	Marietta City Schools				
	District Unit Planner				
	Everything on the unit planner must be included on the unit curriculum approval statement.				

	Literature and Composition I (On-Level & Honors)				
	See extensions in the Unit Planner for Honors				
Unit title	*Unit 4: Author, Audience, & Purpose in Intertextuality*	**MYP year**	*4*	**Unit duration (hrs)**	*30 Hours (8 weeks)*

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

Georgia English Language Arts Standards		
DOMAIN	**UNIT BIG IDEA (S)**	**UNIT FOCUS STANDARDS**
LANGUAGE	**Grammar Convention (GC)** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.	**STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts. **STANDARD 9-12.L.GC.2: Syntax** Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects.
	Vocabulary (V) Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skill sets (morphology), and determine or clarify the meanings of words and phrases	**STANDARD 9-12.L.V.1 General, Academic & Specialized Vocabulary:** Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. **STANDARD 9-12.L.V.2 Word Analysis:** Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes **STANDARD 9-12.L.V.3 Meaning & Purpose:** Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes.

TEXTS	**Context** Students investigate the relationships between authors, purposes, and audiences of texts, and analyze the influence of contextual factors.	**STANDARD 9-12.T.C.1 Purposes and Audiences:** Analyze the impact of purpose and audience on a wide variety of texts **STANDARD 9-12.T.C.2 Authors and Speakers:** Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
	Structures & Style (SS) Students analyze and use organizational structures and styles to shape ideas and information.	**STANDARD 9-12.T.SS.1 Organization:** Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. **STANDARD 9-12.T.SS.2 Craft:** Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.
	Techniques (T) Students evaluate and apply various techniques to comprehend and shape meaning.	**STANDARD 9-12.T.T.1: Narrative Techniques** Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.3: Argumentative Techniques** Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.2: Expository Techniques** Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.T.T.4: Poetic Techniques** Evaluate and apply poetic techniques to enhance
	Periods & Movements (PM) Students demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period **Research & Analysis (RA)** Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.	**STANDARD 9-12.PM.1: Periods and Movements** Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

PRACTICES	**Situating Texts (ST)**	**STANDARD K-12.P.ST. 1: Context**
	Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
	Author's Craft (AC)	**STANDARD K-12.P.AC.3: Text Design**
	Students apply knowledge of author's craft to enhance the interpretation and construction of texts.	Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.
	Collaboration & Presentation (CP)	**STANDARD K-12.P.CP.2:**
	Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.	Use presentation skills to tailor communication to target audiences for specific purposes.
MYP Criteria *(for applicable MYP Courses Grades 6-10)*	**A- Analyzing** ● provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts, ● perceptively analyses the effects of the creator's choices on an audience, ● gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology, ● perceptively compares and contrasts by making extensive connections in features across and within genres and texts. **B- Organizing** ● makes sophisticated use of organizational structures that serve the context and intention effectively, ● effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way ● makes excellent use of referencing and formatting tools to create an effective presentation style. **C- Producing Text** ● demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas, ● makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience, ● selects extensive relevant details and examples to develop ideas with precision. **D- Using Language** ● Effectively uses a range of appropriate vocabulary, sentence structures and forms of expression, ● Writes in a consistently appropriate style that serves the context and intention.	

	- Uses grammar, syntax, and punctuation with a high degree of accuracy; makes errors that are minor, and communication is effective - Spells/writes or pronounces with a high degree of accuracy; makes errors that are minor, and communication is effective

MCS Gifted Standards
(applicable to advanced content course level only)

MCS.Gifted.S4C. Establish a common goal utilizing strengths of each group member.

MCS.Gifted.S4D**.** Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

MCS.Gifted.S6E. Seek opportunities for self-growth through risk-taking, and curiosity in various situations.

MCS.Gifted.S6F. Seek opportunities to be productive and proactive in various situations.

