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

	Enhanced Literature & Composition I			
	See extensions in the Unit Planner for Honors			

Unit title	*Author, Audience, & Purpose in Intertextuality*	**MYP year**	*3*	**Unit duration (hrs)**	*30 hours*

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 Conventions (GC)** Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. **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.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.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	**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:**

		influence of contextual factors.	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. **Techniques (T)** Students evaluate and apply various techniques to comprehend and shape meaning. **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.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. **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.2: Expository Techniques** Evaluate and apply expository 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.4: Poetic Techniques** Evaluate and apply poetic techniques to enhance **STANDARD 6-8.PM.1: Periods and Movements** Demonstrate knowledge of dominant themes, genres, and verbal styles of literature from a particular time period. **STANDARD 6-8.T.RA.1: Research & Inquiry** Conduct research, generating questions to guide investigations of complex topics of interest and using credible resources to support analyses. **STANDARD 6-8.T.RA.2: Curating Sources & Evidence** Utilize multiple print and digital texts to address a specific topic or question, assessing source credibility and relevance and integrating evidence properly to avoid plagiarism.
PRACTICES		**Situating Texts (ST)** Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.	**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.

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	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.
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 **B- Organizing** ● effectively organizes ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way **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, **D- Using Language** ● Writes in a consistently appropriate style that serves the context and intention. ● 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)

Strand 2: Creative Thinking Skills

MCS.Gifted.S2D. Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

Strand 3: Higher Order Thinking and Problem Solving Skills

MCS.Gifted.S3A. Develop and apply core critical thinking skills of metacognition, observation, questioning, prediction, analysis, interpretation, inference, summarization, evaluation, synthesis, explanation, and transference.

Strand 5: Emotional Development of Self

MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

Unit Vocabulary

Academic	**Specialized**	**General**
Intertextuality, Author's Purpose, Audience, Theme, Perspective, Tone, Diction, Syntax, Allusion, Inference, Annotation, Critical Analysis, Argument, Evidence, Claim	*Tragedy, Tragic Flaw (Hamartia), Soliloquy, Monologue, Aside, Dramatic Irony, Foil, Iambic Pentameter, Prologue, Sonnet, Couplet, Metaphor, Simile, Oxymoron, Alliteration, Dialogue, stage directions, Chorus, Prologue, Epilogue, Act, Scene, Catharsis, Meter, Stressed/ Unstressed Syllable (iamb), quatrain, Paradox, Hyperbole, Juxtaposition, Pun*	*Conflict, Choice, Consequence, Love, Loyalty, Hate, Family, Fate, Death, Youth, Secrets, Blame, Violence, Peace, Hope, Implusivity, Star-crossed lovers, Feud, Sacrifice*

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ELA Resources

IB MIDDLE YEARS PROGRAM (MYP): UNIT CONCEPTS, INQUIRY, AND ASSESSMENTS		
Key concept	**Related concept(s)**	**Global context**
Connections are links, bonds and relationships among people, objects, organisms or ideas.	**Theme** Is the central idea or ideas the creator explores through a text.	**Personal and Cultural Expression** Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Statement of inquiry
Authors develop complex characters that contribute to themes in order to explore transformation, progress conflict, and explore philosophies to connect ways of life in time, texts and cultures.

Inquiry questions
Factual— What are the key characteristics of a complex character in literature? **Conceptual—**How do complex characters reflect the values and philosophies of the time and culture in which they are written? **Debatable—** Are characters driven more by fate or personal choice in shaping their transformation and conflict?

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) .*

Assessment Title, Description, and Type (formative, summative, MYP, Performance Task) *(H) - indicates Honors level assessment* ***Summative Assessments Only:*** *Write a statement connecting the relationship between summative assessment task(s) and statement of inquiry:*	**Standard + Grade Level Expectation (s) Assessed and/or** **MYP Criterion Assessed** *(applicable only to MYP Task)*

