

9 th Grade	Quarter 2 Curriculum Map	Weeks 1-9
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 3).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the HS English Companion Guide outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> ● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The HS English Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. ● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually. ● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully. ● The HS English Companion Guide also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text. ● The HS English Companion Guide emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding. 		

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Guidance for ELA Lessons and Units		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as “Learning Targets.” Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
Guidance on Assessments and Tasks		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> • LearnZillion Guidebooks 2.0 (www.scsk12.learnzillion.com) • Facing History and Ourselves Teaching Strategies • EL Education Protocols <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: https://www.tn.gov/education/assessment/tcap-writing-rubrics.html</p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, daily tasks have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The culminating task expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete cold-read tasks. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an extension task. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be **found here**. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

HS ELA Resource Toolkit

Literacy Shifts	Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> • College- and Career-Ready Shifts in ELA / Literacy • Key Shifts in ELA • Using Evidence From the Text • Evidence Sentence Starters • Reading Complex Text • Close Reading • Text Complexity and Vocabulary Analysis • Close Reading Poetry • Determine a Deeper meaning of the text • How do the materials support all learners? 	<ul style="list-style-type: none"> • Word Choice and Tone • Reading with Purpose and understanding • Reading with accuracy, rate, and expression • Annotating Text • Jigsaw • Notice and Note Signposts • SOAPstone • TP-CASST • Reading Log 	<ul style="list-style-type: none"> • Opinion Writing • Argumentative Writing • Informational Writing • Narrative Writing • Parts of Speech • Verb and Pronoun Agreement • Capitalization and Punctuation • Sentence Structure • Tenses • Word Choice and Stone • Research Skills • Transitions 	<ul style="list-style-type: none"> • Discussion Reflection • Reading with accuracy, rate, and expression • Conversation Guide • Evidence Sentence Starters • Accountable Talk • Gallery Walk • Philosophical Chairs Debate • Student-led Discussions (Socratic Seminar, Fishbowl)
Language	Vocabulary	Scaffolding	Differentiation
<ul style="list-style-type: none"> • ACT Knowledge of Language Standards and Conventions of Standard English Grammar, Usage, and Punctuation • 11th Grade Language Standard Expectations: • Grammar – Parts of Speech: • Grammar – Subject/Verb and Pronoun/Antecedent Agreement: • Grammar – Capitalization and Punctuation: • Grammar – Sentence Structure: • Grammar – Tenses: • Grammar – Word Choice, Tone, Style: 	<ul style="list-style-type: none"> • 15 Free Resources for Teaching High Frequency Vocabulary (TESOL) • Adlit.org – Improving Literacy Instruction in the Classroom • Vocabulary Based Activities for the High School Classroom • NEA Spelling and Vocabulary for Grades 9-12 • Edutopia: Tips for Teaching Vocabulary • Effective Strategies for Teaching Vocabulary • Teaching Vocabulary Skills • Paper: Effective Vocabulary Instruction 	<ul style="list-style-type: none"> • Writing and Grammar Interventions • Using Evidence from the Text • Research Skills • Reading with Purpose and Understanding • Reading with Accuracy, Rate, and Expression • Teaching Vocabulary in Context • 20 Vocabulary Lesson Ideas • Complete ACT Grammar and Punctuation Rules • Grammar Exercises at MyEnglishGrammar • GrammarBook.com – English Grammar Rules • Merriam Webster: 8 	<ul style="list-style-type: none"> • Writing and Grammar Interventions • Using Evidence from the Text • OTHER/ESL: Duolingo • ESL/ELL Resources to Succeed in School • 50 Essential Sources for ESL Students • 43 Excellent Resources for ESL Students • Reading Rockets – Teaching Vocabulary • Grammar Alive: pdf book text (includes resource for non-native speakers) • Perfect English Grammar

<ul style="list-style-type: none"> • Basic Grammar Guide • Capella University – Grammar Handbook • Grammar Alive – pdf book text • Purdue Writing Lab – Grammar Exercises • Grammar Exercises at ChompChomp • Merriam Webster Online Dictionary • Merriam Webster – Word of the Day • Merriam Webster – Grammar Check 	<ul style="list-style-type: none"> • Paper: A “word” about Vocabulary Considerations Packets 	<p>Grammar Terms You Knew But Forgot</p> <ul style="list-style-type: none"> • Basic English Grammar Rules with Example Sentences 	
Intervention/ Remediation	ACT/ PSAT	State and District Resources	Other Resources
<ul style="list-style-type: none"> • RTI • Student Supports • Dropout Prevention • Remediation Strategies 	<ul style="list-style-type: none"> • TDOE ACT and SAT Resources – • ACT Standards Connections • ACT ELA Readiness Writing Standards • ACT Reading Standards • ACT English Standards • ACT/SAT Prep • Khan Academy-SAT • Official ACT Practice Tests • Power Score • SAT Connections- • SAT Teacher Implementation Guide 	<ul style="list-style-type: none"> • State Standards • State Blueprint • Writing Rubrics • TNReady Assessment 	<ul style="list-style-type: none"> • Edugoodies • Clever • Learnzillion Resources • Discovery Education • Schoolology • TedED • Classroom Management • Edutopia

9 th Grade Curriculum At-a-Glance				
Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>Heroes and Veterans</i>	" <i>The Odyssey</i> " by Homer	Social Studies, Ancient History
2	9 weeks	<i>Romeo and Juliet</i>	" <i>Romeo and Juliet</i> " by William Shakespeare	Fine Arts, Drama*
3	9 weeks	<i>Hope, Despair, and Memory</i>	" <i>Hope, Despair, and Memory</i> " by Elie Wiesel	Social Studies, Holocaust, Genocide
4	9 weeks	<i>The Power of Language</i>	<u>Fahrenheit 451</u> by Ray Bradbury	Social Studies, Censorship

*The TN Shakespeare Company is available to help any school in SCS to facilitate this unit.

Social Emotional Learning

Central to the HS ELA curriculum, is a focus on students becoming effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, patience, self-management, responsibility, perseverance, collaboration); becoming ethical people, treating others well and standing up for what is right (e.g., morality, justice, empathy, integrity, respect, compassion); and working to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

In the 9th grade, students focus on the importance of patience in gaining wisdom and experience and learn about self-management in the Odyssey unit. They learn about the development of the teenage brain and internal motivations in the Romeo and Juliet unit. Students explore morality in the face of injustice in the Hope Despair, and Memory unit. Finally, students study themes related to standing up for what is right in the Fahrenheit 451 unit.

You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are highlighted in blue. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Grade 9		Romeo and Juliet	9 Weeks
Unit Overview			
Students read <i>The Tragedy of Romeo and Juliet</i> and various literary and informational texts about choices and consequences. Students understand and express their understanding of how the motivations, decisions, and actions of complex characters propel the action of a story and how patterns and contrasts in language develop various motifs that reveal central ideas. Students will also apply their understanding of the teenage brain to decisions that characters make in <i>Romeo and Juliet</i> .			
Essential Questions			
<p>Is there such thing as love at first sight?</p> <p>Is “true love” able to be defined?</p> <p>Are there forces in life in which people have no control?</p> <p>Do differences bring people together or separate them?</p> <p>Does your name define who you are and what others perceive about you?</p> <p>Do the choices you make in life define who you are?</p> <p>Is it better to seek revenge or find forgiveness?</p> <p>How do social boundaries affect people’s interactions with others?</p>			
Anchor Text		Qualitative Analysis	
<i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (p. 806-935)		<p>To assist teachers with scaffolding instruction, the qualitative measures of the anchor text are provided here. These measures are based on the Text Complexity – Qualitative Measures Rubric.</p> <ul style="list-style-type: none"> • Meaning: Moderately Complex • Text Structure: Exceedingly Complex • Language Features: Exceedingly Complex • Knowledge Demands: Exceedingly Complex <p>Shakespeare’s <i>The Tragedy of Romeo and Juliet</i> consists of language from the Elizabethan times and a historical setting that might make the text challenging for some students in this grade band. However, it is based on a relatable and accessible concept for teenagers.</p>	
Related Text/Anchor Text Connections			
Build Knowledge: The texts (print and non-print) listed below build student knowledge around the topic(s) (Teenage Brain, Adolescent Development, etc.) to make the anchor text (including the major themes and ideas of the unit) more accessible for students.			
Informational Text			
<ul style="list-style-type: none"> • “Teenage Brains Are Malleable and Vulnerable, Researchers Say” by Jon Hamilton (National Public Radio) • <i>Understanding the Mysterious Teenage Brain</i>, Talk of the Nation from NPR • <i>The Teen Brain: Still Under Construction</i> pamphlet by the National Institute of Mental Health 			
Non-Print Text			
<ul style="list-style-type: none"> • <i>Understanding the Mysterious Teenage Brain</i>, Talk of the Nation from NPR (audio) 			

Make Connections: The texts listed below provide students with the opportunity to analyze multiple texts for common themes, make thematic connections across texts, and prepare for the End-of-unit assessment.