Unit Vocabulary

Academic	Specialized	General
(frequently encountered terms in academic contexts derived from ELA standards)	*(Discipline-specific terms to ELA Content within the standards)*	*(critical terms taught from unit text (s) and concepts to aid in comprehension)*
analyze - examine in detail to understand components or structure	**tragedy** - a drama depicting the downfall of a protagonist	**star-crossed lovers** - lovers doomed by fate
evaluate - assess the quality, importance, or value of something	**soliloquy** - a speech revealing inner thoughts, spoken alone on stage	**fate vs. free will** - the tension between destiny and choice
interpret - explain the meaning of something	**aside** - a remark directed to the audience, unheard by other characters	**feuding** - prolonged mutual hostility
synthesize - combine elements to form a coherent whole	**monologue** - a long speech by one character	**vendetta** - a prolonged bitter quarrel or campaign against someone
compare/contrast - identify similarities and differences	**dialogue** - conversation between characters **stage directions** - instructions in the script for actors and crew	**prejudice** - preconceived opinion not based on reason or experience
justify - provide evidence or reasoning to support a claim	**dramatic irony** - when audience knows something characters don't	**discrimination** - unjust treatment based on group membership
infer - draw conclusions based on evidence and reasoning	**foil** - a character who contrasts with another to highlight qualities	**xenophobia** - fear or hatred of foreigners or strangers

perspective - a particular viewpoint or way of considering something	**chorus** - a group providing commentary on the action	**tribalism** - loyalty to one's social group above all else
context - circumstances that form the setting for an event or statement	**prologue** - an introductory section of a literary work	**forbidden love** - romantic relationship that violates social norms
	epilogue - a concluding section	
structure - the arrangement of and relations between parts	**act** - a major division of a play	**coming of age** - transition from youth to adulthood
	scene - a subdivision of an act	
function - the purpose or role something serves	**catharsis** - emotional release experienced by the audience	**impulsivity** - acting without forethought
convention - a widely accepted practice or rule	**iambic pentameter** - a line of verse with five metrical feet, each consisting of one unstressed syllable followed by one stressed syllable	**generational conflict** - disagreement between younger and older generations
technique - a way of carrying out a particular task		**honor culture** - social system where reputation is paramount
effect - a result or consequence; impact on audience	**meter** - the rhythmic structure of verse	**reconciliation** - restoration of friendly relations
purpose - the reason for which something exists or is done	**stressed/unstressed syllable (iamb)** - emphasized/unemphasized sounds	**sacrifice** - giving up something valued for something more important
audience - the intended readers, listeners, or viewers	**sonnet** - a 14-line poem with specific rhyme scheme and meter	
theme - a central idea or message		
motif - a recurring element that has symbolic significance	**quatrain** - a stanza of four lines	
symbolism - use of symbols to represent ideas or qualities	**couplet** - two consecutive lines of verse that rhyme	
parallel - similar or corresponding in some way	**rhyme scheme** - the pattern of rhymes at the end of lines	
transformation - a marked change in form, nature, or appearance	**volta** - the turn or shift in thought in a sonnet	
adaptation - a version of something modified for a new purpose or audience	**oxymoron** - contradictory terms combined for effect	
implicit - implied though not directly expressed	**paradox** - a seemingly contradictory statement that reveals truth	
explicit - stated clearly and directly		
nuance - a subtle difference in meaning or expression	**hyperbole** - exaggeration for emphasis or effect	

| | juxtaposition - placing contrasting elements side by side | |
| | pun - wordplay using multiple meanings or similar sounds | |

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS

Key concept	Related concept(s)	Global context
Connections	Theme, Context, Purpose	Identities and Relationships

Statement of inquiry

The connections between personal identity and cultural context reveal how timeless themes remain relevant when communities adapt stories to reflect contemporary social conflicts.

Inquiry questions

Factual— What are the elements of a literary tragedy?

Conceptual— What do both works suggest about the cycle of violence?

