box or bag so that they are hidden from the audience. You should have at least one prop per character and you must be able to explain what each of the props is and what it symbolizes about the character.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Chart Othello's changes from the beginning to the end of the play. Create a chart to display on a poster board. Develop a timeline of these changes, or create a sketched or computer generated storyboard. However you display these changes, you must document the scenes that reveal them.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>SEVEN DEADLY SINS: Othello, Iago, Cassio, Roderigo, Desdemona, Emilia and Bianca display various aspects of the seven deadly sins. Find a magazine picture, or draw your own, which depicts one of the sins, and select lines from the play which show the character indulging in that sin. Label the sin, give the name of the character, and quote the lines. Include Act, scene, and line numbers for the lines pictured. Make 5 separate illustrations which show 5 of the sins. You may have more than one character represented for one sin.</p>
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		<p style="text-align: center;"><u>Sample Assignment 5:</u></p> <p>Essay: Samuel Taylor Coleridge once wrote that Iago’s soliloquies are the “motive-hunting of motiveless malignity.” Is this an accurate observation? Does Iago have a motive or motives for his hatred of Othello?</p>
Assessments:	Materials:	Resources:
<p>Class Participation</p> <p>Creative and Analytical Writing</p> <p>Projects (Sample Assignments)</p> <p>Annotating Text</p> <p>Test and Quizzes</p> <p>Homework</p>	<p>Interactive Whiteboard</p> <p>Laptops with Internet access</p> <p>DVD player</p> <p>A version of an <i>Othello</i> movie (Recommendation: 1995)</p> <p><i>Othello</i> by William Shakespeare</p>	<ul style="list-style-type: none"> • Sample Reading Questions by Act • Introduction PowerPoint • Online Etymology Dictionary • Venice and the Ottoman Empire: Crash Course • Other Helpful Resources

Unit:	Germanic/Anglo-Saxon Roots																						
Timing:	Approximately three weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																						
Standards:	<p style="text-align: center;">New Jersey Student Learning Standards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" data-bbox="478 480 871 574">Reading</th> <th data-bbox="871 480 1226 574">Writing</th> <th data-bbox="1226 480 1514 574">Speaking/Listening</th> <th data-bbox="1514 480 1845 574">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 574 665 967">NJSLS RL.11-12.2 RL.11-12.4 RL.11-12.10</td> <td data-bbox="665 574 871 967">NJSLS RI.11-12.2 RI.11-12.4 RI.11-12.10</td> <td data-bbox="871 574 1226 967">NJSLS W.11-12.2.C,D W.11-12.3.D W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.9.A,B W.11-12.10</td> <td data-bbox="1226 574 1514 967">NJSLS SL.11-12.1.A,B,C,D, SL.11-12.2 SL.11-12.4 SL.11-12.6</td> <td data-bbox="1514 574 1845 967">NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6</td> </tr> <tr> <td colspan="2" data-bbox="478 967 871 1065">Technology</td> <td colspan="3" data-bbox="871 967 1845 1065">8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td colspan="2" data-bbox="478 1065 871 1154">Career Ready Practices</td> <td colspan="3" data-bbox="871 1065 1845 1154">CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6</td> </tr> </tbody> </table>			Reading		Writing	Speaking/Listening	Language	NJSLS RL.11-12.2 RL.11-12.4 RL.11-12.10	NJSLS RI.11-12.2 RI.11-12.4 RI.11-12.10	NJSLS W.11-12.2.C,D W.11-12.3.D W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.9.A,B W.11-12.10	NJSLS SL.11-12.1.A,B,C,D, SL.11-12.2 SL.11-12.4 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6		
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																					
<ul style="list-style-type: none"> What are the Germanic/Anglo-Saxon contributions 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand that words from the Germanic/Anglo-Saxon 	Provide students with a brief review of the Germanic/Anglo-Saxon influence on the English language. This should include major cultural and historical events that helped establish this influence.																					

