	Language and Literature 9				
Unit title	Star Crossed Romances	**MYP year**	*4*	**Unit duration (hrs)**	*11 weeks*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards Unit Learning Targets:

Interpreting

ELAGSE9-10RL2: Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text.

LAGSE9-10RL9: 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).

Constructing

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELAGSE9-10W7: 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.

ELAGSE9-10SL4: 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.

Support Standards Unit Learning Targets:

ELAGSE9-10RL3: 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.

ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
Connections **Connections** are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.	**Theme** One's understanding/perspective of the world affects the choices one makes.	**Personal and Cultural Expression** Students will explore social constructions of reality; philosophies and ways of life; belief systems; rituals and play

Statement of Inquiry

Authors develop themes in order to explore transformation, progress conflict, and explore philosophies and ways of life in time, texts and cultures.

Inquiry questions

Factual—

How are conflict, protagonist and antagonist and connected?

How is a theme defined and what are the contributing elements?

Conceptual—

How do author's explore connections across time, text, and culture through characters and conflict?

How might conflicts connect to social norms of everyday life?

Why do we become attached to stories and characters, and how is this represented in archetypes?

Debatable-

Why are certain types of stories and lessons repeated throughout time, text and cultures?

How might belief systems affect interpretations of texts?

MYP Objectives	Assessment Tasks	
*What specific MYP **objectives** will be addressed during this unit?*	***Relationship** between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*

Criterion A: Analyzing
 	
i.   analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts
 	
ii.   analyze the effects of the creator's choices on an audience
 	
iii.   justify opinions and ideas, using examples, explanations and terminology
 	
iv.   evaluate similarities and differences by connecting features across and within genres and texts.
 	
Criterion B: Organizing
 	
i.   employ organizational structures that serve the context and intention
 	
ii.   organize opinions and ideas in a sustained, coherent and logical manner
 	
iii.   use referencing and formatting tools to create a presentation style suitable to the context and intention.
 	
Criterion C: Producing Text
 	
i.   produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
	All Summative Assessments reflect the struggle between the relevance of themes once considered universal, and if they truly are still existing across time, space, and culture.	**Formative Assessment(s):**
		
		1. **Selection Tests over Acts 1 & 2**
		    a. Curated Question for **OL**
		    b. Full Assessment for **Honors**
		    c. Unit 1; Separated in bi-weekly quizzes **(Support)**
		2. **Selection Test Pyramus and Thisbe (Honors)**
		3. **Foil Evaluation:** Construct a dual character study (one pager) in which you show how two characters in a text (drama) provide strong contrasts for one another (**foil**). Consider the following character sets:
		    ● Romeo/Tybalt
		    ● Mercutio/Benvolio
		4. **Literary Criticism - Selection Test** Practice: Romeo and Juliet Is a Terrible Play and David Leveaux Can't Change That/ In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness
		    ● (scored, not graded
		    ● cold read, as practice for Unit Test and Performance Task
		    ● OL and Honors
		5. **What's the Rush? Young Brains Cause Doomed Love" (Article/Criticism) - Selection Test**
		    ● scored and graded
		    ● OL and Honors
		6. **Comparison and Contrast of Main Characters** (Romeo and Juliet & West Side Story) - Venn Diagram
		    a. On-Level
		    b. Honors - Romeo and Juliet, Pyramus and Thisbe, Tony and Maria
		7. **Constructed Response** on Thematic Exploration(s) (1-2)

ii.   make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
 	
iii.   select relevant details and examples to develop ideas.
 	
Criterion D: Using Language
 	
i.   use appropriate and varied vocabulary, sentence structures and forms of expression
 	
ii.   write and speak in a register and style that serve the context and intention
 	
iii.   use correct grammar, syntax and punctuation
 	
iv.   spell and pronounce with accuracy
		Summative Assessment(s):
		
		1. **Selection Test over Acts 3-5**
		  a. **Honors -** Full Assessment
		  b. **OL** - Curated Questions
		  c. **Support -** Separated in bi-weekly quizzes for Acts 3 and 5
		2. **Selection Test - "If Romeo and Juliet had Cell Phones"**
		  a. Scored and graded
		  b. OL and Honors
		3. **Constructed Response on Thematic Exploration**
		4. **RAFT - Evaluating West Side Story as an adaptation of *Romeo and Juliet*** (On-Level & Honors)
		  a. You are a film critic creating a video for your Youtube Channel. After watching West Side Story, you will compose a review analyzing how the film adapts the story of Romeo and Juliet into a modern context.
		  b. Your review should assess the film's strengths and weaknesses in conveying the themes, characters, and emotional impact of the original play.
		5. **Performance Assessment: Dramaturgy Project:** *Romeo and Juliet* or *West Side Story* (On-Level)
		  a. Students will analyze either Romeo and Juliet or West Side Story through the lens of a dramaturg and propose a creative vision for a production.
		  b. This project will encourage students to explore themes, characters, historical/cultural context, and artistic elements. Students will present their findings and production ideas to the class through a multimedia presentation.
		6. **Performance Assessment: Cultural Adaptation Project:** Pyramus and Thisbe (Honors)
		  a. Students will analyze Pyramus and Thisbe through the lens of a different time/space or culture, and create a five-minute drama to act out in front of class or pre-record.

| | | b. This project will encourage students to explore themes, characters, historical/cultural contexts from other cultures and adapt the story of *Pyramus and Thisbe* to be culturally relevant text for the culture and time given.
7. **Performance Assessment: Drama Project** (Literary Criticism) (ESOL/Support)
    a. Based on the story Romeo and Juliet, do you think destiny/fate is a real thing? Or do we make our own choices for our lives?
    b. Students will provide evidence from Acts 1, 3, and 5. |
| **Approaches to learning (ATL)** | | |