Literary Text

- “A Poison Tree” by William Blake
- “The Raven” by Edgar Allen Poe

Non-Print Text

- *The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853-55* by Frederic Lord Leighton
- *Romeo + Juliet* video clips by Baz Luhrmann
- *Romeo and Juliet* video clips by Franco Zefirelli
- *Where's Romeo?* (c. 1912) (Act III, Scene iii) by William Hatherell
- “Teenage Brains”, “Beautiful Brains” Photo Gallery by David Dobbs from National Geographic

End-of-Unit Assessment:

How do patterns or contrasts in language reveal a central idea of *The Tragedy of Romeo and Juliet*?

To answer this question:

- Select a motif that you have traced throughout your reading of *Romeo and Juliet*.
- Analyze how the patterns of language (word choice/diction, imagery, and figurative language) create the motif.
- Determine how the patterns of language/motif reveal a central idea of the play.

Write a literary analysis that supports your claims in answer to the question and demonstrates an understanding of the play. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of strong and thorough textual evidence to support the analysis, including direct quotations and parenthetical citations.

Unit Outcomes: Grade Level Standards Addressed

Reading: Literature

9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.IKI.7, 9-10.RL.RRTC.10

Reading: Informational Texts

9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.KID.3, 9-10.RI.CS.5, 9-10.RI.IKI.7, 9.RI.RRTC.10

Writing

9-10.W.TTP.1, 9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.7, 9-10.W.RBPK.9, 9-10.W.RW.10

Language

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.KL.3, 9-10.L.VAU.4, 9-10.L.VAU.5

Speaking and Listening

9-10.SL.CC.1, 9-10.SL.CC.2, 9-10.SL.CC.3, 9-10.SL.PKI.4

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Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Writing

- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Lesson 1	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><u>Materials:</u> Pearson textbook, p. 798-807 The Prologue handout (GB) A dictionary Notebook paper Annotation materials, such as highlighters</p>	<p><u>Guiding Question:</u> What is the purpose of the Prologue in <i>Romeo and Juliet</i>? How does the connotation of words and phrases contribute to the writer's intended message?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Close read the Prologue of <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, focusing on how an author's word choice impacts tone. (9-10.RL.CS.4) • Write an objective summary. (9-10.RL.KID.2) • Revise draft of objective summary based on peer feedback and annotations. (9-10.W.PDW.5) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Review the Extended Study section with students. Use focus questions as outlined in TE, page 798A-B and page 798-799.

Additional lesson materials can be found here:

<https://scsk12.learnzillion.com/lesson-plans/11400-lesson-1-close-reading-the-prologue/additional-materials>

- Lesson 1: Close reading, the Prologue
(Link: https://scsk12.learnzillion.com/lesson_plans/11400-lesson-1-close-reading-the-prologue/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions: (Sample)

*Answers to questions on slides can be found in the Teaching notes provided. Answers to the supplemental questions can be found at the page numbers referenced by the Teacher’s Guide at this link: <http://bit.ly/Gr9RJGuide>

Slide 13

Prompt students to write an objective summary of the Prologue. You can provide the following hints for students as needed. These could also be written on a white board or chart paper.

- Who are the characters?
- Where is this story taking place? What is the setting?
- When does the action take place?
- What seems to be the conflict?
- Why is there a conflict? Is there any background information?

Slide 17

- What words stick out to you?
- What words and phrases have a lot of or strong meaning to you?
- What similarities do you notice about all the words you selected?
- What do those words have in common?
- Why might the author have selected those words? What message is the author trying to send?
- How does the author’s choice of words impact your understanding of the Prologue?

Supplemental Questions for the Prologue (p. 269-270)

- How does the word *lamentable* affect the title of the play?
- What meanings of the word *tragedy* do you know? Why might a play be called a *tragedy*?
- What do you learn about the households in line 1? What words or phrases develop the relationship between these two households?
- Whose hands are being made “unclean”?
- How does line 4 develop your understanding of this “ancient grudge”?

Daily Writing Practice

From Slide 18, have students revise the original objective summary based on annotations. Students should write Draft 2 on page 2 of the prologue handout, use correct spelling and mechanics, and combine sentences to increase sentence variety.

Lesson 2	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><u>Materials:</u> The Prologue handout (GB) Different-colored highlighters</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12457-lesson-2-analyzing-syntax-and-tone/additional-materials</p>	<p><u>Guiding Question:</u> How do an author’s use of words and phrases contribute to the speaker’s attitude or tone?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Continue our close reading of the Prologue of <i>Romeo and Juliet</i>. (9-10.RL.KID.1) Focus on how words and phrases contribute to the speaker’s attitude or tone. (9-10.RL.CS.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 2: Analyzing syntax and tone (Link: https://scsk12.learnzillion.com/lesson_plans/12457-lesson-2-analyzing-syntax-and-tone/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Note: This is a grammar lesson. By identifying phrases and clauses, students are able to isolate syntax and determine tone. Follow the directions in the Teaching notes provided next to each slide. Note: The Prologue serves to frame the story and forecast some events that will take place. Remind students that with Shakespeare’s plays, comedies always end with a wedding, and tragedies always end with a funeral. Ask which one the Prologue hints might be the structure of this play? <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Answers to questions on slides can be found in the Teaching notes provided. Answers to the supplemental questions can be found at the page numbers referenced by the Teacher’s Guide at this link: http://bit.ly/Gr9RJGuide</p> <p>Slide 7</p> <ul style="list-style-type: none"> What is the tone of the Prologue? How do the words, phrases, and clauses create tone? <p>Supplemental Questions for the Prologue (p. 270-273)</p> <ul style="list-style-type: none"> What does the audience learn in lines 5-6 about the relationship between the lovers and the “two households”? What does the word <i>fatal</i> in line 5 tell the audience about the lovers? What familiar word can you find in <i>fatal</i>? What alternative meaning of <i>fatal</i>, besides “causing death,” does this suggest? How does Shakespeare’s choice of the word <i>fatal</i> develop the tragic tone of the play? What familiar word can you find in <i>misadventured</i>? How does the prefix <i>mis-</i> affect your understanding of the word? How do Shakespeare’s specific word choices in lines 5-8 develop the definition of <i>star-crossed</i>? What effect do the “star-crossed” lovers’ deaths have on their parents?

	<ul style="list-style-type: none"> • How does Shakespeare’s choice of the word <i>death-marked</i> develop the tone of the Prologue? • To whom do “our” and “you” refer to in these line? Cite evidence from the text to support your response. • Paraphrase what happens during the “two hours traffic” on the stage. • What does the Chorus ask of the audience? • How do lines 9-11 and the definition of <i>prologue</i> develop the role of the Chorus? <p><u>Daily Writing Practice</u> Revised from Slide 8, have students answer the last questions on page 4 of the Prologue handout: <i>How do the words, phrases, and clauses establish a tragic tone of the Prologue?</i></p>
Lesson 3	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><u>Materials:</u> Pearson textbook The Prologue handout (GB) Sticky notes</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/12460-lesson-3-class-discussion-theme/additional-materials</p>	<p><u>Guiding Question:</u> How does an author communicate a theme throughout the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Explore thematic topics in <i>Romeo and Juliet</i>. (9-10.RL.KID.2) • Participate in a small-group discussions. (9-10.SL.CC.1) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 3: Class discussion, theme (Link: https://scsk12.learnzillion.com/lesson_plans/12460-lesson-3-class-discussion-theme/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Have students complete each question/task in groups of no more than 4 students. • While using Slide 6, remind students that thematic statements should: <ul style="list-style-type: none"> ○ be declarative sentences. ○ be universal. (The thematic statement should be able to apply to another text.) ○ reveal truths about human nature. ○ NOT be bound by time period, genre, culture, etc. • Students may need to read p. 805 of the textbook, which explains “Star-crossed lovers” in more detail. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Answers to questions on slides can be found in the Teaching notes provided.</p> <ul style="list-style-type: none"> • What does the text teach the audience about (insert thematic idea/abstract noun)? (ex. love, family, revenge, prejudice, hate, conflict, friendships, etc.)

- Why does the concept of “star-crossed lovers” appear throughout literature old and new?
- What makes it appeal across time and place?
- What are classic works? (Slide 7)

Daily Writing Practice

From Slide 8, have students respond to the following questions in a brief paragraph for an Exit Ticket: *Why do ideas from classic works get transformed in later works? Be sure to use evidence from the Prologue to support your response.*

October 24-30, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Reading: Informational Texts

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing

- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Lesson 4

Instructional Plan

High-Quality Text(s)

Guiding Question: How do characters’ actions and motivations impact the plot?

