

**The following CCSS's are embedded throughout the trimester, present in all units applicable:**

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

**RI.9-10.10** By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**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

**S.L.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 page 54 for specific expectations.)

**L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely-related independent clauses; b) use a colon to introduce a list or quotation; c) spell correctly.

**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.

**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.

Unit/ Essential Question	CCSS	Learning Target	Resources/ Mentor Texts	Assessment
Shakespeare Unit: Sonnets, <i>Romeo and Juliet</i>  How may personal decisions affect your family and	<p><b>RL.9-10.4</b> 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).</p> <p><b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p>	<p><b>RL.9-10.4:</b> I can identify the structure and rhyme scheme of a sonnet. I can define and identify various forms of figurative language. I can analyze why authors choose specific words to evoke a particular meaning or tone. I can analyze how specific word choices build upon one another to create a cumulative (collective) impact on the overall</p>	<p>Globe Theater notes, Figurative language notes, Iambic Pentameter notes, Characteristics of a sonnet notes,  Sonnet 130, Sonnet 18, Sonnet 60</p>	<p>reading logs, daily written responses to the literature, reader response, English journal entries, sonnet dramatic reading, sonnet interpretation project , analyze balcony scene for figurative language, compare/contrast movie versions to the play through notes and essay, class discussion, study questions,</p>

<p>community?</p> <p>Shakespeare Unit: Sonnets and <i>Romeo And Juliet</i></p> <p>How may personal decisions affect your family and community?</p>	<p><b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work <b>RL.9-10.3:</b> 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.</p> <p><b>RL.9-10.2:</b> 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.</p> <p><b>RI.9-10.3:</b> 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><b>SL.9-10.2:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><b>L.9-10.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.9-10.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L.9-10.5</b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>W.9-10.7</b>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</p>	<p>meaning and tone of text.</p> <p><b>RL.9-10.7</b> I can identify a subject or a key scene that is portrayed in two different artistic mediums. I can determine what is emphasized or absent in each artistic medium. I can analyze the impact of a particular subject or key scene from another artistic medium.</p> <p><b>RL.9-10.9</b> I can identify source material from one another from one author found in the work of another. I can analyze how authors interpret and transform themes, events, topics, etc. from source material can critique various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</p> <p><b>RL.9-10.3:</b> I can identify and explain the role of complex characters in a text. I can analyze how complex characters develop over the course of a text. I can analyze how characters develop through their interactions with others. I can analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.</p> <p><b>RI.9-10.3:</b> I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p><b>SL.9-10.2:</b> I can identify various purposes for presenting information to a reader or audience. I can analyze the information presented in diverse media and formats and integrate the</p>	<p><i>Romeo and Juliet</i> (play)</p> <p>Baz Luhrmann’s <i>Romeo + Juliet</i> (movie 1996), Franco Zeffirelli’s <i>Romeo and Juliet</i> (movie 1968)</p> <p>“Pyramus and Thisbe” (from <i>Metamorphoses</i> by Ovid)</p> <p>Article of the Week for each week of unit</p>	<p>summaries, pre-reading research, Venn diagrams, quote identification and analysis, timeline of events</p> <p>Inquiry Project: Answer thematic question of <i>Romeo and Juliet</i> through independent presentation of research on current events. Organize research into Prezi or PowerPoint, cite, and present to the class.</p> <p>Shakespeare’s background/sonnets quiz</p> <p><i>Romeo and Juliet</i> act quizzes</p> <p><i>Romeo and Juliet</i> test involving interpretation and analysis</p>
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<p>Shakespeare Unit: Sonnets and <i>Romeo And Juliet</i></p> <p>How may personal decisions affect your family and community?</p>	<p>multiple sources on the subject, demonstrating understanding of the subject under investigation. <b>W.9-10.8</b> 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.</p>	<p>information to gain an overall understanding of the topic presented. I can evaluate the credibility and accuracy of various presentations. <b>L.9-10.1:</b> I can define and identify parallel structures. I can recognize when I have not used parallel structure in my writing. I can use parallel structure correctly in my writing. I can define and identify various types of phrases and clauses. I can use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations. <b>L.9-10.4:</b> I can infer the meaning of unknown words using context clues. I can recognize and define common affixes and roots. I can break down unknown words into units of meaning to infer the definition of the unknown word. I can use patterns of word changes to determine a word's meaning or part of speech, and/or its etymology by consulting general and specialized reference materials <b>L.9-10.5</b> I can define and identify various forms of figurative language: simile, metaphor, oxymoron, juxtaposition, allusion, personification <b>W.9-10.8</b> I can select a topic and identify and gather relevant information to share with my audience <b>W.9-10.8I</b> can choose a side of the argument and identify claims that support my choice and claims that oppose my choice. I can determine the credibility of a source and the accuracy of the details presented in the source. I can define common organizational/formatting structures and determine the</p>		
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<p>Shakespeare Unit: Sonnets and <i>Romeo And Juliet</i></p> <p>How may personal decisions affect your family and community?</p>		<p>structure(s) that will allow me to organize my complex ideas best.</p>		
<p><b>Unit/ Essential Question</b></p>	<p><b>CCSS</b></p>	<p><b>Learning Target</b></p>	<p><b>Resources/ Mentor Texts</b></p>	<p><b>Assessment</b></p>