

LHS ELA 9 Unit 2

Content Area: **ELA**
Course(s):
Time Period: **MP2**
Length:
Status: **Published**

Unit Overview

Theme: Shakespeare is Hip Hop and the Rhythm of Language

Benchmark Text Focus: Informational

Anchor Text: Romeo and Juliet

Writing Genre Focus: Informative/Explanatory

Benchmark & Answer Key

Targeted ELA Standards

Add the appropriate NJSL ELA standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

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| ELA.L.SS.9–10.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| ELA.L.KL.9–10.2 | Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. |
| ELA.L.VL.9–10.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| ELA.L.VI.9–10.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| ELA.RL.CR.9–10.1 | Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. |
| ELA.RI.CR.9–10.1 | Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |

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| ELA.RL.CI.9–10.2 | Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RI.CI.9–10.2 | Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text. |
| ELA.RL.IT.9–10.3 | Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. |
| ELA.RI.IT.9–10.3 | Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| ELA.RI.TS.9–10.4 | Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| ELA.RL.PP.9–10.5 | Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. |
| ELA.RI.PP.9–10.5 | Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose. |
| ELA.RL.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). |
| ELA.RI.MF.9–10.6 | Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| ELA.RI.AA.9–10.7 | Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| ELA.RI.CT.9–10.8 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. |
| ELA.W.IW.9–10.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| ELA.W.WP.9–10.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| ELA.W.RW.9–10.7 | 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. |
| ELA.SL.PE.9–10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| ELA.SL.PI.9–10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |

Weekly Structure

| Day One | | Day Two | | Day Three | | Day Four | | Day Five | | Day Six | |
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| Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | | Reading Focus | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini-lesson (I Do) | 20 minutes | Small Group Instruction (You Do) | 30 minutes | Mini-lesson (I Do) | 20 minutes | Small Group Instruction (You Do) | 30 minutes | Mini-lesson (I Do) | 20 minutes | Small Group Instruction (You Do) | 30 minutes |
| Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes |

| Day Seven | | Day Eight | | Day Nine | | Day Ten | |
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| Writing Focus | | | | Writing Focus | | | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini-lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes | Mini-lesson (I Do) | 20 minutes | Individual Conferences (You Do) | 30 minutes |
| Practice (We Do) | 17 minutes | Closure | 7 minutes | Practice (We Do) | 17 minutes | Closure | 7 minutes |

Rationale

William Shakespeare's works have had a profound impact on literature, language, and culture, making him one of the most influential writers in history. This unit, "Exploring Shakespeare and Informative Writing," aims to introduce students to the timeless themes, rich language, and dramatic techniques found in Shakespeare's plays

while also developing their skills in writing informative texts.

Why Study Shakespeare?

1. **Cultural and Literary Significance:** Shakespeare's plays and sonnets are foundational to English literature. Studying his works allows students to understand literary history and recognize his influence on storytelling, character development, and the English language.
2. **Universal Themes:** Shakespeare explores universal themes such as love, power, jealousy, and identity, which remain relevant today. Analyzing these themes helps students connect with the texts and consider their own experiences and perspectives.
3. **Language and Expression:** Shakespeare's use of language is both complex and beautiful. Engaging with his work enhances students' vocabulary and understanding of poetic and dramatic techniques, enriching their overall communication skills.

Informative Writing Skills:

1. **Research and Analysis:** As students study Shakespeare's works, they will learn to research historical contexts, analyze literary elements, and gather evidence to support their understanding. These skills are essential for writing effective informative texts.
2. **Clear and Coherent Writing:** Writing informative texts requires clarity, organization, and coherence. Students will practice structuring their writing to convey information clearly, focusing on purpose and audience.
3. **Synthesis of Ideas:** Students will learn to synthesize information from various sources, combining their analysis of Shakespeare's works with historical and cultural insights to create well-rounded informative texts.

The benchmark features the Babylonian story of two lovers named Pyramus and Thisbe. The work connects thematically to "Romeo and Juliet" and it predates Shakespeare's writing and was likely source material for the playwright. The writing allows students to practice the informative/explanatory skills the learned in this unit in order to describe the connection between the two stories, "Romeo and Juliet" and "Pyramus and Thisbe".