<p>to the English language?</p> <ul style="list-style-type: none"> • How can we identify words with a Germanic/Anglo-Saxon origin? • How can we determine the meaning of a word using its Germanic/Anglo-Saxon origin? • How can we use roots, prefixes, and suffixes of to determine the meaning of words with the same origin? • How does the enhancement of one’s vocabulary enhance written, reading comprehensi 	<p>origin can be identified by the use of common Germanic/Anglo-Saxon roots, prefixes, and suffixes.</p> <ul style="list-style-type: none"> ❖ Understand that words that use the same root, prefix, or suffix usually have a similar meaning. ❖ Understand that by building knowledge of Germanic/Anglo-Saxon roots, prefixes, and suffixes, one can use this knowledge to determine the meaning of unfamiliar words of Germanic/Anglo-Saxon origin. ❖ Understand that the enhancement of one’s vocabulary allows for the use of specific and varied language increasing the efficiency of written and verbal communication. ❖ Augment vocabulary through an examination of Germanic/Anglo-Saxon prefixes, roots, and suffixes. ❖ Appreciate the influence of Germanic/Anglo-Saxon on the English language. ❖ Practice and develop word analysis skills. 	<p>The remainder of this unit should be spent on going over Germanic/Anglo-Saxon prefixes, roots, and suffixes.</p> <p>Below is a list of suggested strategies. This list provides a comprehensive set of activities, but it does not preclude innovation on the part of the Etymology teacher.</p> <ul style="list-style-type: none"> • The learning of 15 to 30 new Germanic/Anglo-Saxon based vocabulary words each week • The practical application of these words using verbal and written skills • Use language resources to trace words back to their origin • The review of prefixes, roots, and suffixes • Given a root word, brainstorm as many other words with the same root as possible • Take a short story, underline unusual words, and analyze, define, and replace them • “Word of the Day” – The teacher is encouraged to start class with a “Word of the Day” (Try to use Germanic/Anglo-Saxon based words: Wordsmith, The Phrontistery) <p>List of common Germanic/Anglo-Saxon bases/roots: ber, brew, dear, drink, hel, kno, lik, spell, swer, tru, ward, ed, er, est, es, ful, less.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Have students keep organized lists of prefixes, bases, and suffixes in a section of their notebooks. This becomes a useful personal resource for study and review.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Provide students with a list of words then give the following directions: Break each word down to its constituent parts. Include the meaning for each prefix, base, and suffix. Then, come up with an etymological meaning on your own and look up the modern meaning in a dictionary. After this, use the word in an original contextual sentence. Then develop a list of words that use the same base/prefix/suffix.</p>
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<p>on, and verbal skills?</p>	<p>❖ Develop an awareness of the origins of the English language and patterns inherent in word structure.</p>	<p style="text-align: center;"><u>Sample Assignment 3:</u></p> <p>Students will be grouped into groups of four. Each group will be given 10 of the roots from the master list provided by the instructor; each group will receive different bases from the master list. Students in each group will use a marker to write each of the 10 roots on an index card.</p> <p>Students will think of two or three words that use the root and write each of these words on the opposite side of the index card. They will write the definition next to each word. (If they are unsure of the definition, they will be allowed to use the dictionary.) They will then attempt to find the similarity for each word; in this way they will attempt to define the root. Example: the students write “ject” on one index card. On the reverse side, they may come up with “inject”, “reject”, and “project”. Students may discuss that all three words have something to do with movement. Moving “in”, moving “back” and moving “forward”. Students may then infer that “ject” means to “move” or to “throw”. “Inject”=throw in, “reject”=throw back, “project”=throw forward. (Time permitting, students should be encouraged to write on the card one or two more complex words using “ject”e.g. “projection”, “conjecture”, “objection”.</p> <p>Students in each group will then pair, and each pair will follow the same procedure for each of the five roots they have chosen. The two pairs of students will then share their findings and write their ten roots and definitions in their notebooks (or on the master list). If there is time remaining, the four students will use an open sorting technique to sort their ten roots. For example, they might group by roots that are verbs and roots that are adjectives (e.g. “ject” “pel” “cred” “scope” “aud”=verbs; “bio” “belli” “fort” “therm” “temp(o)”=nouns.</p>
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Assessments:	Materials:	Resources:
Class Participation Homework Tests and Quizzes Assignments (as listed under Activities)	Interactive Whiteboard Laptops with Internet access DVD player	<ul style="list-style-type: none">• Wordsmith• The Phrontistery• Dictionary<ul style="list-style-type: none">• Dictionary.com• Merriam Webster• Online Etymology Dictionary

Unit:	Exploring Legitimacy and Sibling Rivalries in <i>King Lear</i>			
Timing:	Approximately 6 Weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading		Writing	Speaking/Listening
	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	NJSLS W.11-12.1.A,B,C,D,E, W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.A,B W.11-12.10	NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6
	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3	
Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6		
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> • What can the great tragic heroes teach us 	Students will be able to: <ul style="list-style-type: none"> ❖ Recognize and apply the classical definition of 		Give a background of the play. Read text by assigning characters to students.	

