



**Unit Name: Reading Drama/Writing Sonnets**

**Duration: Unit 2**

**Essential Questions: What is the structure of a Shakespearean Sonnet?**

**What role does fate play in our lives?**

**How does Shakespeare use puns, conceits, metonymy, allusion and apostrophe in the tragedy, *Romeo and Juliet*?**

**What is a tragedy?**

**In what ways did Shakespeare's life influence his work?**

**What is a soliloquy/aside?**

**What methods can be used to decode Shakespeare's messages?**

**Enduring Understandings:**

**Readers are able to apply reading strategies to a nonfiction article.**

**Readers can recognize shared and distinctive characteristics of cultures.**

**Readers can interpret the possible influences of historical context on literary works.**

**Readers can understand the following literary terms: tragedy, tragic hero, comic relief, allusion, foil, dramatic conventions, soliloquy, aside, blank verse, iambic pentameter**

**Readers can appreciate a writer's craft.**



**Readers can understand and appreciate a Shakespearean drama**

**Readers can identify and examine blank verse**

**Readers can use strategies for reading Shakespearean drama**

**Readers can monitor reading strategies and modify them when understanding breaks down**

**Readers can use reference materials to determine precise word usage and meaning**

**Readers can organize information into different forms, such as charts**

**Relevant Standards: RL.9.1, RL.9.2, RL.9.3, RL.9.7, RL.9.10, W.9.3a., W.9.3b., W.9.3.c., W.9.4, W.9.5, W.9.6, W.9.9a, W.9.10, SL.9.1, SL.9.1a., SL.9.1d., SL.9.2, SL.9.6, SL.9.4, L.9.1, L.9, L.9.1a, L.9.2c., L.9.3, L.9.4, L.9.4b, L.9.5a., L.9.5b.**

**Core Instruction: Teachers will blend reading, writing, and grammar into drama unit *Romeo and Juliet***

**Reading: Genre Literature/Drama**

- **Close reading skills; fluency; analyze how particular elements of a drama interact:**
- **Identify characters and roles of each in this Shakespearean tragedy**
- **Analyze the relationship between the play and life at the Globe Theatre**
- **Recall elements of drama**
- **Identify problems and solutions that may have prevented the tragic ending**
- **Decipher selected vocabulary words in context**
- **Examine background information of William Shakespeare**

**Writing: Practice writing an original sonnet.; Develop an essay on the theme of fate in *Romeo and Juliet***



**Elements of a Sonnet: 14 lines, rhyme scheme**

**Students write an original sonnet on topic of choice**

**Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)**

**Students write a literary essay connecting the theme of fate to *Romeo and Juliet***

- **Develop a thesis**
- **Write well-structured, supporting details**
- **Write a conclusion that ties thesis to supporting details**
- **Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.**
  
- **Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.**

**Grammar:**

- **Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)**
- **Demonstrate command of conventions of standard English capitalization**
- **Demonstrate command of conventions of standard English spelling**
- **Clarify meaning of unknown and multiple-meaning words and phrases based on grade 9 reading and content.**
- **Acquire and use grade-appropriate general academic and domain-specific words and phrases.**



### Interdisciplinary Connections

Students will work to understand the conventions of a play and act out scenes from *Romeo and Juliet* in front of the class

**Tier 2 Vocabulary:** according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, reference, revise, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** allusion, apostrophe, aside, conceits, metonymy, soliloquy, sonnet

**Core Instructional Materials/Resources/Digital Tools:** (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)  
Textbook: *Romeo and Juliet*

### 21<sup>st</sup> Century Themes and Skills:

**CRP2.** Apply appropriate academic and technical skills.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

Students will work in groups to understand the conventions of a play and act out scenes from *Romeo and Juliet* in front of the class



<p><b>CRP9.</b> Model integrity, ethical leadership and effective management. <b>CRP11.</b> Use technology to enhance productivity. <b>CRP12.</b> Work productively in teams while using cultural global competence.</p>	
<p><b>8.1 Educational Technology</b> 8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>
<p><b>Assessments and Performance Tasks:</b></p>	<p>Students will read <i>Romeo and Juliet</i> in order to read and understand elements of a drama</p>



Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on *Romeo and Juliet*.

Write a thesis-driven essay.

## Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>Provide opportunities where students</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p>



<p>are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level</p>	<p>important information</p> <p>Emphasize critical/key information</p> <p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p>	<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>	<p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>
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<p>of thinking</p>	<p>Modify writing required</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an</p>	<p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p>
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		<p>alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p><b>Modifications for Assessments</b> Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p>
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