<p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><u>Materials:</u> Characters and motivations handout (GB) Student copies of <i>Romeo and Juliet</i> (p. 807-811 of textbook)</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12461-lesson-4-character-and-motivation-act-i-part-1/additional-materials</p>	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Begin reading Act I aloud. (9.RL.RRTC.10, 9-10.L.KL.3) • Record the major characters, descriptions, actions, and key quotations of Act I. (9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 4: Character and motivation, Act I, part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/12461-lesson-4-character-and-motivation-act-i-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Answers to questions on slides can be found in the Teaching notes provided.</p> <p>Slide 5</p> <ul style="list-style-type: none"> • Explain that Romeo, Mercutio, and Benvolio are all part of the Montague clan, while Juliet, the Nurse, Tybalt, and Paris are all part of the Capulet clan. • Lines 35-46: Ask students, “How are the Capulet servants provoking a fight?” • Lines 57-58: Ask students, “What is Benvolio attempting when he says, ‘Part, fools!...’” • Lines 63-65: Ask students, “What kind of character does Tybalt seem to be?” • Lines 74-96: Ask students, “What is the prince’s ultimatum?” • Exchange between Benvolio and Lord Montague: “Why is Lord Montague worried?” “What has Romeo’s behavior been lately?” • Exchange between Benvolio and Romeo: “Why is Romeo sad?” “How does Benvolio attempt to cheer his cousin?” <p><u>Daily Writing Practice</u> From Slide 6, students will work with a partner to complete the columns on the characters and motivations handout.</p>
<p>Lesson 5</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>Romeo + Juliet</i> video clips by Baz Luhrmann</p> <p><u>Materials:</u> The different artistic mediums handout</p>	<p><u>Guiding Question:</u> How does a director’s choices impact an audience’s understanding of a source text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • View a film version of Act I. (9-10.RL.IKI.7) • Take notes on how the director of the film <i>Romeo + Juliet</i> makes choices to portray characters and key events. (9-10.RL.CS.5)

<p>(GB)</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/11401-lesson-5-two-artistic-mediums-act-i/additional-materials?card=95986</p>	<p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 5: Two artistic mediums, Act I (Link: https://scsk12.learnzillion.com/lesson_plans/11401-lesson-5-two-artistic-mediums-act-i/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Answers to questions on slides can be found in the Teaching notes provided. Answers to the supplemental questions can be found at the page numbers referenced by the Teacher’s Guide at this link: http://bit.ly/Gr9RJGuide</p> <p>Slide 6</p> <ul style="list-style-type: none"> Why do you think the director chose to pair modern aspects with the original language of the play? <p>Supplemental Questions for the film clip (p. 279-281)</p> <ul style="list-style-type: none"> Which characters appear in this excerpt from Baz Luhrmann’s <i>Romeo + Juliet</i>? What happens in this portion of the film? Why is Romeo surprised it is so early in the day? What does the audience learn about the reasons for Romeo’s sadness through his response to Benvolio? How does Romeo respond to Benvolio’s weeping at his “good heart’s oppression”? How does Shakespeare use metaphor to develop Romeo’s character? How does Romeo’s refusal to tell Benvolio whom he loves further develop Romeo’s character? <p><u>Daily Writing Practice</u> From Slide 7, students will answer the following question on the back of the handout: <i>How do the depictions in the film affect your understanding of the characters and events of Act I?</i></p>
<p>Lesson 6</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><u>Materials:</u> Characters and motivations handout (GB) Student copies of <i>Romeo and Juliet</i> (p. 811-830 of textbook)</p>	<p><u>Guiding Question:</u> How do characters’ actions and motivations impact the plot?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read the remaining lines of Act I. (9.RL.RRTC.10) Complete the characters and motivations handout. (9-10.RL.KID.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 6: Character and motivation, Act I, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/11402-lesson-6-character-and-motivation-act-i-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Additional lesson materials can be found here:

<https://scsk12.learnzillion.com/lesson-plans/11402-lesson-6-character-and-motivation-act-i-part-2/additional-materials>

Text-Dependent/Text-Specific Questions: (Sample)

*Answers to questions on slides can be found in the Teaching notes provided. Answers to the supplemental questions can be found at the page numbers referenced by the Teacher's Guide at this link: <http://bit.ly/Gr9RJGuide>

- How does Juliet's comment in Act I, Scene v, lines 137-138, echo the Prologue? Explain your response.
- How do the comments of Mercutio and Benvolio add to your understanding of Romeo's character? Explain your answer.
- What threats to Romeo and Juliet's love already exist in Act I?
- How do you think Romeo and Juliet will react to these threats? Explain your response.
- How do the differences between Romeo and Juliet define their relationship? Explain.

Supplemental Questions for the film clip (p. 287-290)

- How does Shakespeare use imagery to describe the woman Romeo loves in lines 206-209?
- How do Shakespeare's specific word choices in lines 210-212 develop Romeo's attitude toward the woman he loves?
- How does Romeo's attitude toward the woman he loves develop a central idea in the text?
- Why does Romeo believe that she "makes huge waste"?
- What advice does Benvolio give Romeo?
- How does Shakespeare use figurative language to develop Romeo's ideas about beauty in lines 230-231?
- How does Shakespeare use figurative language to further develop Romeo's ideas about beauty in lines 232-234?
- How does Romeo's response to Benvolio's advice develop a central idea?

Supplemental Questions for the film clip (p. 297-299)

- What does Capulet's Wife want to discuss with Juliet?
- How does Juliet's response develop her character?
- For what reasons does Juliet's mother want to discuss marriage?
- Why does Juliet's mother want to talk to Juliet about Paris?
- How does Juliet's mother use the metaphor of an "unbound" book to describe the potential relationship between Paris and Juliet?
- How do lines 90-91 develop the relationship between the book and its cover?
- How does Juliet respond to her mother's request, "Can you like of Paris's love"?
- How does Juliet's response develop her character?
- How does the number of lines Juliet speaks in comparison to her mother develop Juliet's character?

Supplemental Questions for the film clip (p. 306-308)

- To what is Romeo referring in the phrase "holy shrine"?
- How does Romeo "profane" Juliet's hand? What might *profane* mean in this context?

	<ul style="list-style-type: none"> • For what reasons does Romeo claim that he has “profane[d]” Juliet’s hand? • How does Shakespeare use figurative language to describe Romeo’s feelings for Juliet? • What word parts help you to make meaning of the word <i>mannerly</i>? • What does Juliet mean by “mannerly devotion”? • How does Juliet refine the metaphors in lines 96-99? • How does Shakespeare develop Juliet through her response to Romeo? • What does Romeo ask of Juliet in line 100? • How does Juliet’s response to Romeo further develop her character? • How does Shakespeare use figurative language to develop the relationship between Romeo and Juliet in lines 106-109? <p><u>Daily Writing Practice</u> Instruct students to respond briefly in writing to the following prompt: <i>How does Shakespeare use figurative language to develop the characters of Romeo and Juliet?</i></p>
<p>Lesson 7</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><u>Materials:</u> The dialectical journal for Act I handout (GB) Student copies of <i>Romeo and Juliet</i> (p. 807-830 of textbook)</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/11409-lesson-7-patterns-and-contrasts/additional-materials</p>	<p><u>Guiding Question:</u> How do authors use patterns and contrasts to create meaning?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Locate motifs (words, phrases, and quotations that create patterns and/or contrasts) throughout Act I. (9-10.RL.CS.4) • Record the motifs on the dialectical journal handout and write meaningful interpretations/commentary. (9-10.W.RW.10) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 7: Patterns and contrasts (Link: https://scsk12.learnzillion.com/lesson_plans/11409-lesson-7-patterns-and-contrasts/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) *Answers to questions on slides can be found in the Teaching notes provided. Answers to the supplemental questions can be found at the page numbers referenced by the Teacher’s Guide at this link: http://bit.ly/Gr9RJGuide</p> <p>Slide 6 Look for quotations about light and dark, which reveal patterns and contrasts in imagery.</p>

	<p>Slide 7 Consider recurring words, phrases, and quotations that create patterns or contrasts.</p> <p><u>Daily Writing Practice</u> From Slide 8, students will answer the following prompts on the back of the dialectical journal handout: <i>Select a motif. Explain how that motif creates meaning in the text. In other words, what does the motif teach the reader about characters, events, or ideas?</i></p>
Lesson 8	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><i>“The Teen Brain: Still Under Construction”</i> pamphlet by the National Institute of Mental Health</p> <p><u>Materials:</u> Copies of the anchor text (GB) Student copies of <i>Romeo and Juliet</i> (p. 807-830 of textbook) The teen brain claims handout Highlighters</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/11410-lesson-8-the-teen-brain/additional-materials</p>	<p><u>Guiding Question:</u> How does adolescent brain development influence teen behavior?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read an informational pamphlet, “The Teen Brain: Still Under Construction” by the National Institute of Mental Health. (9.RI.RRTC.10) • Identify the author’s claims about how adolescent brain development influences teen behavior. (9-10.RI.KID.1, 9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 8: “The Teen Brain” (Link: https://scsk12.learnzillion.com/lesson_plans/11410-lesson-8-the-teen-brain/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Students will work with a partner to complete the teen brain claims handout.</p> <ul style="list-style-type: none"> • In the left column, students write three major claims of the pamphlet. • In the middle column, students record examples of characters’ behavior from <i>Romeo and Juliet</i> that support the claim. • In the right column, students provide appropriate textual evidence. <p><u>Daily Writing Practice</u> As an Exit Ticket, have students write a critical summary of the pamphlet, evaluating claims made by the authors.</p>

October 31, 2019-November 6, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
- B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- D. Provide a concluding statement or section that follows from and supports the argument presented.
- E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- F. Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.RBPK7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- A. Use context as a clue to the meaning of a word or a phrase.