Debatable- To what extent is tragedy caused by social structures vs. individual choices?

Assessment Tasks

Each unit includes the following assessment types. Texts are interpreted through reading, viewing, and listening and constructed through writing, speaking, or creating.
Text Techniques (narrative, expository, argument, and poetic) will be applied to the various texts students will write, speak, or create.
- *3- 6 constructed texts (at least 1 of which is an extended constructed text)*
- *2 student discourse assessments (interacting, speaking and listening, using academic language to discuss and analyze)*
- *2 selected response and new read assessments for skills application to new text (s)*
- *1 MYP Task or Performance Task (project, presentation, etc. with integrated writing/creating and speaking component assessing the 4 MYP Criteria) .*

Add additional rows as necessary

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task)	Standard + Grade Level Expectation (s) Assessed and/or MYP Criterion Assessed

(H) - indicates Honors level assessment ***Summative Assessments Only:*** *Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:*	*(applicable only to MYP Task)*
Title: Romeo & Juliet Film Adaptation **Description:** Create a 5-10 minute film adaptation of a scene from *Romeo and Juliet* set in contemporary times (school, social media context, etc.) with written director's commentary **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☑ **Performance Task**	STANDARD 9-12.T.T.1: Narrative Techniques - Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. STANDARD K-12.P.ST.1: Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. STANDARD 9-12.T.C.1: Purposes and Audiences - Analyze the impact of purpose and audience on a wide variety of texts. STANDARD K-12.P.AC.3: Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. STANDARD 9-12.PM.1: Periods and Movements - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
Title: *West Side Story* Compare and Contrast **Description:** Students will rewatch selected scenes from *West Side Story* and create a constructed response comparison, including an extended constructed response. **Type:** ☑ **Formative** ☑ **Summative** ☑ **MYP Task** ☐ **Performance Task**	STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics - Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts. STANDARD 9-12.L.GC.2: Syntax - Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. STANDARD 9-12.T.SS.1: Organization - Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. STANDARD K-12.P.ST.1: Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. STANDARD 9-12.T.C.2: Authors and Speakers - Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.
Title: Hot Take Podcast **(Honors)** **Description:** Students will write a script and	STANDARD K-12.P.CP.2: Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. STANDARD 9-12.T.T.3: Argumentative Techniques - Evaluate and apply argumentative techniques to enhance text's appeal to audiences

record a podcast episode (5-10 minutes) defending a controversial "hot take" about Romeo & Juliet or West Side Story. The goal is to make a compelling, evidence-based argument that challenges conventional interpretations while engaging the audience. **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	or achieve specific purposes. STANDARD 9-12.T.C.1: Purposes and Audiences - Analyze the impact of purpose and audience on a wide variety of texts. STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. STANDARD 9-12.T.SS.2: Craft - Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. STANDARD 9-12.T.SS.1: Organization - Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
Title: Article Cold Reads **Description:** Students will cold read nonfiction paired texts related to the play and answer selected response questions. **Type:** ☑ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	STANDARD 9-12.L.V.2: Word Analysis - Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and phrases and to communicate effectively for a variety of purposes. STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. STANDARD 9-12.T.T.2: Expository Techniques - Evaluate and apply expository techniques to enhance text's appeal to audiences or achieve specific purposes. STANDARD K-12.P.ST.1: Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
Title: NoRedInk Daily Writing **Description:** Students will start class with a constructed response. These prompts will vary in relation to the lesson for the day. **Type:** ☑ **Formative** ☑ **Summative** ☑ **MYP Task** ☐ **Performance Task**	STANDARD 9-12.L.GC.1: Grammar, Usage, & Mechanics - Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating, and constructing texts. STANDARD 9-12.L.GC.2: Syntax - Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. STANDARD 9-12.T.SS.1: Organization - Analyze, evaluate, and use organizational structures and style to shape thoughts across genres.
Title: Reading Quizzes	STANDARD 9-12.L.V.2: Word Analysis - Use word knowledge and word analysis skills to determine the meaning of unfamiliar words and

