

Stage 1 Desired Results

Romeo and Juliet

ESTABLISHED GOALS (CCSS)

---- Emphasized standards (as all standards will be addressed in each unit)

Reading Standards

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

RL. 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide readings of world literature.

RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Audenís Muse des Beaux Artsi and Breughelís Landscape with the Fall of Icarus)

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9 & 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9&10 text complexity band independently and proficiently.

Reading Informational Texts

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of

Transfer

Students will be able to independently use their learning to...read and scrutinize complex texts. They will be able transfer thematic elements such as communication and relationships and apply them to their own lives.

Meaning

UNDERSTANDINGS

Students will understand that...

- Language creates, maintains, nurtures, and complicates connections among people.
- That even in the 21st Century, men and women seek love, seek to reconcile their passions with their duty, find themselves at odds with their families, grapple with the reality of mortality, and seek personal freedom.
- By making connections between the text and our own lives through exploring teenage identity, thoughts, feelings, and ideas, we can come to a better understanding of ourselves and the universal issues facing teenagers
- Through making explicit connections in themes, events, and main ideas between contrasting text, film, and music, we build on our observation skills, ability to discern patterns, and identify concepts
- Through studying a character's motivation, ethics, decisions, and effect on others, we learn to be aware of what shapes the people around us into who they are, what they believe, and what they do (what makes them "tick")
- Through discussing Romeo and Juliet's fate and responsibility the our life is effected by outside events, family situations, and cultural, political, and social trends, but also, our own decisions and actions.
- The senselessness of violence and need for students to reach across

ESSENTIAL QUESTIONS:

- What defines a quality relationship?
- How does communication affect relationships?
- What role does conflict play in relationships?
- How do we know when a relationship is healthy or harmful?
- How are people changed by their relationships with others?
- How does language change depending on our audience?
- What effect does technology have on communication?
- How do we learn about the world through adult guidance?
- How do we learn to make sense of adults' strengths and contradictions?
- How do we balance being true to ourselves as well as responsibility to others'?
- Expectations? How do the choices characters make shape their identities?
- How does literature contribute to an understanding of self and others?

<p>what the text says explicitly as well as inferences drawn from the text. RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>dividing lines, embracing those who are different from themselves</p>	
Acquisition		
<p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>Writing</p> <p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1&3 above.)</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1&3 up to and including grades 9-10 on page 54.)</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products,</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to analyze the techniques and conventions of drama. • How to recognize literary features including character, plot development, theme, and setting. • How to question characters' motivations and make inferences about character. • How to compare and contrast characters, conflicts, and events in the play. • How to recognize and describe patterns and relationships in the play. • How to validate understanding through textual references supporting multiple interpretations. • How to apply strategies for determining meaning of vocabulary in context. • How to explain personal/world connections to themes in literature. • How to evaluate literary effectiveness. • How to analyze research to make interdisciplinary connections using written, auditory, and visually based media. • How to evaluate validity of sources to authenticate research. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identify the thematic topics of Romeo and Juliet such as the nature of love, love and sacrifice, actions and consequences, fate and free will, violence- is it ever justified, feuds, marriage, parental authority vs. individual freedom, and rebellion. • Identify the themes of Romeo and Juliet in other works and in their own lives. • Give an account of the characters and basic plot of Romeo and Juliet. • Compare/contrast the similarities between Romeo and Juliet and at least one of the works inspired by it. • critically evaluate how the play/characters are portrayed in mass media and connect mass media (music) to the play • Interpret and translate main ideas, events, or themes from a variety of media and in the Romeo and Juliet text to a modern translation • Connect how characters actions/inactions affect the plot and other characters • Develop imaginative/creative responses to share ideas (through assignments and final project) • work collaboratively as a community of learners through activities, discussion, reading, and final project

taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)

<p>Language</p> <p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9&10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>PERFORMANCE TASKS</p>	<p>CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):</p> <p>Description of Assignment: Romeo and Juliet Character Fever Chart</p> <p>Students will work on a fever chart on their own, with a partner, or with two partners. Each group will have a different relationship to track. They will gather passages from the play that indicate the quality of the relationship between the two characters throughout the play. After completing the play they will create a visual representation (fever chart) that shows the ups and downs in the quality of the relationship between the two of them. They must be sure that you can justify the placement of any passage if asked to do so.</p> <p>Requirements:</p> <p>-The final draft of fever chart must be displayed on a 22" by 28" poster board (this is the standard size you can buy at any store)</p>

	<p>-Must have a rough draft approved by teacher before the final draft</p> <p>-Final draft should be neat, organized and legible</p> <p>-Warrant the tracking – Students will orally warrant their work in their presentation, but it must be written for full credit (notecards, on the back of the chart).</p> <p>-Students will place the “scale” of a quality relationship on the Y-axis</p> <p>-Students will place passages (direct quotes) from the play on the X-axis</p> <p>-Minimum # of Passages:</p> <ul style="list-style-type: none"> --10 if they work alone --10 if they work with one other person (pair) --20 if they work with two other people (group of 3) <p>-Place passages in order as they appear in the play so as to show the progression of the relationship in the play.</p> <p>When all of this is done, groups will present to the class.</p>
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - Discussion - Essay: What make a quality relationship? - Quizzes and Tests - Journals - Socratic Circles - Acting out play - Readings
<p>CLAIMS</p>	<p><u>CLAIM 1</u> <u>CLAIM 2</u> <u>CLAIM 3</u> <u>CLAIM 4</u></p>
<p>DEPTH OF KNOWLEDGE LEVELS</p>	<p><u>DOK 1</u> <u>DOK2</u> <u>DOK 3</u> <u>DOK4</u></p>
<p>ACHIEVEMENT LEVEL DESCRIPTORS</p>	<p><u>ALD 1</u> <u>ALD 2</u> <u>ALD 3</u> <u>ALD 4</u></p>
<p>Stage 3 – Learning Plan</p>	
<p><i>Summary of Key Learning Events and Instruction</i></p>	<ul style="list-style-type: none"> - Study will include a variety of textual forms <ul style="list-style-type: none"> o Numerous short stories from the text and outside sources as well. o Informational texts will be used to build background o There will also be film versions use in the study of some of these stories. - Terms to highlight, review and assess <ul style="list-style-type: none"> o Metaphor o Alliteration o Allusion o Aside o Couplet o Dialogue

	<ul style="list-style-type: none"> ○ Dramatic Foil ○ Dramatic Irony ○ Figurative Language ○ Iambic Pentameter ○ Monologue ○ Pentameter ○ Personification ○ Prologue ○ Soliloquy ○ Sonnet - Assessment <ul style="list-style-type: none"> ○ Content quizzes ○ Projects ○ Numerous formative assessments ○ Writing assignments: expository and literary analysis ○ Discussion - Final Assessment: Fever Chart (<i>See Performance Task Above</i>)
Materials/Resources	<p><i>Romeo and Juliet, The Chaser, various informational texts, videos, Other selections from the text book are appropriate as well. This is an exhaustive list that teachers may add to as they see fit.</i></p>

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