Enduring Understandings

| Content Specific | Skills Specific |
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| <ul style="list-style-type: none">• William Shakespeare's works are foundational to English literature and have significantly shaped storytelling, character development, and the English language across centuries. | <ul style="list-style-type: none">• Writing informative/explanatory texts requires the clear and accurate conveyance of complex ideas through effective organization, precise language, and the use of appropriate transitions to ensure coherence and clarity. |

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| <ul style="list-style-type: none"> • Shakespeare's exploration of universal themes such as love, power, jealousy, and identity continues to resonate with audiences today, fostering connections between the text and their own experiences. • Shakespeare's use of poetic and dramatic techniques enhances communication and expression. | <ul style="list-style-type: none"> • Writers write for a specific audience and purpose. • Writing is a multi-stage and reflective process. • Determining and analyzing the development of themes in literary texts and central ideas in informational texts requires careful attention to how these elements emerge, evolve, and are shaped by specific details • Analyzing a character's actions, words, thoughts, appearance, and effects can better your understanding of a text. • An author's structural choices and use of rhetorical devices influence the development of ideas, characters, and themes, understanding that these choices create specific effects and reflect the author's lens, purpose, and cultural context, which can be evaluated through multiple interpretations across different formats. |
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Essential Questions

| Content Specific | Skills Specific |
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| <ul style="list-style-type: none"> • Why do people write? • Why do we still study Shakespeare in the 21st century, 500 years after it was written? • How do plays differ from short stories? • How are plays similar to short stories? • How does literature connect to my life? | <ul style="list-style-type: none"> • How does writing differ from speaking? • What are acts, scenes, and stage directions? • How do we use stage directions, acts, and scenes to understand the content of a play? • What is a flat character? • What is a dynamic character? |

Key Resources

Romeo & Juliet by William Shakespeare - No Fear Shakespeare Edition (hard copy) and Folger edition (PDF)

Romeo and Juliet "My Shakespeare" website

"Romeo and Juliet" movie modern adaptation (1996)

Royal Shakespeare Company website

[Romeo and Juliet: Historical background](#)

[Romeo and Juliet Allusions](#)

[Romeo and Juliet False Statements and Reasoning Errors](#)

From Folger Shakespeare Library:

[Reading Shakespeare's Language: Romeo and Juliet](#)

[About Shakespeare's Romeo and Juliet](#)

[Shakespeare's Life: From the Folger Shakespeare Editions](#)

[Shakespeare's Theater: From the Folger Shakespeare Editions](#)

[An Introduction to This Text: Romeo and Juliet](#)

Supplementary Resources

Informational texts from district-approved resources.

[Folger Shakespeare Library](#)

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

| Month | Weeks | Standards | Suggested Learning Targets | Mini-Lesson Skills | Suggested Student Centered Activities | Resources | Assessment |
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| November | 3-4 | <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of</p> | <p>SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.</p> <p>SWBAT reflect on how their own experiences and knowledge inform their understanding of these texts.</p> <p>SWBAT Recognize and appreciate cultural experiences reflected in texts from outside the United States.</p> <p>SWBAT demonstrate</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Informational Reading Pre-assessment • Use of reference materials to support understanding of texts • Building background knowledge of unit’s anchor text: historical and cultural significance • Building background knowledge of unit’s anchor text: how the author’s cultural experiences and knowledge shape the text and influence its meaning <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Informative/E | | <p>Informative/Explanatory Writing Rubric</p> | <ul style="list-style-type: none"> • LinkIt! pre-assessment - reading • Essay writing pre-assessment |

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| | <p>themes and significant concepts.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <p>their knowledge of informational essay writing by taking a pre-assessment.</p> | <p>xplanatory Writing Pre-assessment</p> | | | |
| | <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by</p> | <p>SWBAT Identify the main idea(s) in an informational text.</p> <p>SWBAT analyze and articulate the main arguments and claims in informational</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Main idea/themes of texts • Main arguments/claims in informational texts • Validity of reasoning presented in informational | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>Informative/E xplanatory Writing Rubric</p> | <p>LHS Suggested Formative Reading Assessments</p> |