Description: These will be selected response questions assessed at varying checkpoints within the appropriate leveled text. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	phrases and to communicate effectively for a variety of purposes. STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. STANDARD K-12.P.ST.1: Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.
Title: Cutting Up Poems- Shakespearean Sonnet Structure Analysis **Description:** After learning about the Elizabethan/Shakespearean sonnet's structure, students will practice close reading skills, annotation, and building their interpretation of a Shakespearean sonnet. Students will receive 14 strips w/ a line per strip. They will work in groups to arrange the lines in order. Students will get a copy of the poem to check their responses. Students will then work together to annotate the poem. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	STANDARD 9-12.T.T.4: Poetic Techniques - Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes. STANDARD 9-12.L.V.3: Meaning & Purpose - Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes. STANDARD 9-12.T.SS.1: Organization - Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. STANDARD 9-12.PM.1: Periods and Movements - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.

Title: Becoming the Bard: Write Your Own Shakespearean Sonnet **(Honors)** **Description:** After learning about the Elizabethan/Shakespearean sonnet's structure and analyzing multiple sonnets, students will write their own sonnet on a contemporary issue/theme using their knowledge of the sonnet form. **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	9-12.L.GC.2: Syntax Apply understanding of syntax to comprehend, analyze, evaluate, craft, and reshape sentences to achieve desired effects. 9-12.L.V.1: General, Academic & Specialized Vocabulary Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. 9-12.L.V.3: Meaning & Purpose Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes. 9-12.T.C.1: Purposes and Audiences Analyze the impact of purpose and audience on a wide variety of texts. 9-12.T.SS.2: Craft Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. 9-12.T.T.4: Poetic Techniques Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes. 9-12.PM.1: Periods and Movements Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.
Title: Meme Analysis & Creation **Description:** Students create an original meme (image with text overlay, multi-panel format, or video meme) that demonstrates deep understanding of a theme, character relationship, literary device, or ironic moment from Romeo and Juliet or West Side Story. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	STANDARD K-12.P.ST.1: Context - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. STANDARD K-12.P.AC.3: Text Design - Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres. STANDARD 9-12.T.C.1: Purposes and Audiences - Analyze the impact of purpose and audience on a wide variety of texts. STANDARD 9-12.L.V.3: Meaning & Purpose - Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes. STANDARD 9-12.T.SS.2: Craft - Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts.
Title: Speed Dating Discussions **Description:** Students sit in two rows facing each other. A statement related to the play is displayed (Tybalt is misunderstood/Friar Lawrence is the real villain/ Rosaline dodged a bullet) and students have 2-3 minutes to discuss their positions using text evidence for support.	STANDARD 9-12.T.T.3: Argumentative Techniques - Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes. STANDARD K-12.P.CP.2: Presentation - Use presentation skills to tailor communication to target audiences for specific purposes. STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. STANDARD 9-12.T.C.1: Purposes and Audiences - Analyze the impact of purpose and audience on a wide variety of texts.

They move on 2-3 times before a new statement is displayed. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	
Title: CER Relay (Claim, Evidence, Reasoning) **Description:** Students will work in teams of 3-4 to answer a prompt after it is displayed. They will have 3 minutes to write their response with a claim, evidence and reasoning. When time is up, teams must stop typing. Each team's response is displayed and scored. This repeats for 3-4 rounds. Points are tallied at the end to determine the winning team. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	STANDARD 9-12.T.T.3: Argumentative Techniques - Evaluate and apply argumentative techniques to enhance text's appeal to audiences or achieve specific purposes. STANDARD 9-12.T.SS.1: Organization - Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. STANDARD 9-12.T.C.1: Purposes and Audiences - Analyze the impact of purpose and audience on a wide variety of texts.

