



Unit Name: Reading Literature/Writing Literary Essays

Duration: Unit 4

Essential Questions:

What role does fate play in our lives?

How is the use of light and darkness portrayed in *Romeo and Juliet*?

How does Shakespeare use puns, conceit, metonymy, allusion, and apostrophe in *Romeo and Juliet*?

What is a soliloquy?

Who is to blame for the deaths of *Romeo and Juliet*?

How has language changed since Shakespeare's time?

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

What is a Shakespearean sonnet?

Enduring Understandings:

Readers will understand structure of a tragic play.

Readers will learn information about the Globe Theater.

Readers will identify themes of fate and power.

Readers will identify Shakespearean sonnets and their structure.



Readers will understand character.

Writers will develop original Shakespearean-style sonnet.

Relevant Standards: RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.6, 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 *Romeo and Juliet* and Shakespearean sonnets

Reading: Genre Literature/Drama and Sonnets

- Oral performance of text
- Recognize the elements within each of the five acts of the play
- Understand and trace how fate works in the lives of Romeo and Juliet
- Use context clues of unfamiliar vocabulary
- Understand character development
- Examine and understand Shakespearean sonnets
- Articulate various interpretations of text, with concentration of specific lines
- Compare and contrast *Romeo and Juliet* the play and *Romeo and Juliet* the movie

Writing: Developing a thesis, writing an analytical literary essay, writing a sonnet

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

Students write a literary essay in response to theme of fate in *Romeo and Juliet*

- Formulate a clear thesis statement



- **Brainstorm to develop ideas**
- **Demonstrate understanding of thesis and be able to prove the statement**
- **Develop clear topic sentences**
- **Develop strong body paragraphs**
- **Determine clear and strong sources**
- **Develop clear introductions and conclusions**
- **Understand the function of parallel structure**
- **Identify and repair fragmented and run-on sentences**
- **Utilize information and develop a strong essay**
- **Become familiar with many new words for vocabulary building**
- **Develop skills in relation to part of speech**
- **Understand elements of a sonnet and apply to writing poetry**

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 reenact scenes from *Romeo and Juliet* and perform them from 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, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: alliteration, characterization, flashback, foreshadowing, metaphor, rhyme scheme, simile, symbol, theme

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

Textbook: various poems

Novels: *The Catcher in the Rye*

21st 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.

CRP9. Model integrity, ethical leadership and effective management.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using

Students will work in groups to put together a play and reenact scenes from *Romeo and Juliet*



cultural global competence.	
8.1 Educational Technology 8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5	<div data-bbox="718 870 932 1045" style="border: 1px solid black; padding: 5px; display: inline-block;">Understand and use technology systems.</div>
Assessments and Performance Tasks:	Students will write literary essay on <i>Romeo and Juliet</i> . Students will take several tests on various acts of <i>Romeo and Juliet</i> consisting of quotes, character identification, true and false, and essays.



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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 are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</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 important information</p> <p>Emphasize critical/key information</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>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</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>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</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 of thinking</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>Modify writing required</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>Provide regular parent/ school communication</p> <p>Teachers will check/sign student</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> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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		<p>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>Modifications for Assessments 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>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>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an</p>
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