

BCS Literacy Vision

Grade 9**Unit Overview**

In this unit, students will read many examples of star-crossed romances and compare the concepts of free will to the concept of fate.

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a work of literary criticism in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Essential Questions:

- *Do we determine our own destinies?*

Anchor Text(s)

- Drama: *The Tragedy of Romeo and Juliet*, William Shakespeare (NP)
- Short Story: “Pyramus and Thisbe, Ovid” retold by Edith Hamilton (870L)

Related Texts**Informational Texts**

- Launch Text: “Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding” (950L)
- Literature and Culture: **Historical Context, The Tragedy of Romeo and Juliet**
- Literary Criticism: “Romeo and Juliet is a Terrible Play, and David Leveaux Can’t Change That” Alyssa Rosenberg (1310L)
- Literary Criticism: “In Defense of Romeo and Juliet: It’s Not Childish, It’s “About” Childishness” Noah Berlatsky (1100L)
- Journalism: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet” Gordana Sandic-Hadzihasanovic (1000L)
- Nonfiction: “What’s the Rush?: Young Brains Cause Doomed Love”, Lexi Tucker (1100)
- News Article: “If Romeo and Juliet Had Cell Phones” Misty Harris (1450L)

Literary Texts

- Myth: *Popocatepetl and Ixtlaccihuatl*, Juliet Piggott Wood (1190L)
- Poetry: *Annabel Lee*, Edgar Allan Poe (NP)
- Graphic Novel: from *William Shakespeare’s Romeo and Juliet*, artwork by Eli Neugenboren (NP)

Nonprint Texts

- Media, Newscast: “Tragic Romeo and Juliet Offers Bosnia Hope”, Nic Robertsonumas

End-of-Unit Assessment:**Part 1: Writing to Sources: Argument**

Students will write a literary criticism to answer this question: Should the opinions of other affect our own choices or destinies?

Part 2: Speaking & Listening: Multimedia Presentation

Students use their essay as a foundation for a three- to five-minute presentation.

Week 1	
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Day 1	Instructional Plan
<p>Text(s):</p> <p>“Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?”</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Watch the unit goals video. ○ Read “<i>Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?</i>” and identify the writer’s position and evidence to support it. ○ Add new words to their Word Network as they read texts in the unit. ○ Write a summary of the Launch Text. ○ Participate in an activity related to the unit theme. ○ Write a response to the QuickWrite prompt: Should the opinions of others affect our own choices or destinies? ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 2	Instructional Plan
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic.
Day 3	Instructional Plan
<p>Text(s):</p> <p>Literature and Culture Historical Context: “The Tragedy of Romeo and Juliet”</p>	<p><u>Student Learning Target:</u> 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Analyze the key events and characteristics of the time period that led to the Renaissance. ○ Read about the Renaissance in England and the Elizabethan World. ○ Explore acting and theater during the Middle Ages. ○ Read a short biography about William Shakespeare. ○ Close read the excerpt by annotating, questioning, and concluding.

Day 4	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act I</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read. ○ Respond: Complete Comprehension check and writing a brief summary of the selection. ○ Complete comprehension questions. ○ Answer First Read Extension Questions ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 5	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act I</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning. 9-10.W.PDW.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 Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: mutiny; transgression; heretics. ○ Complete activities related to the Latin Prefix <i>trans-</i>. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities to analyze dialogue. ○ Complete activities locating and marking oxymorons. ○ Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Week 2	
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Day 6	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act II</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read. ○ Respond: Complete Comprehension check and writing a brief summary of the selection. ○ Complete comprehension questions. ○ Answer First Read Extension Questions ○ Research one unfamiliar detail from the text. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence
Day 7	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act II</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: cunning; counterfeit; confidence. ○ Complete activities related to the Latin Prefix: <i>counter-</i>. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities to mark stressed syllables in lines of the poem. ○ Present an interpretation of a scene. ○ Students add notes and evidence that will be used to inform the Performance-Based Assessment.