Title: *Romeo and Juliet* **Research Topic Multimodal Presentation** **Description:** Students will be given a choice of four topics connected to themes discussed in *Romeo and Juliet*. Students will research this topic and use their annotated bibliography to create a multimodal presentation to share their findings with the class. **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☑ **Performance Task**	**9.T.RA.1.a:** Generate questions to guide research, narrow focus, and refine text creation. **9.T.RA.1.b:** Use analytical findings to support a research question or thesis, citing sources in MLA. **9.T.RA.1.c:** Integrate paraphrased, summarized, and quoted material into original texts, citing appropriately. **9.T.RA.2.a:** Navigate and use a variety of credible print and digital sources, including academic databases. **9.T.RA.2.b:** Analyze information by identifying misconceptions, conflicting perspectives, and author bias; verify validity and relevance. **9.T.RA.2.c:** Follow MLA guidelines for citations and works cited. **9.T.C.1.c:** Construct and self-evaluate multimodal texts/presentations that serve more than one purpose and target a specific audience using multiple, identifiable mode-features. **9.T.T.1.c:** Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. **9.T.SS.2.c:** Use formal or informal style, as appropriate to audience, purpose, and context. **9.L.GC.2.a:** Apply syntax understanding to analyze texts and compose texts with varied syntax, maintain active voice, expand ideas with detail, and use parallel structure. **9.L.GC.2.d:** Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. **9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from credible sources used to research answers to questions (supports contextual research).
Title: Gnomeo and Juliet Compare and Contrast **Description:** Students will watch selected scenes from *Gnomeo and Juliet* and create a constructed response comparison of the modern adaption to the original text and how it changed, analyzing how social relevance is developed across both texts. Students will apply narrative and expository techniques to their constructed response. **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**9.T.C.1.b:** Assess the impact of context and language on a text's reception by the audience. **9.T.T.1.c:** Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence **9.T.T.1.e:** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.2.a:** Analyze and evaluate the use and effect of expository techniques and organizational patterns **9.T.T.2.c:** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose **8.T.PM.1.a:** Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works. **8.T.PM.1 b:** Compare and contrast the treatment of a common theme by different writers within a time period. **9-12.L.V.1.a:** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content **9.T.SS.1.b:** Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience. **9.T.SS.1c:** Guide the audience through texts using transitions between ideas and paragraphs to enhance cohesion.
Title: Academic Discourse Assessment **Description:** Students will explore a contemporary retelling of a classic scene alongside the original version, focusing on a moment where a crucial message fails to reach its intended recipient. Then, view a performance of that scene for additional context. Students will then use a specific discussion protocol to share their thoughts and ideas. **Type:**	**9.T.C.1.a:** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. **9.T.C.1.b:** Assess the impact of context and language on a text's reception by the audience. **9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. **9.T.T.3.a:** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. **9.L.GC.2.d:** Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate

☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	engagement.
Title: Theme Exploration #1 **Description:** Students will explore the idea of love at first sight through a variety of texts, deepening their understanding of how these concepts shape the narrative in Romeo and Juliet. They will demonstrate their comprehension by responding to selected-response questions and composing an argumentative response in which they discuss whether love at first sight is real. **Type:** ☑ **Formative** ☐ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. **9.T.RA.1.a:** Generate questions to guide research, narrow focus, and refine text creation. **9.T.SS.1.a:** Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience **9.T.SS.1.b:** Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience. **9.T.T.2.a:** Analyze and evaluate the use and effect of expository techniques and organizational patterns **9-12.L.V.2.a:** Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. **9-12.L.V.2.b:** Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. **9-12.L.V.2.c:** Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. **9-12.L.V.2.d:** Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. **8.L.GC.1:** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.
Title: Theme Exploration #2 **Description:** Students will explore the themes of fate and free will through a variety of texts, deepening their understanding of how these concepts shape the narrative in Romeo and Juliet. They will demonstrate their comprehension by responding to selected-response questions and composing a written analysis that reflects on the interplay between destiny and choice within the play. **Type:** ☐ **Formative** ☑ **Summative** ☐ **MYP Task** ☐ **Performance Task**	**9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. **9.T.RA.1.a:** Generate questions to guide research, narrow focus, and refine text creation. **9.T.SS.1.a:** Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience **9.T.SS.1.b:** Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience. **9.T.T.2.a:** Analyze and evaluate the use and effect of expository techniques and organizational patterns **9-12.L.V.2.a:** Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. **9-12.L.V.2.b:** Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. **9-12.L.V.2.c:** Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. **9-12.L.V.2.d:** Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. **8.L.GC.1:** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.

