

LHS English 9 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Theme: Shakespeare and the Rhythm of Language

Benchmark Text Focus: Fictional

Anchor Text: Romeo and Juliet

Writing Genre Focus: Argumentative Essay Writing

Targeted ELA Standards

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

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
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.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word

or phrase important to comprehension or expression.

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.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
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.
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.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
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.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.RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
ELA.W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
ELA.W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
ELA.W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns.
ELA.W.AW.9–10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
ELA.W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
ELA.W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
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.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
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.
ELA.SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
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	
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.

Argumentative Writing Skills:

1. **Evidence-Based Reasoning:** As students study Shakespeare's works, they will learn to develop claims supported by strong textual evidence and logical reasoning. This includes analyzing literary elements, considering multiple perspectives, and selecting the most relevant details to strengthen their arguments.
2. **Clarity and Persuasion:** Writing effective arguments requires a clear thesis, logical organization, and persuasive language. Students will practice structuring their essays to present claims convincingly, anticipating counterarguments, and addressing them with thoughtful rebuttals tailored to their purpose and audience.
3. **Integration of Context:** Students will learn to integrate historical and cultural contexts into their arguments, using research to deepen and substantiate their analysis of Shakespeare's works. By blending literary analysis with contextual understanding, they will craft arguments that are nuanced, well-supported, and compelling.

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 they 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
<ul style="list-style-type: none">▪ Importance of Language: Students will understand that Shakespeare's use of language, including techniques like metaphor, allusion, and rhetorical questioning, is not only a tool for artistic expression but also for persuasion and the exploration of human	<ul style="list-style-type: none">▪ Analyzing Language and Rhetorical Devices: Students will develop the ability to identify and analyze rhetorical devices in Shakespeare's text, understanding how these techniques shape characters' arguments, emotions, and relationships. This skill

emotions and relationships. Additionally, students will understand how Shakespeare's use of iambic pentameter and other rhythmic structures in *Romeo and Juliet* serves to elevate dialogue, highlighting emotional conflicts and thematic elements such as love, fate, and tragedy.

- **Conveying Universal Human Experiences:** Students will recognize that the themes of *Romeo and Juliet*—such as the tension between love and hate, the power of fate, and the tragic consequences of impulsive decisions—are expressed through both the structure of the play and the characters' dialogues. In studying character dialogues, students will analyze how the way characters speak—whether in prose or verse—reveals their emotional state, social status, and personal conflicts. This helps build the complex, multidimensional nature of characters like Romeo, Juliet, and Mercutio.
- **Exploring Argumentative Reasoning:** Students will explore how Shakespeare uses persuasive techniques, such as ethos, pathos, and logos, to influence the way characters persuade or manipulate each other and how these strategies contribute to the tragic ending. Students will learn that argumentative essays, like Shakespeare's plays, need a careful balance of ethos (credibility), pathos (emotional appeal), and logos (logical reasoning). Just as Shakespeare blends emotional intensity with logical development of plot, students will incorporate both rational argument and emotional appeal in their writing.
- **Argumentative Writing Creation:** Students will learn that constructing a clear, focused thesis statement and organizing their essays logically are essential for presenting a persuasive argument. They will apply these skills to write focused essays on *Romeo and Juliet*, supporting their arguments with specific evidence from the text, using not just the presentation of facts but also a careful analysis of those facts to show their relevance and significance. Additionally, students will consider and address opposing viewpoints —

supports writing persuasive arguments in essays by showing how language can be a powerful tool for persuasion.