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| | <p>specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;</p> | <p>texts.</p> <p>SWBAT assess the validity of the reasoning presented in a text.</p> <p>SWBAT identify the characteristics of informative/explanatory essay writing.</p> <p>SWBAT generate ideas for a piece of writing by brainstorming in various ways.</p> | <p>texts</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Characteristics of Informative/Explanatory exemplar essay • Review informative/explanatory essay rubric • Ways to brainstorm essay writing | | | |
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| | | <p>identify false statements and reasoning.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | | | | |
| December | 1-2 | <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient;</p> | <p>SWBAT evaluate the relevance and sufficiency of evidence that supports a claim.</p> <p>SWBAT analyze how specific sentences and paragraphs contribute to</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Relevance and sufficiency of evidence provided in texts • How specific sentences/paragraphs contribute to overall structure of | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>LHS Suggested Formative Reading Assessments</p> |

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| | <p>identify false statements and reasoning.</p> <p>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and</p> | <p>the overall structure.</p> <p>SWBAT identify how authors organize their ideas, claims, and choices in structuring a text.</p> <p>SWBAT recognize the audience for their writing and understand the purpose behind it.</p> <p>SWBAT use an appropriate style and tone, such as formal and objective in academic contexts.</p> <p>SWBAT introduce and define a chosen topic clearly.</p> | <p>text</p> <ul style="list-style-type: none"> • How authors organize texts (ideas, claims, text structure) <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Knowing your audience and deciding on a purpose for writing • Appropriate style and tone based on audience and purpose • Introduction paragraph: introduce chosen topic that captures audience’s interest | | | |
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| | accurately through the effective selection, organization, and analysis of content. | | | | | |
| | <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including</p> | <p>SWBAT understand how cultural backgrounds influence authors’ writing styles and purposes.</p> <p>SWBAT analyze and interpret seminal and informational texts critically.</p> <p>SWBAT identify any false statements or reasoning errors within a text.</p> <p>SWBAT organize and present complex ideas in a logical sequence.</p> <p>SWBAT use transitions to enhance</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Cultural background influences an author’s writing style and purpose (Romeo and Juliet: Historical Background) • Authors using seminal text and/or source materials (Romeo and Juliet Allusions) • False statements or reasoning errors within a text <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Body paragraphs: organizing and presenting complex ideas in a logical sequence • Body | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>Romeo and Juliet: Historical background</p> <p>Romeo and Juliet Allusions</p> <p>Romeo and Juliet False Statements and Reasoning Errors</p> | <p>LHS Suggested Formative Reading Assessments</p> |

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| | <p>how they relate in terms of themes and significant concepts.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information</p> | <p>clarity and flow.</p> <p>SWBAT use formatting techniques such as headings and bullet points to improve clarity.</p> | <p>paragraphs: use of transitions to enhance clarity and flow</p> <ul style="list-style-type: none"> • Body paragraphs: formatting techniques (headings, bullets, and images) | | | |
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| | | clearly and accurately through the effective selection, organization, and analysis of content. | | | | | |
| 3-4 | <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>W.IW.9–10.2. Write informative/explanatory</p> | <p>SWBAT clarify the meanings of unknown words and phrases by using context and various strategies.</p> <p>SWBAT analyze how word choices affect meaning and tone.</p> <p>SWBAT understand word relationships, particularly the differences between similar words (denotations and connotations)</p> <p>SWBAT use domain-specific terms to convey information in their</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Using context clues to clarify the meaning of unknown words • Impact of word choice on meaning and tone • Word relationships: Connotations and denotations <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Using domain-specific terms to convey information • Appropriate tone based on audience and purpose | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>LHS Suggested Formative Reading Assessments</p> | | |

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| | <p>texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <p>essays.</p> <p>SWBAT use appropriate tone and style based on different writing contexts.</p> | | | |
| | <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> | <p>SWBAT analyze how the introduction and development of ideas contribute to the overall meaning.</p> <p>SWBAT identify and articulate themes and significant concepts in texts.</p> <p>SWBAT identify the author’s intent in a</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> Analyzing how the introduction and development of ideas contribute to the overall meaning Following themes and significant concepts throughout a text Author’s intent in various texts Integrate information from various | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>LHS Suggested Formative Reading Assessments</p> |