Approaches to learning (ATL) Skills		
Category (s):	**Cluster (s):**	**Skill Indicator (s):**
Research	Media Literacy Skills	-Demonstrate awareness of media interpretations of events and ideas (including digital social media) -Communicate information and ideas effectively to multiple audiences using a variety of media and formats
	Information Literacy Skills	-Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
- Thinking	Creative Thinking Skills	-Make unexpected or unusual connections between objects and/or ideas -Create original works and ideas; use existing works and ideas in new way

● **CLearning Experiences** Add additional rows below as needed.

	Learning Experiences include *how* students will learn what they need to know and be able to do for *interpreting texts* and *constructing texts* expectations.		
Learning Experience and Description	**Grade Level Expectation (s)** (from Unit Focus Standards)	**Personalized Learning and Differentiation**	**Learning Experience Resources**
LE1: Building Background Knowledge Shakespeare and Elizabethan England background	**STANDARD K-12.P.ST.1: Context** - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. **STANDARD 9-12.PM.1: Periods and Movements** - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. **STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary** - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts.	● Guided Reading Questions ● Model close reading/annotations	Canva Presentation "The Lure of Shakespeare" & Guided Reading Questions (Common Lit.) Assessment Questions
LE2: Introduction to the Literary Tragedy **Honors Extension:** Reading "On Tragedy" by Aristotle paired with The Myth of Oedipus	**STANDARD 9-12.PM.1: Periods and Movements** - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. **STANDARD K-12.P.ST.1: Context** - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. **STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary** - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic,	● Notetaking organizer	Canva Presentation (H)"On Tragedy" by Aristotle & Guided Reading Questions (Common Lit.) paired with The Myth of Oedipus Assessment Questions

	disciplinary, technical, and professional contexts. **STANDARD 9-12.T.C.2: Authors and Speakers** - Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.		
LE3: The Elizabethan/Shakespearean Sonnet **Honors Extension:** Student Sonnet writing	**STANDARD 9-12.T.T.4: Poetic Techniques** - Evaluate and apply poetic techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.L.V.3: Meaning & Purpose** - Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes. **STANDARD 9-12.T.SS.1: Organization** - Analyze, evaluate, and use organizational structures and style to shape thoughts across genres. **STANDARD 9-12.PM.1: Periods and Movements** - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	● Color Coded poems to allow students to visualize the structure of the sonnets ● SOAPSTone framework	Lesson on the Shakespearean Sonnet Structure Sonnet cut into strips Full sonnet for comparison
LE 4: Poetry Analysis **Honors Extension:** Students will comparatively analyze across texts using multiple poems for intertextuality analysis of theme, form and structure, language (narrative techniques).	**STANDARD 9-12.T.T.1: Narrative Techniques** - Evaluate and apply narrative techniques to enhance text's appeal to audiences or achieve specific purposes. **STANDARD 9-12.L.V.3: Meaning & Purpose** - Analyze and craft nuanced words and phrases in a variety of texts and for a variety of purposes. **STANDARD 9-12.T.SS.2: Craft** - Analyze, evaluate, and craft language to produce intended effects in a wide variety of texts. **STANDARD 9-12.T.C.2: Authors and Speakers** - Evaluate how authors' and/or speakers'	● Close Reading & Annotation ● SOAPSTone framework	Presentation/Mini Lesson

	perspectives influence texts and how circumstances shape their creation.		
LE5: Foil Characters, Dramatic Irony, and Oxymorons	**STANDARD K-12.P.ST.1: Context** - Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts. **STANDARD 9-12.T.C.2: Authors and Speakers** - Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation. **STANDARD 9-12.T.C.1: Purposes and Audiences** - Analyze the impact of purpose and audience on a wide variety of texts. **STANDARD 9-12.PM.1: Periods and Movements** - Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period.	● Graphic organizers for comparing foil characters ● Definitions with visual examples; pre-marked text excerpts; matching activity for foil characters; sentence frames for analysis	Presentation/Lesson
LE6: West Side Story- Adaptation and Historical Context	**STANDARD 9-12.L.V.1: General, Academic & Specialized Vocabulary** - Use expanding vocabulary knowledge to interpret texts and to craft effective communications across a wide variety of real-life, academic, disciplinary, technical, and professional contexts. **STANDARD 9-12.T.C.2: Authors and Speakers** - Evaluate how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation.	● Graphic Organizers for notetaking support ● Venn Diagrams for comparison	West Side Story Background
Unit Texts			
All texts meet grade level complexity guidelines regardless of course level. Support with reading comprehension, fluency, and vocabulary are provided to meet student needs.			