- **Understanding the Rhythm and Structure of Shakespeare's Verse:** By understanding the rhythm of Shakespeare's language, students will learn how form affects meaning. This skill empowers students to analyze how the rhythm of language impacts a scene's emotional tone and character development, which they can incorporate into their argumentative writing.
- **Developing a Clear and Debatable Thesis:** Students will learn how to craft clear, focused thesis statements that serve as the foundation for their argumentative essays. By analyzing *Romeo and Juliet*, they will practice taking a position on the play's themes (e.g., love vs. fate) and defending it with textual evidence.
- **Using Evidence from the Text to Support Arguments:** This skill will help students select relevant quotes from *Romeo and Juliet* that support their arguments about themes, character motivations, or rhetorical strategies. Students will practice analyzing evidence, showing how it supports their thesis, and integrating it effectively into their essays.
- **Structuring Arguments Logically:** Students will learn how to organize their argumentative essays clearly, using introduction, body paragraphs, and conclusion to build a structured and compelling argument. This organization is crucial for articulating complex ideas, such as those found in *Romeo and Juliet*, and ensuring that the argument flows logically.
- **Integrating Counterarguments and Rebuttals:** Students will develop the skill of recognizing opposing viewpoints, such as different interpretations of the characters' actions or the play's message, and addressing them thoughtfully in their essays. This helps students engage with the text on a deeper level and craft more sophisticated arguments.
- **Crafting Persuasive and Effective Conclusions:** Students will practice writing

whether through character perspectives or alternative readings of the play—to strengthen their arguments by showing a thorough understanding of the issue.

- **Analyzing through Different Critical Lenses:** Students will understand that there are multiple ways to interpret *Romeo and Juliet*, including through historical, feminist, psychoanalytic, and sociological lenses, and that using these lenses strengthens their argumentative essays by allowing them to approach the text from different perspectives and produce more complex arguments.

conclusions that restate their thesis in light of the evidence provided, while reinforcing the significance of their argument in relation to *Romeo and Juliet*. They will also learn how to use language effectively to end their essay powerfully.

- **Analyzing Characterization through Language:** By analyzing how Shakespeare uses language to develop characters, students will build skills in identifying character motivations and interpreting how their dialogue reflects the play’s major themes. This understanding allows students to use character analysis as evidence in their argumentative essays.
- **Persuasive Language and Tone in Writing:** Students will learn how to adopt an appropriate tone for their argumentative essays on *Romeo and Juliet*, balancing emotional appeal with logical reasoning. They will understand how to use the play's language techniques to evoke emotions and persuade their readers.
- **Refining Writing Through Revision and Peer Feedback:** This skill helps students refine their argumentative essays by focusing on clarity, structure, and strength of argument. By practicing revision techniques, students will learn to refine their analysis of *Romeo and Juliet* and strengthen their argumentative positions.

Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> ▪ How does Shakespeare's use of language and rhetorical devices influence the themes and characters in <i>Romeo and Juliet</i>? ▪ In what ways does the rhythm and structure of Shakespeare's verse deepen the emotional impact and thematic significance of <i>Romeo</i> 	<ul style="list-style-type: none"> ▪ How does Shakespeare’s use of rhetorical devices (such as metaphor, irony, and rhetorical questions) influence the meaning and emotional impact of the dialogue in <i>Romeo and Juliet</i>? ▪ How does the rhythm and structure of

and Juliet?

- How does Shakespeare develop characters through their use of language and the rhythm of their speech in *Romeo and Juliet*?
- What role do the themes of love, conflict, and fate play in *Romeo and Juliet*, and how does Shakespeare use language to express these themes?
- How do Shakespeare's rhetorical strategies affect the outcome of the play, and how can these strategies be seen as persuasive tools within the text?
- What is the role of logical reasoning versus emotional appeal in an argumentative essay, and how can we balance both in analyzing *Romeo and Juliet*?
- How can different critical lenses (e.g., historical, feminist, psychoanalytic) enhance our interpretation of *Romeo and Juliet*, and how can we incorporate these lenses into argumentative writing?
- Why is the development of a clear thesis statement and logical organization important for persuasive writing, and how can this structure be applied when writing about *Romeo and Juliet*?
- How does considering and addressing opposing viewpoints strengthen an argumentative essay about *Romeo and Juliet*?
- How does the integration of evidence and analysis strengthen an argumentative essay, particularly in relation to *Romeo and Juliet*?