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| | <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> | <p>text.</p> <p>SWBAT integrate information from various formats to form a comprehensive understanding.</p> <p>SWBAT incorporate quotations and examples effectively to support their ideas.</p> <p>SWBAT unpack quotes and examples from a text to explain their significance and how they support the chosen topic or main idea.</p> | <p>formats to form a comprehensive understanding</p> <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Body paragraphs: use quotations and examples to support ideas • Body paragraphs: unpack quotes and examples to show significance of chosen topic | | | |
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| | <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the</p> | | | | | |
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| | | effective selection, organization, and analysis of content. | | | | | |
| January | 1-2 | <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.</p> | <p>SWBAT Analyze the use of rhetorical devices in literature to understand the author’s point of view.</p> <p>SWBAT identify and interpret various figures of speech used in texts.</p> <p>SWBATiIdentify and cite textual evidence from various sections of an informational text</p> <p>SWBAT draw connections between different parts of the text and to broader themes or concepts.</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Rhetorical devices used by authors in anchor text • Figures of speech used in text • Explicit and inferential text evidence interpretation • Connections between different parts of the text to broader themes and concepts <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Body paragraphs: relevant facts and details to support topic • Body paragraphs: graphics and multimedia elements to support information | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>LHS Suggested Formative Reading Assessments</p> | |

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| | <p>RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>RI.PP.9–10.5. Determine an</p> | <p>SWBAT identify and select facts and details that are relevant to their chosen topic.</p> <p>SWBAT incorporate graphics and multimedia elements to support and enhance the textual information.</p> | | | | |
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| | <p>author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis</p> | | | | | |
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| | of content. | | | | | |
| | <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of</p> | <p>SWBAT identify and explain the order in which an author presents ideas.</p> <p>SWBAT analyze how these ideas are supported and developed through details and examples in the text.</p> <p>SWBAT recognize and articulate the connections between different points made in the text.</p> <p>SWBAT evaluate the effectiveness of an author’s structural choices in enhancing the text's meaning.</p> <p>SWBAT write a clear and effective</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Order of ideas presented by an author • Analyze how ideas are supported and developed through details and examples • Connections between different points made in a text • Author’s structural choices <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Conclusion paragraph: summarize key points • Connecting conclusion back to initial thesis | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>LHS Suggested Formative Reading Assessments</p> | |

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| | <p>the text.</p> <p>RL.IT.9–10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.</p> <p>RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, 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>concluding paragraph that summarizes the main points.</p> <p>SWBAT Connect their conclusion back to the initial thesis or main argument of the text.</p> | | | | |
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| | | <p>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p> | | | | | |
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| | organization, and analysis of content. | | | | | |
| 3-4 | <p>RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective</p> | <p>SWBAT identify and analyze different interpretations of a text.</p> <p>SWBAT evaluate which format best addresses a specific question or problem.</p> <p>SWBAT objectively summarize a text, reflecting the main ideas without personal bias.</p> <p>SWBAT edit their essay to improve clarity, grammar, and coherence by identifying and correcting errors in sentence structure, word choice, and punctuation.</p> | <p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Different interpretations of a single text • Evaluate which format best addresses a specific question/problem • Objective summary <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Edit essay writing • Present essay findings | <p>LHS ELA Instructional Workshop Model Suggested Activities /Groups</p> | <p>LHS Suggested Formative Reading Assessments</p> | |

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| | <p>summary of the text.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and</p> | <p>SWBAT present their essay findings clearly and effectively by organizing their ideas, using appropriate eye contact, volume, tone, and engaging their audience through clear explanations and relevant details.</p> | | | | |
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| | information clearly and accurately through the effective selection, organization, and analysis of content. | | | | | |
| | <p>L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RI.CR.9–10.1. cite a range and</p> | <p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.</p> | <ul style="list-style-type: none"> • Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals | | <p>End of MP Reflection</p> <p>Informative/Explanatory Writing Rubric</p> | <p>LinkIt! Benchmark MP 2</p> <p>End of MP Reflection</p> |