<p>about ourselves?</p> <ul style="list-style-type: none"> • To what extent should children be dedicated to their parents? • What are the universal themes that recur throughout literature? • How has society viewed the old and the ones with mental illnesses through time? • How do the decisions and actions of characters reveal their personalities? • What is the relationship between decisions and consequences? 	<p>tragedy.</p> <ul style="list-style-type: none"> ❖ Understand works that are frequently alluded to in modern writing. ❖ Apply the lessons of literature to one’s own life. ❖ Understand the text on four levels: factual, interpretive, critical, and personal. ❖ Consider many quotations from the text to better appreciate Shakespeare's use of language and to better understand the play. ❖ Answer questions to demonstrate their knowledge and understanding of the main events and characters in <i>King Lear</i> as they relate to the author's theme development. ❖ Enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play. ❖ Demonstrate ability to write effectively to inform by developing and organizing facts to convey information. ❖ Understand that literary characters can teach us about 	<p>Model how to interpret and analyze a selection or quotation.</p> <p>Use reading questions to help the students in the understanding of the plot and characters.</p> <p>Discuss important scenes of the play by closely analyzing the language and significance of the selected quotation.</p> <p>Use Socratic seminars in order to allow students to discuss the play and develop their own interpretations.</p> <p>Vocabulary: Below is a list of suggested strategies to teach vocabulary:</p> <ul style="list-style-type: none"> • The practical application of these words using verbal and written skills • Use language resources to trace words back to their origin • The review of prefixes, roots, and suffixes • Given a root word, brainstorm as many other words with the same root as possible <p>Teach the following words from the play: Act I:</p> <ul style="list-style-type: none"> • opulent • propinquity • folly • dominion • infirmity • benison • rash • choleric • discord • dissipation • upbraid
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	<p>human nature.</p> <ul style="list-style-type: none"> ❖ Understand that social and class discrimination and tension are a part of any historical era. ❖ Understand that political struggles for power are a part of any historical era, not just in modern times. ❖ Understand that family can be a source of security and of danger. 	<ul style="list-style-type: none"> • ceremonious • abatement <p>Act II:</p> <ul style="list-style-type: none"> • dullard • knave • clamorous • rogue • brazen • ruffian • renege • visage • malice • naught • fickle • abjure <p>Act III:</p> <ul style="list-style-type: none"> • impetuous • cleave • servile • rotundity • pernicious • contentious • malady • pelt <p>Act IV and V:</p> <ul style="list-style-type: none"> • wanton • usurp • barbarous • repose
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		<ul style="list-style-type: none"> • remediate • incite • descry • stratagem • arbitrament • wrought <p>Allusions: Students will study the main allusions present in <i>King Lear</i>. Divide the class into small groups and allow them to research their assigned allusion. Then students have to create a small presentation to teach their peers their assigned allusion.</p> <ul style="list-style-type: none"> • Achilles Heel • Atlas • Phoenix • Furor • Pyrrhic Victory • Cain and Abel • Job • Merlin • Fates <p>Watch a movie version of <i>King Lear</i> and analyze how the movie interprets the play.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Provide students with words from one act then give the following directions: Break each word down to its constituent parts. Include the meaning for each prefix, base, and suffix. Then, come up with an etymological meaning on your own and look up the modern meaning in a dictionary. After this, use the word in an original contextual sentence. Then develop a list of words that use the same base/prefix/suffix.</p>
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		<p style="text-align: center;"><u>Sample Assignment</u></p> <p>Write the obituaries for Cordelia, her sisters and their father. Include as many details as the play allows. You may write two separate obituaries or one that covers one character first, and then the other. This project must be at least one full page in length, double-spaced. You will be graded on character personality references and plot references (at least two of each).</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Essay: Discuss how and why the play uses the theme of the breaking of bonds as a crux of the tragedy. Look, for example, at lines such as "Here I disclaim all my paternal care...as a stranger...Hold thee from this for ever." and "Put on what weary negligence you please." Discuss why Shakespeare would choose to make these broken bonds have such a devastating effect whose consequences echo through the play and the lives of the characters.</p>
Assessments:	Materials:	Resources:
Class Participation Creative and Analytical Writing Projects (Sample Assignments) Annotating Text Test and Quizzes Homework	Interactive Whiteboard Laptops with Internet access DVD player A version of a <i>King Lear</i> movie (Recommendation: 2008) <i>King Lear</i> by William Shakespeare	<ul style="list-style-type: none"> • Sample Reading Questions by Act • Introduction PowerPoint • Plot Review PowerPoint • Online Etymology Dictionary

Unit:	Technology’s Influence on the English Language: Jargon, Slang, and Colloquialism			
Timing:	Approximately one week. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.			