Day 8	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act III</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read. ○ Respond: Complete Comprehension check and writing a brief summary of the selection. ○ Complete comprehension questions. ○ Answer First Read Extension Questions ○ Research one unfamiliar detail from the text. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 9	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act III</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: exile; banishment; pardon. ○ Complete activities related to the Latin Prefix: ex-. ○ Add new words to their Word Network as they read texts in the unit. ○ Students complete activities to analyze Mercutio's dialogue. ○ Students write a dual character study. ○ Students add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 10	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act IV</i> William Shakespeare</p>	<p><u>Student Learning Targets:</u> 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p>

	<ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read. ○ Respond: Complete Comprehension check and writing a brief summary of the selection. ○ Complete comprehension questions. ○ Answer First Read Extension Questions ○ Research one unfamiliar detail from the text. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Students complete activities related to the Concept Vocabulary words: lamentable; distressed; melancholy ○ Students complete activities related to the Latin Root: <i>-stress-</i>. ○ Students identify examples of comic relief. ○ Complete activities to analyze Mercutio's dialogue. ○ Students hold a classroom debate to resolve the question: Is Juliet's drinking of the potion a brave act or a foolish act? ○ Students add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Take the selection test: The Tragedy of Romeo and Juliet, Act IV
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Week 3

Day 11	Instructional Plan
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<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act V</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning informal or formal tone. 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise. 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read. ○ Respond: Complete Comprehension check and writing a brief summary of the selection. ○ Complete comprehension questions. ○ Answer First Read Extension Questions ○ Research one unfamiliar detail from the text. ○ Research whether the Montagues and Capulets were real families. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Identify elements that contribute to the play's tragic ending.
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Day 12	Instructional Plan
<p>Text(s):</p> <p><i>The Tragedy of Romeo and Juliet, Act V</i> William Shakespeare</p>	<p><u>Student Learning Target:</u> 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media. 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: desperate; meager; misery; penury. ○ Students examine words that relate to the same word family. ○ Add new words to their Word Network as they read texts in the unit. ○ Complete activities recognizing parallel words or phrases. ○ Write a persuasive letter to fellow students. ○ Present a performance review of a section of the production listened to. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 13	Instructional Plan
<p>Text(s):</p> <p><i>Pyramus and Thisbe, Ovid</i> retold by Edith Hamilton</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations. 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do. ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read.

	<ul style="list-style-type: none"> ○ Respond: Complete Comprehension check and writing a brief summary of the selection. ○ Complete comprehension questions. ○ Answer First Read Extension Questions ○ Research one unfamiliar detail from the text. ○ Research other plays or stories inspired by Pyramus and Thisbe. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: forbidden; steal; tryst. ○ Find multiple-meaning words in the text. ○ Identify examples of comic relief. ○ Write an essay examining the presentation of the archetypal theme of ill-fated love. ○ Students add notes and evidence that will be used to inform the Performance-Based Assessment.
<p>Day 14</p>	<p>Instructional Plan</p>
<p>Text(s):</p>	<p><u>Student Learning Target:</u> 9-10.L.KL.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. 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 9-10.W.TTP.1.a Introduce precise claim(s). 9-10.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 9-10.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented. 9-10.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic. 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Begin the performance task. ○ Write a literary criticism in response to whether destiny or personal choices have a greater impact on a character. ○ PreWriting/Planning: Focus their research and evaluate sources. ○ Drafting: Organize and write a first draft.
<p>Day 15</p>	<p>Instructional Plan</p>
<p>Text(s):</p>	<p><u>Student Learning Targets:</u> 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>

	<p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>9-10.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>9-10.W.TTP.1.c Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>9-10.W.TTP.1.d Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>9-10.W.TTP.1.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <ul style="list-style-type: none"> ○ Students will: <ul style="list-style-type: none"> ○ Using Quotations: Revisit passages they would like to include in their essays. ○ Revising: Evaluate and revise draft utilizing peer reviews. ○ Editing and Proofreading: Edit for conventions and proofread for accuracies. ○ Publishing and Presenting: Create a final version of their essay and share in small groups. ○ Reflecting: Reflect on their informative essays.
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Week 4