List Category: **Self-Management**

Cluster: Organization

Skill Indicator: Plan short- and long-term assignments; meet deadlines

	Learning Experiences	
	Add additional rows below as needed.	
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**

CLE #1 Analyzing a Literary Criticism as an Argument
● Unpacking of Standards
● Analyzing an Exemplar Text
● Grammar, Language, Vocabulary
● Historical Context
	1. Teachers will facilitate review or the Argumentative Writing standard to students, and facilitate the unpacking of standards by separating content from skills using nouns and verbs.
	2. Teachers will provide mini-lesson on Literary **Criticism** as an argument.
	3. Evaluate the Launch Text as an example of Literary Criticism by identifying elements of the argument standard.
	4. Conventions Mini Lessons on parallelism (all levels) and absolute phrases (Honors)
	5. Language Mini Lessons
	    a. Honors: Latin prefixes (inter-, -trans-, counter-, ex-); Latin Roots (-*cred*-, -*stress*-)
	    b. On-Level: Latin prefixes (-trans-, counter-, ex) ; Latin root words (-stress-,)
	    c. Support:: Latin prefixes (trans-, ex-)
	6. Vocabulary Mini-lessons
	    a. Tier 1 Vocabulary (general): desperate, meager, penury, misery, excel, lamentable, distressed, melancholy, exile, banishment, pardon, cunning, counterfeit, confidence, mutiny, transgression, heretics; forbidden, steal, tryst (Honors)
	    b. Tier 2 Vocabulary (academic): argument, claim, counterclaim
	    c. Tier 3 Vocabulary (specialized): oxymoron, blank verse, iambic pentameter, monologue, soliloquy, aside, dialogue, comic relief, puns, tragedy, tragic flaw, tragic character (hero), theme, literary criticism
		ESOL Vocabulary: mutiny, transgression, heretics, desperate, meager, penury, misery, exile, banishment, pardon

CLE #2 Characterization / Textual Evidence
● Academic Vocabulary
    ○ Indirect/ Direct Character
    ○ Round Character
    ○ Flat Character
    ○ Dynamic Characters
    ○ Motivation
    ○ Conflicting Motivation
	1. The teachers will gauge students' prior knowledge of Characterization and Textual Evidence.
	2. Teachers will provide multiple mini-lessons on characterization and identifying textual evidence, using anchor text for exemplars.
	3. Teachers will characterize and identify textual evidence using anchor text.
	4. The students will attempt to identify characterization and textual evidence in a text. The Teacher will provide feedback as the students are working.
	5. Students will analyze and examine an anchor text to identify characterization and support it with textual evidence.
	6. Students will display the ability to analyze information using Selection Tests for all Acts of anchor text(s).
		Visual Anchor Charts
		Graphic Organizers
		Model texts for genres of writing
		Chunking text
		Guided Reading and Viewing Questions
		Highlighting
		Differentiated texts by Lexile level
		Read-Aloud/Think-Aloud (Teacher Modeling)
		Collaborative Research and Writing

| CLE #3 Theme Development /Argument Writing
• Academic Vocabulary
   ○ Motivation
   ○ Conflicting Motivation | 1. The teachers will gauge students' prior knowledge of character development and theme development.
2. Teachers will provide multiple mini-lessons on character development and theme development, using anchor text for exemplars.
3. Teachers will model analyzing character development while examining conflict(s) in order to advance the plot or develop the theme, using anchor text.
4. Teacher will facilitate students' recall of Argumentative writing from the previous unit.
5. Teacher will provide mini-lessons on argumentation traits throughout reading of anchor text.
6. Teachers will provide a lesson on the connection between argument and literary criticism.
7. During and after reading, students will determine which elements of the text produce evidence of any of the themes
8. Students will construct a claim around the decision of fate of personal choice having the greater impact upon the action of the play.
9. Students will develop a line of reasoning around their claim to develop a full argument in the form of a literary criticism. | Guided Reading and Viewing Questions

Model texts for genres of writing

Chunking text
Write-Aloud/Think-Aloud
Highlighting
Language frames for writing
Collaborative conversations
Peer Review |

Content Resources

Honors Resources	On-Level Resources	Support Resources
Launch Text *Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?* **Anchor Text(s)** *The Tragedy of Romeo and Juliet (*Drama*)* William Shakespeare *Pyramus and Thisbe* Ovid, retold by Edith Hamilton *West Side Story (1961)* Film **Supporting Texts** "Romeo and Juliet is a Terrible Play, and David Leveaux Can't Change That"	**Launch Text** *Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?* **Anchor Text(s)** *The Tragedy of Romeo and Juliet (*Drama*)* William Shakespeare *West Side Story (1961)* Film **Supporting Texts** "Romeo and Juliet is a Terrible Play, and David Leveaux Can't Change That" Alyssa Rosenberg "In Defense of Romeo and Juliet:It's Not Childish, It's About Childishness"	**Launch Text** *Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?* **Anchor Text(s)** *The Tragedy of Romeo and Juliet (*Drama*)* William Shakespeare • Accessible Leveled Text as support The Tragedy of Romeo and Juliet (Graphic Novel) No Fear Shakespeare: Romeo & Juliet "If Romeo and Juliet had Cellphones" Misty Harris

Alyssa Rosenberg "In Defense of Romeo and Juliet:It's Not Childish, It's About Childishness" Noah Berlatsky "What's the Rush? Young Brains Cause Doomed Love" Lexi Tucker "Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet" Gordana Sandić-Hadzˇ ihasanović	Noah Berlatsky "What's the Rush? Young Brains Cause Doomed Love" Lexi Tucker "Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet" Gordana Sandić-Hadzˇ ihasanović	