Standards:	New Jersey Student Learning Standards			
	Reading	Writing	Speaking/Listening	Language
	NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10	NJSLS W.11-12.1 W.11-12.2 RI.11-12.3.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.7 W.11-12.8 W.11-12.9.B W.11-12.10	NJSLS SL.11-12.1.A.B.C.D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Technology	8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3		
Career Ready Practices	CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6			
Essential Questions:	Objectives:		Activities, Investigation, and Student Experiences:	
<ul style="list-style-type: none"> • How does modern 	Students will be able to: <ul style="list-style-type: none"> ❖ Recognize the influence of 		This unit is specifically designed as an emphasis on linguistic curiosities that are of interest to students – IM-ing, euphemisms, teenage jargon, clip and blending, etc.	

<p>technology affect the English language?</p> <ul style="list-style-type: none"> • Can the English language change and evolve? • Do different languages have an influence on each other? • How does the youth contribute to the change of a language? • How do different modes of communication affect language use? 	<p>the computer age on everyday communication.</p> <ul style="list-style-type: none"> ❖ Understand that any word, which exhibits sustained use, may eventually make its way into the dictionary. ❖ Understand that the English language is a reflection of its time and culture. ❖ Understand that language is fluid and changeable. ❖ Understand that languages influence each other by loaning and borrowing different words that become “in fashion.” ❖ Understand how language evolves and changes. ❖ Continue to enhance students’ vocabularies and dictionary use skills. ❖ Analyze the differences between formal and informal language. ❖ Analyze how language use changes as the mode of communication changes. 	<p>Start the discussion of this unit with the quote: “Any word, which exhibits sustained use, may eventually make its way into the dictionary.” Then hold a discussion on the fluidity and mobility of language. Revise the changes that already occurred in the English language throughout the ages.</p> <p>Read, analyze, and discuss the following articles:</p> <ul style="list-style-type: none"> • “OMG, tweetup is a candidate for the dictionary (LOL)” by Jacqueline Maley • “How the internet is changing language” by Zoe Kleinman • “How technology has changed language” by D.i.T.K <p>Bring the discussion into the last few decades and analyze and discuss how the English language – and most languages – is changing at a faster rate due to new technology and the ease of transportation. That is, look how the world has become “smaller” due to the spread of the internet and the speed of airplanes.</p> <p>Analyze how these two specific technologies allow for languages to influence each other and for people to create new modes of communication and new languages to fulfill new speed requirements (i.e.: A letter versus a text message).</p> <p>These topics should be included in this unit’s discussion:</p> <ul style="list-style-type: none"> • IM-ing • Euphemisms • Jargon • Acronyms/Abbreviations/Initialisms • Neologisms • Idiomatic Expressions • Spoonerisms
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		<ul style="list-style-type: none"> • Malapropisms • Mondegreens • Loan Words (Specially French) <p style="text-align: center;">Suggested Assignments and Activities:</p> <p>Use various forms of media to find acronyms/abbreviations/initialisms</p> <ul style="list-style-type: none"> • Create your own jargon • Rewrite a myth, fable, or short story in slang terms • Define the words of different generations • Create “Decade Slang Databases” by assigning each groups of students a decade • Create a dictionary of new language using the actual Dictionary entry format. • Analyze and define loan words such as: object d’art, raison d’etre, overture, R.S.V.P., carte blanche, hors d'oeuvres, etc. <p>Useful resources:</p> <ul style="list-style-type: none"> • Urban Dictionary • Miscellaneous Malapropisms
Assessments:	Materials:	Resources:
<p>Class Participation</p> <p>Homework</p> <p>Tests and Quizzes</p> <p>Assignments (as listed under Activities)</p>	<p>Interactive Whiteboard</p> <p>Laptops with Internet access</p> <p>DVD player</p> <p>Newspapers and television</p>	<ul style="list-style-type: none"> • “OMG, tweetup is a candidate for the dictionary (LOL)” by Jacqueline Maley • “How the internet is changing language” by Zoe Kleinman • “How technology has changed language” by D.i.T.K • Urban Dictionary • Miscellaneous Malapropisms

Unit:	Appearances, Reality, and Gender in <i>Twelfth Night, or What You Will: A Comedy</i>																											
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.																											