Day 16	Instructional Plan
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<p>Text(s):</p> <p>Literary Criticism: “Romeo and Juliet is a Terrible Play, and David Leveaux Can’t Change That” Alyssa Rosenberg</p> <p>Literary Criticism: “In Defense of Romeo and Juliet: It’s Not Childish, It’s “About” Childishness” Noah Berlatsky</p> <p>Journalism: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet” Gordana Sandic-Hadzihasanovic</p> <p>Media, Newscast: “Tragic Romeo and Juliet Offers Bosnia Hope”, Nic Robertsonumas</p>	<p><u>Student Learning Targets:</u></p> <ul style="list-style-type: none"> ● 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. ● Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Make a schedule with group for completing tasks. ○ Choose specific roles for each member.
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Day 17	Instructional Plan
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<p>Text(s):</p>	<p><u>Student Learning Targets:</u></p> <p>9-10.L.VAU.4.a Use context as a clue to the meaning of a word or a phrase.</p> <p>9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p>
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<p>Literary Criticism: ‘Romeo and Juliet is a Terrible Play, and David Leveaux Can’t Change That’ Alyssa Rosenberg</p>	<ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: The general ideas of the text. What is it about? Who is involved? ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check by writing a brief summary of the selection.
<p>Day 18</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>Literary Criticism: ‘Romeo and Juliet is a Terrible Play, and David Leveaux Can’t Change That’ Alyssa Rosenberg</p>	<p><u>Student Learning Target:</u> 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Complete comprehension questions. ○ Research an interesting topic and formulate a research question.
<p>Day 19</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>Literary Criticism: ‘Romeo and Juliet is a Terrible Play, and David Leveaux Can’t Change That’ Alyssa Rosenberg</p>	<p><u>Student Learning Target:</u> 9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Complete activities related to the Concept Vocabulary words: intrigued; credulity; indignation. ○ Students complete activities related to the Latin Root: <i>-cred-</i>. ○ Students add new words to their Word Network as they read texts in the unit.
<p>Day 20</p>	<p>Instructional Plan</p>
<p>Text(s):</p> <p>Literary Criticism: ‘In Defense of Romeo and Juliet: It’s Not Childish, It’s “About” Childishness’ Noah Berlatsky</p>	<p><u>Student Learning Target:</u> 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Gather information about the arguments the two articles present.

Week 5	
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Day 21	Instructional Plan
<p>Text(s):</p> <p>Literary Criticism: “In Defense of Romeo and Juliet: It’s Not Childish, It’s “About” Childishness” Noah Berlatsky</p>	<p><u>Student Learning Target:</u></p> <p>9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.</p> <p>9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>9-10.W.TTP.2 .c Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Identify the transitions in each passage.
Day 22	Instructional Plan
<p>Text(s):</p> <p>Literary Criticism: “In Defense of Romeo and Juliet: It’s Not Childish, It’s “About” Childishness” Noah Berlatsky</p>	<p><u>Student Learning Target:</u></p> <p>9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p> <p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <p>9-10.W.TTP.1.a Introduce precise claim(s).</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Write their own criticisms about creative works. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Take the Selection Test: Romeo and Juliet Is a Terrible Play, and David Leveaux Can’t Change That/In Defense of Romeo and Juliet: It’s Not Childish, *About* Childishness
Day 23	Instructional Plan
<p>Text(s):</p> <p>Journalism: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet” Gordana Sandic-Hadzihasanovic</p>	<p><u>Student Learning Target:</u></p> <p>9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice: The general ideas of the text. What is it about? Who is involved? ○ Annotate: Mark vocabulary and key passages to revisit. ○ Connect: Ideas within selection to what you already know and have read ○ Respond: Complete Comprehension check by writing a brief summary of the selection. ○ Complete comprehension questions.