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| | <p>thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p> <p>RI.IT.9–10.3. Analyze how an author</p> | | | | | |
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| | <p>unfolds ideas throughout the text, 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>RI.TS.9–10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.PP.9–10.5. Determine an author’s purpose in a text (including cultural</p> | | | | | |
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| | <p>experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.</p> <p>RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.AA.9–10.7. Describe and evaluate the argument and</p> | | | | | |
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| | <p>specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>RI.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.</p> <p>W.IW.9–10.2. Write informative/explanatory texts (including the narration of</p> | | | | | |
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| | historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | | | | | |
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Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| <ul style="list-style-type: none"> • Content Areas <ol style="list-style-type: none"> 1. Iambic Pentameter: <ul style="list-style-type: none"> ▪ Understand what iambic pentameter is: a line of verse with five metrical feet, each consisting of an unstressed syllable followed by a stressed syllable (da-DUM, da-DUM, da-DUM, da-DUM, da-DUM). ▪ Explore how iambic pentameter mirrors natural speech while adding a rhythmic, almost musical quality to the dialogue. ▪ Analyze examples of iambic pentameter in the play, such as the prologue and key speeches by Romeo and Juliet. | <ul style="list-style-type: none"> • Previous Unit on Narrative and Storytelling <p>Content and Skills:</p> <ul style="list-style-type: none"> ○ Plot Structure: Understanding of exposition, rising action, climax, falling action, and resolution. ○ Character Development: Analysis of how characters evolve over time, including motivation, conflicts, and relationships. ○ Themes: Exploration of central themes such as love, conflict, identity, and fate. ○ Narrative Techniques: Use of dialogue, pacing, point of view, and tension in storytelling. ○ Literary Devices: Familiarity with metaphor, simile, symbolism, and irony. ○ Audience Engagement: Understanding |

2. Variations in Rhythm:

- Identify where Shakespeare deviates from strict iambic pentameter, such as with spondees (two stressed syllables), trochees (stressed followed by unstressed), or the occasional use of a sixth foot (a feminine ending).
- Discuss how these variations create emphasis, reflect a character's emotional state, or convey a shift in tone.

3. Blank Verse vs. Prose:

- Compare the use of blank verse (unrhymed iambic pentameter) with prose. Investigate why certain characters speak in prose while others use verse, and what this distinction reveals about class, mood, or psychological state.
- Analyze scenes where characters switch between prose and verse, such as in the exchanges between the Nurse and Juliet.

4. Rhyming Couplets:

- Examine the use of rhyming couplets at the end of scenes or speeches and discuss their purpose (e.g., to signal the end of a scene, to summarize a key point, or to add emphasis).
- Consider how the rhythm of the couplets contributes to the play's overall tone.

5. Word Play and Puns:

- Analyze how Shakespeare's wordplay, puns, and use of alliteration contribute to the rhythm and musicality of the language.
- Discuss how these elements

how stories are crafted to elicit specific responses from the audience.

Spiraling into Romeo and Juliet with a Focus on Rhythm

1. Building on Plot Structure:

- Relate the plot structure of Romeo and Juliet to students' understanding of narrative arc. Discuss how the rhythm of language (e.g., quick, staccato exchanges in the fight scenes versus the smooth, flowing verse in the love scenes) enhances different parts of the narrative.
- Explore how Shakespeare uses rhythm to heighten tension during the climax or to create a sense of resolution at the end.

2. Deepening Character Analysis:

- Connect students' previous analysis of character development to how rhythm reveals character traits and emotions. For example, examine how Romeo's use of elaborate, rhythmic verse reflects his romantic idealism, while Juliet's shift in rhythm might show her growing maturity.
- Encourage students to explore how shifts in rhythm and meter (e.g., breaking from iambic pentameter) can signal changes in a character's state of mind or emotion.

3. Expanding on Themes:

- Revisit themes like love, conflict, and fate, and explore how rhythm reinforces these themes. For example, the rhythmic symmetry of the sonnet form can symbolize the

enhance the meaning of the text and engage the audience.