Standards:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5" data-bbox="478 444 1843 477">New Jersey Student Learning Standards</th> </tr> <tr> <th colspan="2" data-bbox="478 477 871 574">Reading</th> <th data-bbox="871 477 1226 574">Writing</th> <th data-bbox="1226 477 1514 574">Speaking/Listening</th> <th data-bbox="1514 477 1843 574">Language</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 574 665 964"> NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10 </td> <td data-bbox="665 574 871 964"> NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10 </td> <td data-bbox="871 574 1226 964"> NJSLS W.11-12.1.A,B,C,D,E W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.A,B W.11-12.10 </td> <td data-bbox="1226 574 1514 964"> NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 </td> <td data-bbox="1514 574 1843 964"> NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6 </td> </tr> <tr> <td colspan="2" data-bbox="478 964 871 1062">Technology</td> <td colspan="3" data-bbox="871 964 1843 1062">8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</td> </tr> <tr> <td colspan="2" data-bbox="478 1062 871 1149">Career Ready Practices</td> <td colspan="3" data-bbox="871 1062 1843 1149">CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6</td> </tr> </tbody> </table>			New Jersey Student Learning Standards					Reading		Writing	Speaking/Listening	Language	NJSLS RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.10	NJSLS RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 RI.11-12.7 RI.11-12.10	NJSLS W.11-12.1.A,B,C,D,E W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9.A,B W.11-12.10	NJSLS SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	NJSLS L.11-12.1.A,B L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6	Technology		8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3			Career Ready Practices		CCR.6-12.1, 6-12.2, 6-12.3, 6-12.4, 6-12, 6-12.6		
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Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:																										
<ul style="list-style-type: none"> How do social expectations affect the 	Students will be able to: <ul style="list-style-type: none"> ❖ Understand that although written a long time ago, the 	Teach students the background of the play, a brief history of comedy, and the aspects and structure of a Shakespearean comedy. Read the text by assigning characters to students.																										

<p>development of our identity?</p> <ul style="list-style-type: none"> • How does the ways we communicate affect the way we are perceived? • How does gender construction relate to appearance? • What are the universal themes that recur throughout literature? • How do the decisions and actions of characters reveal their personalities? • What is the relationship between appearance and reality and how does one affect the other? 	<p>issues in Shakespeare are still relevant to modern audiences as the play deals with essential human themes such as love and identity.</p> <ul style="list-style-type: none"> ❖ Understand that identity, especially gender identity, is not a predetermined biological fact, but rather is something that we develop within ourselves in accordance with or despite social norms and expectations. ❖ Understand that authors/playwrights convey theme through a variety of literary devices. ❖ Understand that mastery of language skills empowers communication and affects the way we are perceived. ❖ Understand that gender identity has been questioned and seen differently throughout history. ❖ Understand that there is often a discrepancy between appearance and reality. ❖ Trace the development of the main plot and subplot. ❖ Analyze the characters and their relationships to each 	<p>Model how to interpret and analyze a selection or quotation.</p> <p>Use reading questions to help the students in the understanding of the plot and characters.</p> <p>Discuss important scenes of the play by closely analyzing the language and significance of the selected quotation.</p> <p>Use Socratic seminars in order to allow students to discuss the play and develop their own interpretations.</p> <p>Vocabulary: Below is a list of suggested strategies to teach vocabulary:</p> <ul style="list-style-type: none"> • The practical application of these words using verbal and written skills • Use language resources to trace words back to their origin • The review of prefixes, roots, and suffixes • Given a root word, brainstorm as many other words with the same root as possible <p>Teach the following words from the play: Act I:</p> <ul style="list-style-type: none"> • abatement • provident • abjure • prodigal • allay • caper • clamorous • lechery • nonpareil • cantons