	<ul style="list-style-type: none"> ○ Answer first read Extension Questions. ○ Choose something interesting from the text and formulate a research question. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence.
Day 24	Instructional Plan
<p>Text(s):</p> <p>Journalism: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet” Gordana Sandic-Hadzihanovic</p>	<p><u>Student Learning Targets:</u></p> <p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.L.VAU.4.b Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>9-10.L.VAU.4.d Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>9-10.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Complete activities related to the Concept Vocabulary words: besieged; surrounding; intervened. ○ Students complete activities related to the Latin Prefix: <i>inter</i> -. ○ Add new words to their Word Network as they read texts in the unit. ○ Analyze various elements of a feature article. ○ Practice revising sentences to strengthen writing. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 25	Instructional Plan
<p>Text(s):</p> <p>Media, Newscast: “Tragic Romeo and Juliet Offers Bosnia Hope”, Nic Robertsonumas</p>	<p><u>Student Learning Targets:</u></p> <p>9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.</p> <p>9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Watch: Who speaks, what they say, and how they say it. ○ Note: Elements that you find interesting and want to revisit. ○ Connect: Ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen. ○ Respond: Complete Comprehension check ○ Complete comprehension questions. ○ Watch the video again and write down new observations. ○ Respond to questions about the video.

	<ul style="list-style-type: none"> ○ Complete activities related to the media Vocabulary words: human interest Story; establishing shot; reporter stand-ups; montage. ○ Write a compare and contrast essays about journalism. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
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Week 6	
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Day 26	Instructional Plan
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Text(s):	<p><u>Student Learning Target:</u> 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Develop a presentation that addresses the question: What is compelling about stories in which people face a tragic destiny? ○ Plan with your group: Students will analyze the text, gather evidence and media examples, and organize ideas. ○ Rehearse with your group: Students practice the podcast, fine-tune the content and improve use of media. ○ Present and evaluate: Students present as a group and use checklist items to evaluate.
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Day 27	Instructional Plan
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Text(s):	<p><u>Student Learning Target:</u> 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> ● Students will: <ul style="list-style-type: none"> ○ Preview the selections in the unit and discuss how they relate to the EQ and unit topic. ○ Select and read a story from selections available online: <ul style="list-style-type: none"> ▪ <i>Popocatepetl and Ixtlaccihuatl</i>, Juliet Piggott Wood ▪ <i>Annabel Lee</i>, Edgar Allan Poe ▪ <i>What's the Rush?: Young Brains Cause Doomed Love</i>, Lexi Tucker ▪ <i>from William Shakespeare's Romeo and Juliet</i>, artwork by Eli Neugenboren ▪ <i>If Romeo and Juliet Had Cell Phones</i>, Misty Harris
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Day 28	Instructional Plan
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Text(s):	<p><u>Student Learning Target:</u> 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9- 10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p>
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	<p>9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Notice, Annotate, Connect, and Respond as they read the selection the first time. ○ Review the Close Read Model and complete the close read sections in the selection. ○ Respond to questions about the text, citing textual evidence. ○ Write about a paragraph that grabbed their interest. ○ Share what they learned from independent learning with a group and reflect on how it adds to their understanding of American identity. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment.
Day 29	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 9-10.W.TTP.1.a Introduce precise claim(s). 9-10.W.TTP.1.b Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Review Evidence for an Argument: Evaluate the strength of their evidence. ○ Add notes and evidence that will be used to inform the Performance-Based Assessment. ○ Write an argument in the form of a literary criticism that addresses the question of whether the opinions of others should affect their own choices. ○ Use the rubric to guide their revisions.
Day 30	Instructional Plan
Text(s):	<p><u>Student Learning Target:</u> 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> ○ Plan and present a brief three- to five-minute multimedia presentation. ○ Reflect on Unit goals, learning strategies, and the text. ○ Take the UNIT test.