Speaking and Listening

- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Lesson 9	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act I)</p> <p><i>“The Teen Brain: Still Under Construction”</i> pamphlet by the National Institute of Mental Health</p> <p><u>Materials:</u> Copies of the anchor text (GB) Student copies of <i>Romeo and Juliet</i> (p. 807-830 of textbook) The teen brain claims handout Levels of inquiry handout Conversation stems handout</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/11413-lesson-9-the-teen-brain-</p>	<p><u>Guiding Question:</u> How does the adolescent brain development influence teen behavior?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Prepare for a class discussion by writing questions with a partner. (9-10.W.RBPK7) • Use the questions to discuss the connections between the characters’ behavior and their age. (9-10.SL.PKI.4) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 9: “The Teen Brain” discussion (Link: https://scsk12.learnzillion.com/lesson_plans/11413-lesson-9-the-teen-brain-discussion/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • The pamphlet is available in color in the additional materials and can be projected on a SmartBoard. Teachers will need to zoom in to see specific sections during class discussion. Students will be able to read and annotate a copy of the text provided in their GuideBooks that is not in a pamphlet form. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <ul style="list-style-type: none"> • Describe the study of the “visible” brain. • What happens to the amount of gray matter in the brain during adolescence? • What part of the cortex is among the last to mature? What impact might this have on adolescent behavior? • Identify other facts or evidence in the text about brain development that might impact adolescent behavior. <p><u>Daily Writing Practice</u></p>

discussion/additional-materials	<p>From Slide 9, have students respond to the following questions on notebook paper: <i>In “The Tragedy of Romeo and Juliet”, what is the relationship between the characters’ thoughts and actions? Are their ages a factor in their decision-making? Why? Be sure to include textual evidence.</i></p>
Lesson 10	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act II)</p> <p><u>Materials:</u> The characters and motivations handout for Act II (GB) Student copies of <i>Romeo and Juliet</i> (p. 833-844 of textbook)</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/12444-lesson-10-character-and-motivation-act-ii-part-1/additional-materials</p>	<p><u>Guiding Question:</u> How do Shakespeare’s structural choices affect the other story elements in these scenes?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read Act II, Scenes i-ii. (9-10.RL.KID.1) • Record the major characters, descriptions, actions, and key quotations of Act II. (9-10.RL.KID.3) • Analyze the effect of Shakespeare’s structural choices in the first two scenes of Act II. (9-10.RL.CS.5) • Determine or clarify the meaning of unknown and multiple-meaning words and phrases within the text by using context clues. (9-10.L.VAU.4a) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 10: Character and motivation, Act II, part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/12444-lesson-10-character-and-motivation-act-ii-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>*Answers to questions on slides can be found in the Teaching notes provided. Answers to the supplemental questions can be found at the page numbers referenced by the Teacher’s Guide at this link: http://bit.ly/Gr9RJGuide</p> <p>Slide 5</p> <ul style="list-style-type: none"> • Scene i: “What change is the chorus describing in Romeo?” • Scene i: “Why do Romeo’s friends think that he has abandoned them?” • Scene ii: “How does Romeo know how Juliet feels about him?” • Scene ii: “What do the teens plan?” <p>Supplemental Questions for the film clip (p. 315-317)</p> <ul style="list-style-type: none"> • To whom is Romeo speaking in lines 1-9? Cite evidence from the text to support your response. • What is Romeo doing as he speaks these lines? Cite evidence from the text to support your response. • Where is Juliet? What is she doing? • Explain the significance of Romeo’s remark that “[Juliet’s] eye discourses.../’tis not to me she speaks”. (lines 13-14)

	<ul style="list-style-type: none"> • How are figurative language and structural choices related in lines 25-32? • To whom is Juliet speaking in lines 33-49? Cite evidence to support your response. • What effect does Shakespeare create through Romeo’s question in line 37? (“Shall I hear more, or shall I speak at this?”) • How does Juliet develop a central idea in lines 33-36? • How does Juliet further develop this idea in lines 38-49? • How does Romeo develop a central idea in these lines? <p>Supplemental Questions for the film clip (p. 323-326)</p> <ul style="list-style-type: none"> • Why is the orchard “death” according to Juliet? (line 64) • What does Romeo mean by “stony limits cannot hold love out!” (line 67)? • How does Romeo’s statement, “Alack, there lies more peril in thine eye / Than twenty of their swords,” develop a central idea (lines 71-72)? • What does Juliet say Romeo would see if it were not night? Why would Romeo see this? • What is the impact of Juliet’s repetition of the word <i>fain</i> on the meaning of lines 88-89? Why does Juliet say this? • What is the impact of Juliet’s words “farewell, compliment” on the tone of her conversation with Romeo? • What does Juliet ask in lines 90-97? • Why does Juliet say to Romeo, “Therefore pardon me” (line 104)? • In line 107, how does Romeo begin to respond to Juliet’s declaration of “true-love passion”? • Why does Juliet tell Romeo, “O swear not by the moon” (line 109)? • What is the impact of the repetition of the word <i>swear</i> in lines 109-116? How does this repetition develop a central idea? • What do lines 107-120 suggest about Romeo and Juliet’s feelings about their relationship? • What is “satisfaction,” according to Romeo? • Of what is Romeo ‘afeared” in lines 139-141? • What is the impact o the title, “The Tragedy of Romeo and Juliet,” on the meaning of Romeo’s words in lines 140-141? <p><u>Daily Writing Practice</u> As an Exit Ticket, instruct students to respond briefly in writing to the following prompt: <i>Analyze the effect of Shakespeare’s structural choices in this scene.</i></p>
Lesson 11	Instructional Plan
<u>High-Quality Text(s)</u>	<u>Guiding Question:</u> How does a film version of a drama help the reader understand the characters and the actions of

<p>Romeo + Juliet video clips by Baz Luhrmann</p> <p>Romeo and Juliet video clips by Franco Zefirelli</p> <p><u>Materials:</u> The different artistic mediums handout for Act II (GB)</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/11414-lesson-11-two-artistic-mediums-act-ii/additional-materials</p>	<p>the play?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> View two film versions of Act II, Scene ii. (9-10.RL.IKI.7) Take notes on how the two directors of the film make choices to portray characters and key events. (9-10.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 11: Two artistic mediums, Act II (Link: https://scsk12.learnzillion.com/lesson_plans/11414-lesson-11-two-artistic-mediums-act-ii/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A (Use the provided graphic organizer to guide understanding of the two videos and their connection to the text.)</p> <p><u>Daily Writing Practice</u> As an Exit Ticket, students will answer the following question on the back of their different artistic mediums handout: <i>“Which film version helps you understand the characters and the actions of the play, and why?”</i></p>
<p>Lesson 12</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act II)</p> <p><u>Materials:</u> The Act II, Scene iii soliloquy handout (GB) Highlighters Dictionaries Prologue handout</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/11417-lesson-12-close-reading-of-a-soliloquy/</p>	<p><u>Guiding Question:</u> What impact does figurative language have on a text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Closely read Friar Laurence’s soliloquy in Act II, Scene iii. (9-10.RL.KID.1) Annotate the soliloquy for literal and figurative language. (9-10.RL.CS.4) Explore how the language and structure of the text develops a central idea of the play. (9-10.L.KL.3) <p><u>Agenda</u> Lesson 12: Close reading of a soliloquy (Link: https://scsk12.learnzillion.com/lesson_plans/11417-lesson-12-close-reading-of-a-soliloquy/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Slide 6 You can provide the following hints (modified from lesson 3) for writing a summary for students. These could also be</p>