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	<p>other.</p> <ul style="list-style-type: none"> ❖ Identify the conventions of Elizabethan comedy, as illustrated in <i>Twelfth Night</i>. ❖ Analyze Shakespeare's use of language, including blank verse and prose. ❖ Trace the themes of appearances do not always reflect reality, role-playing is a part of social life, and love often resembles madness. ❖ Offer a close reading of <i>Twelfth Night</i> and support all assertions and interpretations with direct evidence from the text. ❖ Create responses to literary texts through a variety of methods such as written works, oral presentations, media productions, and the visual and performing arts. ❖ Understand the text on four levels: factual, interpretive, critical, and personal. ❖ Consider many quotations from the text to better appreciate Shakespeare's use of language and to better understand the play. ❖ Practice reading aloud and silently to improve their 	<p>Act II:</p> <ul style="list-style-type: none"> • frailty • mitigation • gull • epistle • sovereign • melancholy • niggardly • portend <p>Act III:</p> <ul style="list-style-type: none"> • beseech • abhor • bestow • laudable • approbation • coffer • upbraid <p>Act IV:</p> <ul style="list-style-type: none"> • barbarous • vex • lustrous • upshot • wrangle • plight • consanguineous <p>Act V:</p> <ul style="list-style-type: none"> • fulsome
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	<p>skills in each area.</p> <ul style="list-style-type: none"> ❖ Enrich their vocabularies and improve their understanding of the play through the vocabulary lessons prepared for use in conjunction with the play. 	<ul style="list-style-type: none"> • ingrate • jocund • feign • kinsman • edify • mettle <p>Allusions: Students will study the main allusions present in <i>Twelfth Night</i>. Divide the class into small groups and allow them to research their assigned allusion. Then students have to create a small presentation to teach their peers their assigned allusion.</p> <ul style="list-style-type: none"> • Artemis • Actaeon • Eros • Elysium • Arion • Diana • Eve • Narcissus • Mercury • Jove • Olive Branch • Myrmidons • Penthesilea • Cyparissus • Saturn • Jezebel • Lucrece • Tartarus • Cressida and Troilus
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		<ul style="list-style-type: none"> • King Gorboduc • Ten Plagues of Egypt • Pythagoras • Vulcan • The Twelfth Night • Egyptian thief • Legion • Lethe <p>Watch a movie version of <i>Twelfth Night</i> and analyze how the movie interprets the play.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Provide students with words from one act then give the following directions: Break each word down to its constituent parts. Include the meaning for each prefix, base, and suffix. Then, come up with an etymological meaning on your own and look up the modern meaning in a dictionary. After this, use the word in an original contextual sentence. Then develop a list of words that use the same base/prefix/suffix.</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>There are several options for creative projects. Students must either choose one or propose one. Twelfth Night Creative Projects PDF</p> <p style="text-align: center;"><u>Sample Assignment</u></p> <p>Essay: Why does Shakespeare write so many female characters that disguise themselves as men? What is he saying about appropriate gender behavior? How does this reflect the cultural context of the period? How is that different from today? What social constructs of gender from the Renaissance do we still have today?</p>
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Assessments:	Materials:	Resources:
Class Participation Creative and Analytical Writing Projects (Sample Assignments) Annotating Text Test and Quizzes Homework	Interactive Whiteboard Laptops with Internet access DVD player A version of a <i>Twelfth Night</i> movie (Recommendation: 1996) <i>Twelfth Night</i> by William Shakespeare	<ul style="list-style-type: none"> • Sample Reading Questions by Act • Twelfth Night Creative Projects PDF • Sample Reflection Questions • Shakespeare Insults Video • Introduction PowerPoint • Online Etymology Dictionary • Other Helpful Resources