Shakespeare's verse, particularly iambic pentameter, contribute to the emotional intensity and thematic depth of *Romeo and Juliet*?

- Why is it important to develop a clear and debatable thesis in an argumentative essay, and how can you ensure that your thesis statement is both focused and persuasive when writing about *Romeo and Juliet*?
- How do you select and effectively integrate textual evidence from *Romeo and Juliet* to support your argument in an essay?
- How can you organize your argumentative essay logically to ensure a clear progression of ideas and an effective presentation of your argument about *Romeo and Juliet*?
- Why is it important to address counterarguments in your essay, and how can you effectively respond to opposing viewpoints in a discussion of *Romeo and Juliet*?
- What role does the conclusion play in an argumentative essay, and how can you craft a conclusion that not only summarizes your argument but also emphasizes its significance in relation to *Romeo and Juliet*?
- How does Shakespeare use language to develop complex characters in *Romeo and Juliet*, and how can analyzing these characters enhance your argumentative essay?
- How can you use persuasive language and tone to enhance your argumentative essay, and what strategies can you apply from Shakespeare's language to engage your audience effectively?
- How can you refine your argumentative essay through revision and peer feedback to strengthen your argument, clarify your analysis, and improve the overall persuasiveness of your writing?

Key Resources

Anchor Text: 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](#)

Additional instructional resources:

- [Comprehension microskills](#)
- [Tier I instructional practices](#)
- [Engagement toolkit](#)

Lexia Aspire Resources:

- [Word Recognition](#) - phonemic awareness, decoding, fluency
- [Language Comprehension](#) - vocabulary, morphology, academic language, syntax

- [Writing & reading comprehension](#) - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Ways to integrate informational texts into this unit include:

- Provide historical and social context, including gender roles, social structure, the Renaissance, and Shakespeare's Life and Work
- Deepen thematic understanding on Love and Relationships, including love vs. hate and modern love
- Make connections to real-world issues

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
February	1-2	L.VL.9–10.3 RL.CT.9–10.8	SWBAT demonstrate their	Reading Mini-lessons: <ul style="list-style-type: none"> • Reading Pre- 		Argumentative Writing Rubric	<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading • Argumentative Essay

		<p>W.AW.9-10.1 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 their knowledge of argumentative essay writing by taking a pre-</p>	<p>assessment</p> <ul style="list-style-type: none"> • 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"> • Argumentative Writing Pre-assessment 			<p>writing pre-assessment</p>
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		assessment				
		<p>SWBAT Identify the main idea(s) or theme(s) of a text.</p> <p>SWBAT analyze and articulate the main arguments and claims in informational texts.</p> <p>SWBAT identify the characteristics of an argumentative essay writing.</p> <p>SWBAT generate ideas for a piece of writing by brainstorming in various ways.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Main idea/themes of texts • Main arguments/claims in informational texts <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Characteristics of argumentative exemplar essay • Review argumentative essay rubric • Ways to brainstorm argumentative essay writing 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>	<p>Argumentative Writing Rubric</p>	<p>LHS Suggested Formative Reading Assessments</p>
3-4	<p>RL.CR.9-10.1</p> <p>RL.TS.9-10.4</p> <p>W.AW.9</p>	<p>SWBAT evaluate the relevance and sufficiency of</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Relevance and sufficiency of evidence 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>		<p>LHS Suggested Formative Reading Assessments</p>

		-10.1	<p>evidence that supports a claim.</p> <p>SWBAT analyze how specific sentences and paragraphs contribute to 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 appropriat</p>	<p>provided in texts</p> <ul style="list-style-type: none"> • How specific sentences/paragraphs contribute to overall structure of text • 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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		<p>e style and tone, such as formal and objective in academic contexts.</p> <p>SWBAT introduce and define a chosen topic clearly.</p>				
	<p>RL.PP.9-10.5</p> <p>RL.CT.9-10.8</p> <p>W.AW.9-10.1</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 organize and present complex ideas in a logical</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) <p>Writing Mini-lessons:</p> <ul style="list-style-type: none"> • Body paragraphs: organizing and 	<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>

