Grade 9 - Unit 5 - Romeo and Juliet & The Teenage Brain/Book Clubs

Unit Focus

Students explore how patterns and contrasts in language (diction, imagery, and figurative language) reveal central ideas in texts and develop various motifs (light vs. dark, dreams vs. reality, high vs. low, etc.) in Romeo and Juliet. Laying the foundation for allegories which can be found in Shakespeare's writing, students examine the extent to which characters' reactions to conflict and opposition dictate the outcomes of a situation and learn about the science and psychology behind the way teenagers think about choice, conflict, and consequence. Students apply this knowledge of psychology to evaluate characters in Romeo and Juliet, in their books clubs, and their own lives.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer
Common Core *English Language Arts: 9-10* - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *CCSS.ELA-LITERACY.RL.9-10.1* - 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. *CCSS.ELA-LITERACY.RL.9-10.2* - 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. *CCSS.ELA-LITERACY.RL.9-10.3* - 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. *CCSS.ELA-LITERACY.RL.9-10.4* - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. *CCSS.ELA-LITERACY.RL.9-10.5* - 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., Auden's Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). *CCSS.ELA-LITERACY.RL.9-10.7* - 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). *CCSS.ELA-LITERACY.RL.9-10.9* - 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. *CCSS.ELA-LITERACY.RL.9-10.10* - Come to discussions prepared, having read and researched material under study; explicitly draw on	**T1** Use strategies to comprehend increasingly complex texts. **T2** Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. **T3** Compare and contrast informational and literary texts to synthesize information to grow and change a position.

Meaning

Understanding(s)	Essential Question(s)
U1 Readers and writers develop new conclusions about character behavior through researching the teenage brain. **U2** Readers monitor their comprehension and use strategies when meaning breaks down **U3** Readers and writers come to discussions prepared with text evidence to support their ideas or point of view. **U4** Readers and writers gather evidence during discussions in order to prepare for future discussion and follow up writing. **U5** Readers recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony)	**Q1** How do authors use characters to teach readers about real people and problems? **Q2** How do readers tackle complex text? **Q3** How do readers and writers collaborate to come to a new understanding or position about a topic? **Q4** How do the techniques/craft moves authors use impact the meaning of the text?

Stage 1: Desired Results - Key Understandings

that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. *CCSS.ELA-LITERACY.SL.9-10.1.A*

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. *CCSS.ELA-LITERACY.SL.9-10.1.B*
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. *CCSS.ELA-LITERACY.SL.9-10.1.C*
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. *CCSS.ELA-LITERACY.SL.9-10.1.D*
- 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. *CCSS.ELA-LITERACY.SL.9-10.4*
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. *CCSS.ELA-LITERACY.L.9-10.1.B*
- Spell correctly. *CCSS.ELA-LITERACY.L.9-10.2.C*
- Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. *CCSS.ELA-LITERACY.L.9-10.3.A*
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. *CCSS.ELA-LITERACY.L.9-10.4.A*
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). *CCSS.ELA-LITERACY.L.9-10.4.B*
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. *CCSS.ELA-LITERACY.L.9-10.4.C*
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). *CCSS.ELA-LITERACY.L.9-10.4.D*
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. *CCSS.ELA-LITERACY.L.9-10.5.A*
- Analyze nuances in the meaning of words with similar denotations. *CCSS.ELA-LITERACY.L.9-10.5.B*

Student Growth and Development 21st Century Capacities Matrix
Critical Thinking
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*
- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
K1 Vocabulary: prologue, motif, foreshadow, symbol, figurative language, sonnet, iambic pentameter **K2** A sonnet is a poem of fourteen lines using any number of formal rhyme schemes. The English type typically has ten syllables per line. **K3** Iambic pentameter is a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable. **K4** A prologue is an opening to a story that establishes context and gives background information.	**S1** understanding the structure of a sonnet. **S2** recognizing how characters are defined by the decisions they make. **S3** analyzing theme and foreshadowing. **S4** identifying metaphorical language.