<p>plans/11417-lesson-12-close-reading-of-a-soliloquy/additional-materials</p>	<p>written on a white board or chart paper.</p> <ul style="list-style-type: none"> • Who is the speaking? • Where is this story taking place? What is the setting? • When does the action take place? • What is the speaker talking about? • What task is the speaker performing? <p>Slide 7</p> <p>If the questions in the right-hand column of the handout are not enough to help students think figuratively about the soliloquy, consider writing the following question and stems on the board.</p> <ul style="list-style-type: none"> • What patterns of connotation do you notice? (Use one color highlighter for positive words and another color highlighter for negative words.) <ul style="list-style-type: none"> ○ The phrase/word __ makes me think of __. ○ The phrase/word __ creates a __ mood. ○ The phrase/word __ used to describe X conveys ____. ○ The phrase/word __ functions to reveal the following meaning: __. ○ The deliberate contrast of __ mimics the conflict of __. <p><u>Daily Writing Practice</u></p> <p>From Slide 8, note that the students will have a timed write the following day responding to the following prompt: <i>How does the language and structure of the text develop a central idea of the play?</i></p> <ul style="list-style-type: none"> • Write the prompt on the board for students. <p>Ask students to construct a thesis for their essay in response to the essay question following the template provided on the slide and included in the GB.</p>
<p>Lesson 13</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act II)</p> <p><u>Materials:</u> The rhetorical analysis tips handout Pen/paper Act II, Scene iii soliloquy handout (GB)</p>	<p><u>Guiding Question:</u> What impact does figurative language have on a text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Write a timed essay responding to a prompt. (9-10.W.TTP.1, 9-10.W.PDW.4, 9-10.W.RBPK.9, 9-10.W.RW.10) • Analyze and explain how the language and structure of a text develops a central idea of a play. (9-10.L.KL.3) <p><u>Agenda</u></p> <p>Lesson 13: The friar’s soliloquy timed write (Link: https://scsk12.learnzillion.com/lesson_plans/10216-lesson-13-the-friar-s-soliloquy-timed-write/) (Specific time</p>

<p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/10216-lesson-13-the-friar-s-soliloquy-timed-write/additional-materials</p>	<p>stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment <u>Daily Writing Practice</u> From Slide 3, students will write a timed essay responding to the following prompt: <i>How do the language and structure of the text develop a central idea of the play?</i></p>
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November 7, 2019–November 14, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Reading: Informational Texts

- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.
- 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Lesson 14	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act II)</p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> How do characters' actions and motivations impact the plot?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read the rest of Act II independently. (9.RL.RRTC.10) • Complete the characters and motivations handout for Act II. (9-10.RL.KID.3) • Analyze how the character development of Romeo and Juliet impacts the meaning of the play. (9-10.RL.KID.3)

<p>Student copies of <i>Romeo and Juliet</i> (p. 833-858 of textbook) Characters and motivations handout for Act II</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/10217-lesson-14-character-and-motivation-act-ii-part-2/additional-materials</p>	<p><u>Agenda</u> Lesson 14: Character and motivation, Act II, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/10217-lesson-14-character-and-motivation-act-ii-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A (Use the provided graphic organizer to guide understanding of the two videos and their connection to the text.)</p> <p><u>Daily Writing Practice</u> As an Exit Ticket, instruct students to write a short response to the following prompt: <i>Have the differences between Romeo and Juliet affected their relationship? Use details from the text to support your response.</i></p>
<p>Lesson 15</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act II)</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-844 of textbook) Dialectical journal for Act II handout (GB)</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/12537-lesson-15-patterns-and-contrasts/additional-materials</p>	<p><u>Guiding Question:</u> How does an author use patterns and contrasts in language to create meaning?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Locate motifs (words, phrases, and quotations that create patterns and/or contrasts) throughout Act II. (9-10.RL.KID.4) • Record the motifs on the dialectical journal handout and write meaningful interpretations/commentary. (9-10.RL.KID.4) <p><u>Agenda</u> Lesson 15: Patterns and contrasts (Link: https://scsk12.learnzillion.com/lesson_plans/12537-lesson-15-patterns-and-contrasts/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Students will be working with a partner to complete the dialectical journal handout using text that has already been analyzed in multiple lessons (Act II). If students are struggling to understand how to pick out quotes for a certain motif, the best support would be to model one or two with the whole group using the complete exemplar found here: https://scsk12.learnzillion.com/resources/90293/?card_id=105082.</p> <p>*For students with IEPs or 504s who need more accommodation, consider filling out the blank handout in strategic</p>

	<p>places to provide a tiered assignment. You can locate a blank copy here: https://scsk12.learnzillion.com/resources/83697/?card_id=105080</p> <p><u>Daily Writing Practice</u> Students should write a short response to this prompt on the back of their dialectical journal for Act II handout: <i>What patterns or contrasts in “The Tragedy of Romeo and Juliet” are most noticeable? Consider motifs, character actions, and events.</i></p>
<p>Lesson 16</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>“Teenage Brains Are Malleable and Vulnerable, Researchers Say”</i> by Jon Hamilton (National Public Radio)</p> <p><u>Materials:</u> Copies of anchor text (GB) The teen brain claims handout for Act II Highlighter Response from Lesson 9</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12538-lesson-16-the-teen-brain/additional-materials</p>	<p><u>Guiding Question:</u> How does modern scientific theories about the teen brain explain the behavior of characters in <i>Romeo and Juliet</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read an informational article, “Teenage Brains Are Malleable and Vulnerable, Researchers Say.” (9.RI.RRTC.10) • Identify the author’s claims about how adolescent brain development influences teen behavior. (9-10.RI.KID.2) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 16: The teen brain (Link: https://scsk12.learnzillion.com/lesson_plans/12538-lesson-16-the-teen-brain) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Students will use highlighters to mark the author’s claims, or opinions, about the adolescent brain. A list of possible claims to highlight is included in the Teaching notes for Slide 5. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 6</p> <ul style="list-style-type: none"> • As needed, model for students how to rephrase the original text of the article into their own words when they record the claim. Write the following example on the board: <ul style="list-style-type: none"> ○ Original Text/Evidence: “teens are prone to [risky] behavior because the so-called reward systems in their brains are very sensitive while circuits involved in self-control are still not fully developed... [and] teens’ sensitivity to rewards can sometimes lead to better decisions.” • Claim: Teens value reward over risk. • For students who get stuck on column two, consider posing the following question: “How does the information in the article describe the behavior of characters in <i>Romeo and Juliet</i>?” • In the third column, encourage students to embed their evidence in their own language. See the completed teen

	<p>brain claims for Act II handout for examples, and write the following stems on the board:</p> <ul style="list-style-type: none"> ○ When X says, “_” it is obvious that _. ○ At the beginning of the scene, “_.” ○ After X cries, “_” readers see that _. ○ X reacts to conflict by responding with the following words: “_.” <p>Slide 7</p> <ul style="list-style-type: none"> ● If students need help embedding textual evidence, write the following stems on the board: <ul style="list-style-type: none"> ○ When X says, “_” it is obvious that _. ○ At the beginning of the scene, “_.” ○ After X cries/mutters/asks, “_” readers see that _. ○ X reacts to conflict by responding with the following words: “_.” ● For students need more scaffolding, consider the following template: <ul style="list-style-type: none"> ○ The title characters are motivated by [abstract noun] and [abstract noun]. Romeo is obviously [adjective] as is evident by his statement that “[insert evidence]” (Act, scene, lines). Additionally, Juliet appears to be [adjective], especially when she cries/asks/states “[insert evidence]” (Act, scene, lines). Their ages [are/are not] a factor in their decision making because [commentary/explanation]. As the play advances, it is apparent that [insert thematic idea]. <p><u>Daily Writing Practice</u> Students practice identifying textual evidence and embedding it within writing to support claims being asserted.</p>
<p>Lesson 17</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act III)</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 860-874 of textbook) Characters and motivations handout for Act III</p> <p>Additional lesson materials can be</p>	<p><u>Guiding Question:</u> How do characters’ actions and motivations impact the plot?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Read Act III, Scenes i-ii aloud. (9.RL.RRTC.10) ● Record the major characters, descriptions, actions, and key quotations of Act III. (9-10.RL.KID.3) ● Interpret figurative language and its impact on Shakespeare’s meaning. (9-10.RL.CS.4) <p><u>Agenda</u> Lesson 17: Character and motivation, Act III, part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/12539-lesson-17-character-and-motivation-act-iii-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p>

found here:

<https://scsk12.learnzillion.com/lesson-plans/12539-lesson-17-character-and-motivation-act-iii-part-1/additional-materials>

Text-Dependent/Text-Specific Questions: (Sample)

Slide 5

- Scene i, line 1-4: Ask students: “Why does Benvolio think that they should leave?”
- Scene i, lines 86-87: Ask students: “What happens when Romeo interferes in the quarrel?”
- Scene i, lines 118-120: Ask students: “How does Romeo’s demeanor change after Mercutio dies?”
- End of scene i: Ask students: “What are the consequences of Romeo’s actions?”
- Scene ii: Ask students: “How does Juliet react to the news of Tybalt’s death at the hand of her new husband?”
- Scene ii: Ask students: “What do Juliet and the nurse plan?”