Unit Core Texts	On-Level *grade level appropriate texts that meet grade level complexity guidelines*	Honors *extensions/additional texts noted here for advanced study as applicable*	Support *grade level complex text (s) accessibility support provided for access to grade level content/texts*
Unit Novel (s), Plays, Extended Work (s) (Reading)	*Romeo and Juliet (Globe Theater Production)* *Romeo and Juliet* text *(4 scene excerpts)* *West Side Story (1961)*	*Romeo and Juliet (Globe Theater Production)* *Romeo and Juliet* text *(4 scene excerpts)* *West Side Story (1961)*	*Romeo and Juliet (Globe Theater Production)* *Romeo and Juliet* text *(4 scene excerpts) w/ accessible text* *West Side Story (1961)*
Other Prose Texts and Poetry (Reading)	"If Romeo and Juliet Had Cell Phones" "What's the Rush? Young Brains Cause Doomed Love" "*Romeo and Juliet* is a Terrible Play/In Defense of *Romeo and Juliet*" "The Lure of Shakespeare" "Should we Scoff at Love at First Sight" Selected Shakespearean Sonnets	"If Romeo and Juliet Had Cell Phones" "What's the Rush? Young Brains Cause Doomed Love" "*Romeo and Juliet* is a Terrible Play/In Defense of *Romeo and Juliet*" "The Lure of Shakespeare" "Should we Scoff at Love at First Sight" "On Tragedy" "The Legend of Sophocles" Selected Shakespearean Sonnets	"If Romeo and Juliet Had Cell Phones" (accessible text) "What's the Rush? Young Brains Cause Doomed Love"(accessible text) "*Romeo and Juliet* is a Terrible Play/In Defense of *Romeo and Juliet*"(accessible text) "The Lure of Shakespeare" (accessible text) "Should we Scoff at Love at First Sight"(accessible text) Selected Shakespearean Sonnets
Visual Texts (Viewing)	*West Side Story* Globe Theater Production of *Romeo and Juliet* *Romeo and Juliet* scene clips *(Zefirelli)*	*West Side Story* Globe Theater Production of *Romeo and Juliet* *Romeo and Juliet* scene clips *(Zefirelli)*	*West Side Story* Globe Theater Production of *Romeo and Juliet* *Romeo and Juliet* scene clips *(Zefirelli)*
Auditory Texts (Listening)	**N/A**	**N/A**	**N/A**

Multimodal Texts *(A single text that includes Integrated Modes)*	*How Does The Music In West Side Story Reflect The Social Context Of Its Time? - Famous Movies Club*	*How Does The Music In West Side Story Reflect The Social Context Of Its Time? - Famous Movies Club*	*How Does The Music In West Side Story Reflect The Social Context Of Its Time? - Famous Movies Club*

Unit Novel (s), Plays, Extended Work (s): Fiction and non-fiction novels, memoirs, plays, etc. that are central to the unit context, topic, and theme.

Other Prose Texts and Poetry: Short stories, articles, poetry, essays, written speeches, etc.

Visual Texts: Art, photographs, images, graphs/charts, video/film, etc.

Auditory Texts: Selected excerpts of audio texts, podcasts, oratory/speeches, Ted Talks, etc.

Multimodal Texts: Text that includes Integrated Modes such as an article with an embedded video or infographic, websites, etc..