6. Sonnet Form:

- Study the use of the sonnet form, particularly in the first meeting of Romeo and Juliet (Act 1, Scene 5).
- Discuss how the sonnet's structured rhythm reflects the themes of love and fate in the play.

Skills Development

1. Scansion:

- Practice scansion, the act of analyzing verse to determine its rhythm. Mark stressed and unstressed syllables in lines from the play.
- Develop the ability to recognize and articulate the effects of different metrical patterns.

2. Close Reading:

- Engage in close reading of passages, focusing on how Shakespeare's rhythmical choices enhance the emotional and thematic impact of the scene.
- Identify specific examples where the rhythm underscores key themes like love, conflict, and fate.

3. Textual Analysis:

- Analyze the text for how the rhythm of language interacts with other literary devices, such as imagery, metaphor, and symbolism.
- Explore how Shakespeare's use of rhythm supports character development and dramatic tension.

idealized nature of Romeo and Juliet's love.

- Analyze how the rhythm of the language contributes to the portrayal of fate (e.g., the rhythmic pattern in the prologue as a way to introduce the idea of destiny).

4. Narrative Techniques and Rhythm:

- Spiral from the previous unit's focus on pacing to discuss how rhythm controls the pacing of scenes in Romeo and Juliet. For instance, rapid exchanges of dialogue can quicken the pace and create urgency.
- Explore how Shakespeare uses rhythm to create different tones or moods, much like narrative techniques create atmosphere in storytelling.

5. Literary Devices and Rhythm:

- Build on students' familiarity with literary devices by analyzing how rhythm interacts with devices like metaphor, symbolism, and irony. For example, examine how the rhythm of a particular line might underscore a metaphor or enhance a pun.
- Encourage students to consider how the rhythm of language can itself be a literary device, influencing interpretation and meaning.

6. Audience Engagement through Rhythm:

- Discuss how the rhythm of language in Romeo and Juliet is crafted to engage the audience, much like narrative techniques are used in storytelling. For instance, how does the rhythm make certain lines more memorable or

4. Performance and Recitation:

- Practice reciting lines with attention to rhythm and meter, considering how the delivery of the text can influence its meaning.
- Experiment with performing scenes, exploring how changes in rhythm can affect tone and interpretation.

5. Comparative Analysis:

- Compare the rhythm in *Romeo and Juliet* with other Shakespearean plays or with contemporary works. Discuss how rhythm contributes to different styles and effects.

emotionally powerful?

- Encourage students to think about how the rhythm of the play's language contributes to its enduring appeal and its ability to connect with audiences across time.

Suggested Spiraling Activities:

Activities to Connect the Units

1. Comparative Analysis:

- Have students compare a narrative passage from the previous unit with a passage from *Romeo and Juliet*, focusing on how rhythm impacts the storytelling in each case.

2. Rhythmic Rewriting:

- Take a narrative or dialogue from the previous unit and have students rewrite it in iambic pentameter or another structured rhythm, exploring how the change in rhythm alters the tone or meaning.

3. Performance Reflection:

- Reflect on any performance-based activities from the previous unit and build on them by performing scenes from *Romeo and Juliet* with attention to rhythm, encouraging students to think about how this influences character portrayal and audience engagement.

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term

consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP10

Plan education and career paths aligned to personal goals.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP12

Work productively in teams while using cultural global competence.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Interdisciplinary Connections

TH.K-2.1.4.2.Pr

Performing

TH.K-2.1.4.2.Cr2

Organizing and developing ideas.

TH.K-2.1.4.2.Pr4

Selecting, analyzing, and interpreting work.

TH.K-2.1.4.2.Cn11

Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

TH.K-2.1.4.2.Cr1a

Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).

TH.K-2.1.4.2.Cr1b

Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).

TH.K-2.1.4.2.Cr1c

Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

TH.K-2.1.4.2.Pr4a

With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama,

creative drama).

TH.K-2.1.4.2.Cn11a

With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

SOC.9-12.1.1

Chronological Thinking

SOC.9-12.1.1.1

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.1.2

Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.

Choose, Rehearse

How, when, and why do theatre artists' choices change?

What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?