Supplemental Questions for lines 59-110 of scene i (p. 338-340)

- How do the greetings that Tybalt and Romeo exchange in lines 59-64 advance the plot?
- What effect do the greetings between Tybalt and Romeo create?
- How does Romeo’s response to Tybalt’s insult develop Romeo’s character?
- How do Mercutio’s words in line 72 compare to Romeo’s response to Tybalt?
- How does Shakespeare use the stage directions to depict Mercutio’s response to Tybalt’s insult?
- How do the interactions between Romeo and Mercutio continue to develop Romeo’s character?
- How does Mercutio’s repetition of “[a] plague a’ both your houses” develop a central theme?

Supplemental Questions for lines 111-138 of scene i (p. 347-349)

- What is “Tybalt’s slander”?
- According to Romeo, what are the consequences of Tybalt’s insults?
- Whom does Romeo blame for Mercutio’s injury and why?
- How does Romeo’s reaction to the news of Mercutio’s death develop a central idea?
- According to Romeo, what will happen because of Mercutio’s death?
- What is the impact of the word *fate* on the meaning of Romeo’s statement, “This day’s black fate on more days doth depend”?
- How does Romeo’s response to Tybalt in lines 126-131 compare to his approach to Tybalt in lines 61-64?
- Paraphrase Romeo’s statements to Tybalt, “Either thou or I, or both, must go with him.”
- How does Romeo’s use of the words *fate* and *fortune* in this passage affect the tone of the scene?
- What might it mean to be “fortune’s fool”?

Supplemental Questions for lines 1-31 of scene ii (p. 357-359)

- Whom does Juliet address in lines 1-7? What does she want?
- How do specific words establish Juliet’s tone in lines 1-7?
- What does the audience know about Romeo that Juliet does not know? (example of dramatic irony)
- How does Shakespeare use figurative language to describe night in lines 10-15?
- What is the effect of repetition in lines 17-21?

	<ul style="list-style-type: none"> • How does Shakespeare use figurative language in lines 17-21? • What does the metaphor of the “mansion” represent in lines 26-28? • How does Shakespeare’s use of figurative language in lines 26-31 develop Juliet’s character? • What is the effect of Shakespeare’s use of dramatic irony in Act 3.1 and Act 3.2, lines 1-31? <p><u>Daily Writing Practice</u> From Slide 6, students will work with a partner to complete the columns on the characters and motivations handout.</p>
Lesson 18	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act III)</p> <p><i>Romeo + Juliet</i> video clips by Baz Luhrmann (1:12:23 – 1:15:18)</p> <p><i>Romeo and Juliet</i> video clips by Franco Zeffirelli (1:31-1:34)</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 875-881 of textbook) The Where’s Romeo? handout Scene 3 from the Baz Luhrmann film Scene 3 from the Zeffirelli film</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/10221-lesson-18-where-s-romeo-part-1/additional-materials</p>	<p><u>Guiding Question:</u> How do characters’ actions and motivations impact the plot?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read Act III, Scene iii. (9.RL.RRTC.10) • Take notes on how the two directors of the film make choices to portray characters and key events. (9-10.RL.IK1.7) <p><u>Agenda</u> Lesson 18: Where’s Romeo? part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/10221-lesson-18-where-s-romeo-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> • Lines 54-56: Ask students, “What can the friar offer Romeo at this point?” • Lines 64-70: Ask students, “How does Romeo react to the friar’s advice?” • Lines 108-158: Ask students, “How does the friar use logic to appeal to Romeo’s intellect? Is he effective?” <p><u>Daily Writing Practice</u> From Slide 8, students will answer the following question on page 2 of the Where’s Romeo handout: <i>Which film version is more effective, and why?</i></p>

November 15, 2019-November 21, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.
- 9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.

Lesson 19**Instructional Plan**High-Quality Text(s)***Where's Romeo? (c. 1912) (Act III, Scene iii) by William Hatherell***Materials:

Where's Romeo? handout
Mood words handout
Highlighters

Additional lesson materials can be found here:

<https://scsk12.learnzillion.com/lesson>

Guiding Question: How does adolescent brain development influence teen behavior?

Learning Targets

- Re-read key lines from Act III, scene iii. (9-10.RL.KID.1)
- Study a visual depiction of the emotional effects of Romeo's actions. (9-10.RL.IKI.7)

Agenda

- Lesson 19: Where's Romeo? part 2
(Link: https://scsk12.learnzillion.com/lesson_plans/10222-lesson-19-where-s-romeo-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
- The *Where's Romeo* painting is included on slide 6 at the link above. Teachers may click "Full Screen" in the upper-right corner to maximize the viewing size.

[plans/10222-lesson-19-where-s-romeo-part-2/additional-materials](#)

Text-Dependent/Text-Specific Questions: (Sample)

Slide 5

Students may need reminders about what exclamatory and imperative statements are. If students struggle with the effects of these types of sentences, consider asking the following questions:

- Who is asking the questions? (The nurse is asking questions.)
- What kinds of questions is she asking? (She is asking where Romeo is and why he is behaving in such an emotional way.)
- What kinds of statements are exclamatory? (The nurse is in disbelief about his behavior.)
- What kinds of commands does the nurse make of Romeo? (She commands that he stand up and take responsibility for his actions.)

If students are unsure what words to circle to describe the characters' behavior, consider asking the following questions:

- What words describe where the characters are? (on the ground)
- What words describe what the characters are doing? (blubbing and weeping)
- What words describe how the characters are acting? (drunk on tears; falling into a deep o)

Slide 7

- For question one, students may need to be reminded of the difference between mood and tone: **Mood** is the emotional atmosphere of a piece. It deals with the effect on the reader. **Tone** is the speaker's attitude toward a subject. It deals with the author. Allow students to use a dictionary as needed to define words on the mood words handout they don't know.
- For question two, consider adding the following elements to the template:
 - While Romeo is __[insert Romeo's action(s) here]__, the others in the painting are __[insert the nurse's and the friar's action(s) here]__. The mood of the painting can be described as __[insert most appropriate mood words]__, which communicates the idea that __[insert thematic idea here]__.
- For question three, encourage them to take the last clause of the second sentence from question two, and revise it to use as a thematic statement. For revision, ask students to ask themselves the following questions:
 - Is my thematic statement a declarative sentence?
 - Is it universal? Could this statement apply to my life or another text that I've read?
 - Is it specific to only this play? Does it reveal a truth about human nature?

Daily Writing Practice

Students will write a thematic statement based on understanding of mood and tone.

Lesson 20

Instructional Plan

<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act III)</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 881-891 of textbook) Characters and motivations handout for Act III Dialectical journal handout for Act III</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/12691-lesson-20-character-and-motivation-act-iii-part-2/additional-materials</p>	<p><u>Guiding Question:</u> How do film versions of a source text impact understanding of the source?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Read the rest of Act III. (9-10.RL.KID.1) • Complete the characters and motivations handout for Act III. (9-10.RL.KID.3) <p><u>Agenda</u> Lesson 20: Character and motivation, Act III, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/12691-lesson-20-character-and-motivation-act-iii-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Supplemental Questions for lines 1-70 of Act III, scene iii (p. 373-376)</p> <ul style="list-style-type: none"> • What do Friar Laurence’s first words in Act 3.3 suggest about Romeo? • To what “news” does Romeo refer in line 4? • What words or phrases help you to make meaning of Friar Laurence’s use of “tidings” in line 7? • What is the “gentler judgment” Friar Laurence describes? • How does Romeo’s reaction to his banishment develop his character? • How does Romeo’s response to the advice in line 16 develop his character? • Using context and the structure of the word, define the word “mistermed” on line 21. What does Romeo mean by “banished / Is death mistermed” (lines 20-21)? • What does Romeo mean when he says that “Calling death ‘banished’, / Thou cutt’st my head off with a golden axe / And smilest upon the stroke that murders me” (lines 21-22)? • How does the golden axe metaphor develop Romeo’s character? • How do Friar Laurence and Romeo each view the Prince’s decision/ • How does Shakespeare use figurative language in lines 29-30? • How do Romeo’s animal and insect references in lines 26-39 develop his tone? • How does Romeo’s reaction to Friar Laurence’s “philosophy” develop his character? • Why does Romeo say Friar Laurence “canst not speak”? • What is the impact of the repetition of the words <i>banished</i> and <i>banishment</i> on Romeo’s character development and tone? <p><u>Daily Writing Practice</u> From Slide 6, students will work with a partner to complete the columns on the characters and motivations handout.</p>
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Lesson 21	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Acts I-III)</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-891 of textbook) Timeline for Acts I-III Characters and motivations handouts for Acts I, II, and III</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12541-lesson-21-timeline-acts-i-iii/additional-materials</p>	<p><u>Guiding Question:</u> How do characters' actions and motivations impact the plot?</p> <p><u>Learning Targets</u> Create a timeline detailing the significant events from Acts I-III. (9-10.RL.KID.3)</p> <p><u>Agenda</u> Lesson 21: Timeline, Acts I-III (Link: https://scsk12.learnzillion.com/lesson_plans/12541-lesson-21-timeline-acts-i-iii/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u> Students write significant events from Acts I-III on a timeline, including the events cause and outcome.</p>
Lesson 22	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><u>"A Poison Tree"</u> by William Blake</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-891 of textbook) "A Poison Tree" by William Blake</p>	<p><u>Guiding Question:</u> How can thematic connections be made across multiple texts?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Closely read "A Poison Tree," a poem with thematic connections to <i>The Tragedy of Romeo and Juliet</i>. (9-10.RL.IKI.7, 9.RL.RRTC.10) • Explore how the figurative language in the poem connects to themes in the play. (9-10.RL.CS.4, 9-10.RL.IKI.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 22: Paired poetry: William Blake's "The Poison Tree" (Link: https://scsk12.learnzillion.com/lesson_plans/12542-lesson-22-paired-poetry-william-blake-s-the-poison-tree/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