			<p>sequence.</p> <p>SWBAT use transitions to enhance clarity and flow.</p>	<p>presenting complex ideas in a logical sequence</p> <ul style="list-style-type: none"> • Body paragraphs: use of transitions to enhance clarity and flow 			
March	1-2	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>W.AW.9–10.1</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 (denotatio</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 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>	<p>LHS Suggested Formative Reading Assessments</p>	

		<p>ns and connotations).</p> <p>SWBAT use domain-specific terms to convey information in their essays.</p> <p>SWBAT use appropriate tone and style based on different writing contexts.</p>	<p>on audience and purpose</p>			
	<p>RL.IT.9-10.3</p> <p>RI.IT.9-10.3</p> <p>RL.MF.9-10.6</p> <p>RL.CT.9-10.8</p> <p>W.AW.9-10.1</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>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 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>		<p>LHS Suggested Formative Reading Assessments</p>

			<p>SWBAT identify the author's intent in a 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>texts</p> <ul style="list-style-type: none"> • Integrate information from various formats to form a comprehensive understanding <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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	3-4	<p>L.VI.9–10.4</p> <p>RL.CR.9–10.1</p> <p>RI.CR.9–10.1</p> <p>RL.IT.9–10.3</p> <p>W.AW.9–10.1</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>SWBAT identify 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</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: Acknowledging alternate or opposing claims 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>	<p>LHS Suggested Formative Reading Assessments</p>
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		<p>concepts.</p> <p>SWBAT identify and select facts and details that are relevant to their chosen topic.</p> <p>SWBAT enhance their argument by acknowledging alternate or opposing claims.</p>				
<p>RL.CI.9–10.2</p> <p>RI.CI.9–10.2</p> <p>RL.IT.9–10.3</p> <p>RI.IT.9–10.3</p> <p>RL.TS.9–10.4</p> <p>W.AW.9–10.1</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</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 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>			<p>LHS Suggested Formative Reading Assessments</p>

		<p>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 concluding paragraph that summarizes the main points.</p> <p>SWBAT Connect their conclusion back to the initial thesis or</p>	<p>in a text</p> <ul style="list-style-type: none"> • 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 			
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			main argument of the text.				
April	1-2	RL.CI.9-10.2 RI.CI.9-10.2 RL.MF.9-10.6 W.AW.9-10.1	SWBAT identify and analyze different interpretations of a text. SWBAT evaluate which format best addresses a specific question or problem. SWBAT objectively summarize a text, reflecting the main ideas without personal bias. SWBAT edit their essay to improve clarity, grammar, and coherence by identifying and correcting errors in sentence	Reading Mini-lessons: <ul style="list-style-type: none"> • Different interpretations of a single text • Evaluate which format best addresses a specific question/problem • Objective summary Writing Mini-lessons: <ul style="list-style-type: none"> • Edit essay writing • Present essay findings 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	LHS Suggested Formative Reading Assessments	

		<p>structure, word choice, and punctuation.</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>				
	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>RL.CR.9–10.1</p> <p>RL.CI.9–10.2</p> <p>RL.IT.9–10.3</p> <p>RL.TS.9–10.4</p>	<p>SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment</p> <p>SWBAT reflect on their</p>	<ul style="list-style-type: none"> • Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP reflection • Creating SMART goals 		<p>End of MP Reflection</p> <p>Argumentative Writing Rubric</p>	<p>LinkIt! Benchmark MP 3</p> <p>End of MP Reflection</p>

	RL.PP.9 -10.5	learning in reading and writing throughout marking period 3 by creating SMART goals.			
	RL.MF. 9-10.6				
	RL.CT.9 -10.8				
	W.AW.9 -10.1				