Approaches to learning (ATL) Skills

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Category (s):	Cluster (s):	Skill Indicator (s):
Research	**Media Literacy Skills**	1. Demonstrate awareness of media interpretations of events and ideas (including digital social media) 2. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
Research	**Information Literacy Skills**	1. Evaluate and select information sources and digital tools based on their appropriateness to specific tasks
Thinking	**Creative Thinking Skills**	1. Make unexpected or unusual connections between objects and/or ideas 2. Create original works and ideas; use existing works and ideas in new ways

Learning 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
Learning Experience 1: *Weekly NoRedInk* **Description:** Throughout the unit, NoRedInk will be used as a personalized tool to close gaps in grammar and writing by providing differentiated, adaptive practice based on each student's needs. Students will complete a diagnostic to identify skill gaps and receive targeted lessons aligned with unit writing tasks. Teachers will monitor progress through built-in reports, assign mini-lessons, and use student data for flexible grouping and conferencing. NoRedInk activities—such as mentor sentences, writing applications, and grammar practice—will be embedded into warm-ups, writing workshops, and revision routines to support clarity, style, and sentence fluency in student writing.	**8.L.GC.1.50:** Use ellipses appropriately **8.L.GC.1.54:** Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. **8.L.GC.1.56:** Use colons to introduce lists, examples, and explanations. **8.L.GC.1.58:** Use tenses and aspects to indicate the mood of a verb. **8.L.GC.1.59:** Use colons to introduce quotations. **8.L.GC.1.60:** Use dashes appropriately. **8.L.GC.1.61:** Use an appropriate style guide to address complex issues of grammar, usage, or mechanics.	● Small group instruction ● Redelivery of tutorials ● Added practice for struggling students ● Application activities for enrichment	● Chromebooks
Learning Experience 2: *Gnomeo and Juliet* Compare and Contrast **Description**: Students will watch selected scenes	**9.T.C.1.b:** Assess the impact of context and language on a text's reception by the audience. **9.T.C.1.c:** Construct and self-evaluate multimodal texts and/or presentations that serve more than one purpose	● Graphic Organizer ● Close Captions in Video ● Teacher Modeling	● *Gnomeo and Juliet* clips ● Graphic Organizer ● Copies of *Romeo and Juliet*

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ELA Resources

from *Gnomeo and Juliet* and complete a graphic organizer identifying similarities and differences to be able to construct extended response modern adaption to the original text and how it changed, analyzing how social relevance is developed across both texts. Students will apply narrative and expository techniques to their constructed response. .	and target a specific audience using multiple, clearly identifiable features of incorporated modes. **9.T.T.1.c:** Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence **9.T.T.1.e:** Effectively apply a variety of narrative techniques to develop complex character(s) who change, use setting to create mood, develop an idea or theme across the text, achieve specific purposes, engage audiences, and enhance writing. **9.T.T.2.a:** Analyze and evaluate the use and effect of expository techniques and organizational patterns **9.T.T.2.c:** Apply expository techniques to develop a cohesive text, organized in a way that clarifies the relationship between ideas, includes multiple and varied types of information, and uses the appropriate tone to address a target audience and purpose **8.T.PM.1.a:** Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works. **8.T.PM.1 b:** Compare and contrast the treatment of a common theme by different writers within a time period. **9-12.L.V.1.a:** Acquire a range of general, academic, disciplinary, technical, and professional vocabulary through grade-level print, digital, and/or multimodal texts or content		
Learning Experience 3: *Preparation for Theme Exploration #1* **Description**: Students will engage in structured learning activities that build their ability to analyze texts, conduct focused research, and craft effective arguments. They will examine how perspectives on love at first sight vary across texts and time, synthesize information from credible sources, and generate guiding questions to refine their thinking. Through the study of mentor texts, students will analyze how authors use organization and expository techniques to address purpose and audience, then	**9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. **9.T.RA.1.a:** Generate questions to guide research, narrow focus, and refine text creation. **9.T.SS.1.a:** Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience	● Teacher modeling ● Guided reading ● Previewing key vocabulary ● Graphic organizers	● Copies of texts ● Highlighters ● Copies of *Romeo and Juliet*

apply those strategies in their own argumentative writing. Throughout the process, students will also strengthen academic vocabulary by using word parts, roots, and affixes to determine meaning and support accurate comprehension and expression.	**9.T.SS.1.b:** Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience. **9.T.T.2.a:** Analyze and evaluate the use and effect of expository techniques and organizational patterns **9-12.L.V.2.a:** Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts. **9-12.L.V.2.b:** Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. **9-12.L.V.2.c:** Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. **9-12.L.V.2.d:** Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. **8.L.GC.1:** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.		
Learning Experience 4: *Analyzing Texts (ICT Prep and Practice)* **Description:** Students read and analyze various text(s) about rival families to explore how perspective, bias, and historical context shape storytelling.	**9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. **9.T.RA.1.a:** Generate questions to guide research, narrow focus, and refine text creation. **9.T.SS.1.a:** Analyze the effectiveness of a text's organizational structure to meet the needs and expectations of the target audience **9.T.SS.1.b:** Craft and organize texts using an appropriate structure and format for mode, genre, purpose, and audience. **9.T.T.2.a:** Analyze and evaluate the use and effect of expository techniques and organizational patterns **9-12.L.V.2.a:** Deconstruct unknown words or phrases using etymology knowledge, common Greek and Latin roots, root words, and/or affixes to determine meaning as used in grade-level texts.	● Teacher modeling ● Guided reading ● Previewing key vocabulary ● Graphic organizers	● ViewSonic ● Copies of texts ● Copies of graphic organizers