<p>The paired poetry handout</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/12542-lesson-22-paired-poetry-william-blake-s-the-poison-tree/additional-materials</p>	<ul style="list-style-type: none"> For more support with “The Poison Tree”, use the CommonLit resource online here: https://www.commonlit.org/texts/a-poison-tree Slide 6 mentions reading the poem aloud. Consider using the masterful read included at CommonLit, which will allow you to play the poem multiple times. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) “A Poison Tree”</p> <ul style="list-style-type: none"> In stanza one, how does the speaker deal with his/her anger? What happens to the speaker’s anger towards their enemy, or foe? What happens to the speaker’s enemy at the end of the poem? <p>Slide 6 At this point in the year, students should feel more comfortable with the process of independently interpreting a text. This process of letting them annotate without explicit directions will help you assess how proficiently students are reading independently. However, if students are still uncomfortable with the idea of annotation, consider writing the following categories on the board:</p> <ul style="list-style-type: none"> Details--what facts are included and omitted? Imagery--what language appeals to the five senses? Diction--what words are striking or unusual? Figurative Language--do you see any literary devices? Syntax--what seems to be the pattern of the sentences? <p><u>Daily Writing Practice</u> From slide 8, on the paired poetry handout, students should use textual evidence from both the play and the poem to write a paragraph response to the following question: <i>How does Blake’s use of figurative language relate to the themes of the play?</i></p>
<p>Lesson 23</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><u>“A Poison Tree”</u> by William Blake</p>	<p><u>Guiding Question:</u> Is a vengeful nature an attribute that someone is born with, or is it a learned behavior?</p> <p><u>Learning Targets</u> Conduct a Socratic seminar to discuss the function of revenge in Acts I-III of <i>The Tragedy of Romeo and Juliet</i>. (9-10.SL.CC.1, 9-10.SL.CC.2, 9-10.SL.CC.3)</p> <p><u>Agenda</u></p>

<p>Materials: Student copies of <i>Romeo and Juliet</i> (p. 833-891 of textbook) “A Poison Tree” by William Blake (GB) Paired poetry handouts Conversation stems Dialectical journal Characters and motivations handouts for Acts I-III</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12545-lesson-23-socratic-seminar-with-a-poison-tree/additional-materials</p>	<p>Lesson 23: Socratic seminar with “A Poison Tree” (Link: https://scsk12.learnzillion.com/lesson_plans/12545-lesson-23-socratic-seminar-with-a-poison-tree/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u> From slide 8, as an Exit Ticket, have students write down their observations about the seminar by answering the following questions on notebook paper.</p> <ol style="list-style-type: none"> 1. How has your thinking changed as a result of this seminar? 2. What was done well in this seminar? <p>What can improve in the way we have class discussion?</p>
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November 22, 2019-December 2, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Lesson 24

Instructional Plan

High-Quality Text(s)

***The Tragedy of Romeo and Juliet* by William Shakespeare, 1490L (Act IV)**

Materials:

Guiding Question: How do characters’ actions and motivations impact the plot?

Learning Targets

- Read Act IV aloud. (9.RL.RRTC.10)
- Record the major characters, descriptions, actions, and key quotations of Act IV. (9-10.RL.KID.3)

Student copies of *Romeo and Juliet*
(p. 892-911 of textbook)
Characters and motivation handout for
Act IV

Additional lesson materials can be
found here:

<https://scsk12.learnzillion.com/lesson-plans/12547-lesson-24-character-and-motivation-act-iv-part-1/additional-materials>

Agenda

- Lesson 24: Character and motivation, Act IV, part 1
(Link: https://scsk12.learnzillion.com/lesson_plans/12547-lesson-24-character-and-motivation-act-iv-part-1/)
(Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)
- In interest of time, consider omitting all of scene iv (the scene with the servingmen) and the end of scene v (the scene with the musicians), as they do not further the plot but instead provide comedic relief at a tense moment in the play.

Text-Dependent/Text-Specific Questions: (Sample)

Slide 5

Scene i: Ask students:

- “Why does the friar tell Paris that he feels uneasy about officiating the marriage of Paris and Juliet? Why does he actually feel uneasy?”
- “What is Juliet prepared to do if the friar cannot offer her a solution?”
- “What is the friar’s solution?”

Scenes ii-iii: Ask students:

- “In what way does Juliet deceive her parents?”
- “What are some of Juliet’s fears?”

Scene v: Ask students:

- “What are Juliet’s parents’ reactions to her ‘death’?”
- “What is the irony in their reactions?”

Supplemental Questions for lines 44-88 of Act IV, scene i (p. 382-384)

- How do specific word choices develop Juliet’s tone?
- What is the cause of Juliet’s “grief” (line 46)?
- Which words and phrases develop the relationship between Juliet and Friar Laurence?
- What is Juliet’s purpose for visiting Friar Laurence?
- What is Juliet’s “resolution” on line 53?
- How does Juliet’s statement “I long to die, / If what thou speak’st speak not of remedy” (lines 66-67) develop her character?
- What is the “kind of hope” (line 68) Friar Laurence has for Juliet?
- Why does Friar Laurence believe it is “likely (Juliet) wilt undertake” his plan?
- How does Juliet’s description of “Things that... have made [her] tremble” (line 86) develop her character?
- How do Romeo’s responses to Friar Laurence in Act 3.3 compare to Juliet’s responses to Friar Laurence in Act 4.1?

Supplemental Questions for lines 89-126 of Act IV, scene i (p. 391-393)

	<ul style="list-style-type: none"> • What does Friar Laurence want Juliet to do when she leaves the church? • What does Friar Laurence want Juliet to do the night before the wedding? • What does Friar Laurence say will be the effect of drinking the “distilling liquor”? • How long do the effects of the “distilling liquor” last? • What does Friar Laurence say will happen on Thursday morning? • What role does Romeo play in Friar Laurence’s plan? • How does Friar Laurence’s plan contribute to his development as a character? • How does Shakespeare develop the relationship between Juliet and Friar Laurence in Act 4.1? <p><u>Daily Writing Practice</u> From slide 6, students will complete the characters and motivations handout for Act IV.</p>
Lesson 25	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act IV)</p> <p><i>Romeo + Juliet</i> video clips by Baz Luhrmann (1:22:30-1:32)</p> <p><i>Romeo and Juliet</i> video clips by Franco Zeffirelli (1:47-1:57)</p> <p><u>Materials:</u> The different artistic mediums handouts for Act IV (GB)</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12693-lesson-25-two-artistic-mediums-act-iv/additional-materials</p>	<p><u>Guiding Question:</u> How do other depictions of a source text impact understanding of the source?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • View two film versions of Act IV. (9-10.RL.IK1.7) • Take notes on how the two directors of the film make choices to portray characters and key events. (9-10.RL.IK1.7) <p><u>Agenda:</u></p> <ul style="list-style-type: none"> • Lesson 25: Two artistic mediums, Act IV (Link: https://scsk12.learnzillion.com/lesson_plans/12693-lesson-25-two-artistic-mediums-act-iv/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • Note that in the Luhrmann film, the “wedding night scene” is from minutes 1:16-1:21 and should be omitted. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u> From Slide 7, students will answer the following question on the back of the different artistic mediums handout: <i>Which film version is more effective, and why?</i></p>

December 3, 2019-December 9, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.
- 9.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.

Lesson 26**Instructional Plan**High-Quality Text(s)***The Tragedy of Romeo and Juliet* by William Shakespeare, 1490L (Act IV)**Materials:

The Act IV, Scene iii soliloquy handout
 Highlighters
 Dictionaries

Additional lesson materials can be found here:

<https://scsk12.learnzillion.com/lesson-plans/10229-lesson-26-close-reading-of-a-soliloquy/additional-materials>

Guiding Question: How does the language and the structure of the text reveal Juliet's fear?