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>• Content Areas</p> <p>1. Iambic Pentameter:</p> <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. <p>2. Variations in Rhythm:</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Identifying and Defining a Focused Argument/Thesis: Students learned to identify a significant issue, define a specific research question, and develop a focused thesis statement. This thesis guides the rest of their essay, making it clear and structured. Students will build on this ability to develop a clear, debatable thesis that answers a specific question related to <i>Romeo and Juliet</i>. ▪ Conducting Research and Gathering Evidence: Students became proficient in gathering reliable, credible sources, often from academic journals, books, or reputable websites, to support their argument. They also develop skills in synthesizing information from multiple sources. Students will apply the same research skills to gather evidence, but this time, the evidence will be pulled from the text itself (<i>Romeo and Juliet</i>). They will analyze how specific language choices, dramatic techniques, and character developments support their thesis. ▪ Structuring the Argument and Essay: Students learned to organize their research essay into a clear and logical structure: an introduction with a thesis, body paragraphs with topic sentences and supporting evidence, and a conclusion that ties everything together. Students apply the same organizational structure to their argumentative essays on <i>Romeo and Juliet</i>, ensuring that each body

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 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.

paragraph presents a clear argument or analysis, supported by textual evidence, and flows logically from one to the next.

▪ **Evaluating and Synthesizing Evidence:**

Students learned to critically evaluate and synthesize evidence from a range of sources, ensuring that each piece of evidence directly supports their argument. In their analysis of *Romeo and Juliet*, students will evaluate and synthesize various textual elements, such as character speeches, plot developments, and thematic motifs (e.g., the tension between love and violence). They will synthesize evidence from different parts of the play to argue how Shakespeare's use of language shapes the themes and characters.

▪ **Proper Citation and Ethical Use of**

Sources: Students learned how to cite sources correctly, whether they are quoting, paraphrasing, or summarizing, and understand the importance of academic integrity. Students will apply the same citation skills to their argumentative essays on *Romeo and Juliet*. They will use textual evidence, correctly citing quotes from 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.

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.

Career Readiness, Life Literacies, and Key 21st Century Skills

WRK.9.2.12.CAP.1	Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Interdisciplinary Connections

MATH.K-12.1	Make sense of problems and persevere in solving them
MATH.K-12.2	Reason abstractly and quantitatively
MATH.K-12.3	Construct viable arguments and critique the reasoning of others
TH.9-12.1.4.12adv.Cr2	Organizing and developing ideas.
MATH.K-12.5	Use appropriate tools strategically
MATH.K-12.6	Attend to precision
TH.9-12.1.4.12adv.Cr2a	Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
MATH.K-12.7	Look for and make use of structure
TH.9-12.1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.
MATH.K-12.8	Look for and express regularity in repeated reasoning
TH.9-12.1.4.12adv.Pr	Performing

TH.9-12.1.4.12adv.Pr6	Conveying meaning through art.
TH.9-12.1.4.12adv.Pr6a	Produce a devised or scripted theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.
TH.9-12.1.4.12adv.Re	Responding
TH.9-12.1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
TH.9-12.1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
TH.9-12.1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
TH.9-12.1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
TH.9-12.1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
TH.9-12.1.4.12adv.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
TH.9-12.1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or scripted theatre work.
TH.9-12.1.4.12adv.Re9c	Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in devised or scripted theatre work.
TH.9-12.1.4.12adv.Cn	Connecting
TH.9-12.1.4.12adv.Cn10a	Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
TH.9-12.1.4.12adv.Cn11c	Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.
SCI.HS-PS2	Motion and Stability: Forces and Interactions
SCI.HS.PS2.A	Forces and Motion
SOC.6.2.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
SOC.6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SCI.HS-LS3	Heredity: Inheritance and Variation of Traits
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
SCI.HS-LS4	Biological Evolution: Unity and Diversity
SCI.HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
SCI.HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
SCI.HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