	9-12.L.V.2.b: Determine the meanings of words and phrases in context by analyzing the impact of parts of speech. **9-12.L.V.2.c:** Construct words based on Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. **9-12.L.V.2.d:** Use knowledge of parts of speech to determine precise and effective words and phrases when constructing texts. **8.L.GC.1:** Draw from knowledge of the conventions of Standard English grammar, usage, and mechanics when analyzing, evaluating and constructing texts.		
Learning Experience 5: *Preparation of Academic Discourse* **Description:** Students analyze a contemporary retelling and the original scene from *Romeo & Juliet.*. They will read both texts, watch a performance clip, and complete a structured graphic organizer that guides evidence collection and analysis before participating in a protocol-driven academic discussion.	**9.T.C.1.a:** Use knowledge of texts' distinct disciplinary, personal, or technical purposes to aid comprehension. **9.T.C.1.b:** Assess the impact of context and language on a text's reception by the audience. **9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from a variety of credible sources used to research the answers to questions on academic and individual topics of interest. **9.T.T.3.a:** Read, discuss, evaluate, and critique a variety of texts, considering the argumentative techniques used to present and design content and their associated implications on meaning or central idea. **9.L.GC.2.d:** Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement.	● Teacher modeling ● Guided reading ● Previewing key vocabulary ● Graphic organizers	● Graphic Organizer ● ViewSonic
Learning Experience 6: *Romeo Juliet* Research Annotated Bibliography **Description:** Students will choose from four topics that correspond with the themes of *Romeo and Juliet*, and find five credible sources on their chosen topic. Students will complete an annotated bibliography for each source.	**9.T.RA.1.a:** Generate questions to guide research, narrow focus, and refine text creation. **9.T.RA.1.b:** Use analytical findings to support a research question or thesis, citing sources in MLA. **9.T.RA.1.c:** Integrate paraphrased, summarized, and quoted material into original texts, citing appropriately. **9.T.RA.2.a:** Navigate and use a variety of credible print and digital sources, including academic databases. **9.T.RA.2.b:** Analyze information by identifying misconceptions, conflicting perspectives, and author bias; verify validity and relevance.	● Teacher modeling ● Exemplars ● Templates ● Graphic Organizers	● Chromebook ● Access to Galileo ● Access to the Media Center ● Copy of *Romeo and Juliet*

	9.T.RA.2.c: Follow MLA guidelines for citations and works cited. **9.T.T.1.c:** Analyze how a text's theme has social relevance and is developed across a text, comparing passages within and across texts, providing both reasoning and supportive textual evidence. **9.T.SS.2.c:** Use formal or informal style, as appropriate to audience, purpose, and context. **9.L.GC.2.a:** Apply syntax understanding to analyze texts and compose texts with varied syntax, maintain active voice, expand ideas with detail, and use parallel structure. **9.L.GC.2.d:** Expand and enrich ideas and information, incorporating details and descriptions to achieve specific purposes or facilitate engagement. **9.T.C.2.b:** Determine the reasons for changing attitudes around a topic and how that affects texts. **9.T.C.2.d:** Synthesize information from credible sources used to research answers to questions (supports contextual research).	

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/ Enhanced *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)	N/A	No Fear Shakespere: *Romeo and Juliet*	
Other Prose Texts and Poetry (Reading)	N/A	"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*" "Pyramus and Thisbe"	
Visual Texts (Viewing)	N/A	*Gnomeo and Juliet* *Feud, Fact, and Fiction*	

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ELA Resources

		Love at first sight: Real or imagined?	
		Fate vs. Free Will in the Balcony Scene | Great Performances: Romeo and Juliet	
Auditory Texts (Listening)	**N/A**	"Love Story" Taylor Swift	
Multimodal Texts *(A single text that includes Integrated Modes)*	**N/A**	*Love at First Sight: Surveying Americans About Falling in Love Infographic* *Determinism vs Fatalism Infographic* *Love at First Sight: Surveying Americans About Falling in Love*	

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..

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