Learning Targets

- Closely read Juliet's soliloquy in Act IV, Scene iii. (9-10.RL.KID.1)
- Annotate the soliloquy for literal and figurative language. (9-10.RL.CS.4)
- Explore how the language changes over the course of the soliloquy. (9-10.RL.KID.4)

Agenda

Lesson 26: Close reading of a soliloquy

(Link: https://scsk12.learnzillion.com/lesson_plans/10229-lesson-26-close-reading-of-a-soliloquy/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)

Text-Dependent/Text-Specific Questions: (Sample)

- How does Juliet regain her parents' favor?
- What's Juliet's motivation for deceiving the Nurse?
- Briefly state the reasons Juliet gives her Nurse and Lady Capulet for why she should be alone.

	<ul style="list-style-type: none"> Have students reread lines 24-27. Ask students why Juliet might wonder whether the Friar has given her a drink that will really kill her. <p><u>Daily Writing Practice</u> From slide 8, students will practice writing a topic sentence.</p>
Lesson 27	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p>“The Raven” by Edgar Allen Poe</p> <p><u>Materials:</u> “The Raven” handout Highlighters Dictionaries</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/10230-lesson-27-practice-cold-read-task-part-1/additional-materials</p>	<p><u>Guiding Questions:</u> How does the language and structure of a text reveal emotions of complex characters? How does this impact the meaning of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Begin Part I of a practice cold read task. (9-10.RL.RRTC.10) Identify how the language and structure of a text reveals emotions of complex characters and helps to develop meaning. (9-10.RL.CS.4) <p><u>Agenda</u> Lesson 27: Practice cold-read task, part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/10230-lesson-27-practice-cold-read-task-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students read and annotate a complex text to prepare for the writing task in the next lesson.</p>
Lesson 28	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p>“The Raven” by Edgar Allen Poe</p>	<p><u>Guiding Questions:</u> How does the language and structure of a text reveal emotions of complex characters? How does this impact the meaning of the text?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Assess our ability to read, understand, and express our understanding of a complex, grade-level text that shares similar themes with <i>The Tragedy of Romeo and Juliet</i>.

<p><u>Materials:</u> Student copies of “The Raven” handout Practice cold-read task Practice cold-read task answer sheet</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12562-lesson-28-practice-cold-read-task-part-2/additional-materials</p>	<ul style="list-style-type: none"> Standards assessed in the cold-read task: 9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.RRTC.10 <p><u>Agenda</u> Lesson 28: Practice cold-read task, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/12562-lesson-28-practice-cold-read-task-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Included in the cold-read task</p> <p><u>Daily Writing Practice</u> Students will demonstrate command of the conventions of standard English grammar and usage when completing the short answer questions for the cold-read task.</p>
Lesson 29	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L (Act V)</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 912-930 of textbook) Characters and motivations handout for Act V</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12694-lesson-29-character-and-motivation-act-v/additional-materials</p>	<p><u>Guiding Question:</u> What conflicts in Act V affect the outcome of the play?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Read Act V aloud. (9.RL.RRTC.10) Record the major characters, descriptions, actions, and key quotations of Act V. (9-10.RL.KID.3) <p><u>Agenda</u> Lesson 29: Character and motivation, Act V (Link: https://scsk12.learnzillion.com/lesson_plans/12694-lesson-29-character-and-motivation-act-v/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 5</p> <p>Scene i: Ask students:</p> <ul style="list-style-type: none"> “What does Romeo say that he has dreamed about?” “What is Romeo’s reaction to Balthasar’s news?” “Why does Romeo visit the apothecary? What is the apothecary’s response to Romeo’s request?” <p>Scene ii: Ask students:</p>

- “What complication arises in this scene?”

Scene iii: Ask students:

- “Why is Paris at Juliet’s grave?”
- “What happens between Paris and Romeo?”
- “What does the friar suggest as a solution to Juliet’s problem? What is her answer, and what is the friar’s response?”
- “What is the resolution of the play?”

Supplemental Questions for lines 89-126 of Act V, scene iii (p. 401-403)

- According to Romeo, what happens to people before they die?
- How does Romeo use figurative language to describe death in lines 91-105?
- How does Romeo’s figurative language develop a central idea?
- How does Romeo’s “fear” develop his relationship with Juliet?
- How does Shakespeare develop Romeo’s view of death in lines 110-118?
- How does Shakespeare use figurative language in line 111 to develop a central idea?
- What is the “bitter conduct” and “unsavoury guide” to which Romeo refers in line 16?
- How does Shakespeare use metaphor in lines 117-118 to develop a central idea?
- What is the effect of Shakespeare’s use of dramatic irony in lines 119-120?

Supplemental Questions for lines 139-170 of Act V, scene iii (p. 409-412)

- What does the Friar discover in lines 140-146?
- What is the mood of lines 140-146? What specific word choices create this mood?
- Who or what does Friar Laurence blame for Paris and Romeo’s deaths in lines 145-146 and lines 153-154?
- What effect does Shakespeare create through Juliet’s questions in lines 148-150?
- In lines 153-154, how does Friar Laurence refine his explanation of the “lamentable chance” (line 146) and an “unkind hour” (line 145)?
- How does the Friar’s explanation develop a central idea of the play?
- What does the Friar suggest in lines 156-159?
- How does Juliet respond when she learns of Romeo’s death in lines 160-170?
- How does Juliet’s use of Romeo’s dagger affect the meaning of her action?
- How does Juliet’s gesture of stabbing herself with Romeo’s dagger develop a central idea?

Supplemental Questions for lines 291-310 of Act V, scene iii (p. 419-422)

- Whom or what does the Prince blame for Romeo and Juliet’s deaths in lines 291-295?
- How are those involved in the tragedy “punished” according to the Prince in lines 291-295?
- How does the interaction between Montague and Capulet advance the plot in lines 296-304?
- What mood does Shakespeare create through the Prince’s final words in lines 305-310?

	<ul style="list-style-type: none"> • What is the role of the Prince in the ending of the play? • How do Romeo and Juliet fit the definition of a tragic hero(ine)? • What is Romeo’s tragic flaw? • What is Juliet’s tragic flaw? <p><u>Daily Writing Practice</u> From slide 6, students will complete the characters and motivations handout for Act V.</p>
Lesson 30	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><i>Romeo and Juliet</i> video clips by Franco Zefirelli (1:57-2:16)</p> <p><i>The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853-55</i> by Frederic Lord Leighton</p> <p><u>Materials:</u> The reconciliation handout Mood words handout</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/12695-lesson-30-act-v-the-reconciliation-of-the-montagues-and-capulets/additional-materials</p>	<p><u>Guiding Question:</u> What can a painting say about the human experience?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> • Study visual depictions of the impact of Romeo’s and Juliet’s actions. (9-10.RL.IK1.7) <p><u>Agenda</u></p> <ul style="list-style-type: none"> • Lesson 30: Act V: The reconciliation of the Montagues and Capulets (Link: https://scsk12.learnzillion.com/lesson_plans/12695-lesson-30-act-v-the-reconciliation-of-the-montagues-and-capulets/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) • <i>The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853-55</i> by Frederic Lord Leighton is provided on Slide 6 at the link above. • Use the Reconciliation Handout provided in the GuideBook to help students assimilate information from the various media. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u> On page 4 of the Reconciliation Handout, students will write a thematic statement about the painting and explain what the painting has to say about human experience.</p>

December 10, 2019-December 16, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.KID.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

Reading: Informational Texts

- 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.

Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
- C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
- F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- G. Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)
- 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Language

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

<p>9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p>9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
Lesson 31	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-930 of textbook) The dialectical journal for Act V handout</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/10234-lesson-31-patterns-and-contrasts/additional-materials</p>	<p><u>Guiding Question:</u> How does an author use patterns and contrasts in language to create meaning?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Locate motifs (words, phrases, and quotations that create patterns and/or contrasts) throughout Act V. (9-10.RL.CS.4) Record the motifs on the dialectical journal handout and write meaningful interpretations/commentary. (9-10.W.RW.10) <p><u>Agenda</u> Lesson 31: Patterns and contrasts (Link: https://scsk12.learnzillion.com/lesson_plans/10234-lesson-31-patterns-and-contrasts/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A</p> <p><u>Daily Writing Practice</u> From slide 7, have students answer the following question on the back of the dialectical journal handout: <i>What patterns or contrasts in “Romeo and Juliet” are most noticeable? Consider motifs, character actions, and events.</i></p>
Lesson 32	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p>	<p><u>Guiding Question:</u> How do patterns or contrasts in language reveal a central idea of <i>Romeo and Juliet</i>?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Begin brainstorming in preparation for our culminating writing task, a timed essay. (9-10.W.TTP.2)

<p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-930 of textbook) Culminating writing task handout Dialectical journal and characters and motivations handouts for Acts I-V</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/10234-lesson-31-patterns-and-contrasts/additional-materials</p>	<p><u>Agenda</u> Lesson 32: Patterns and contrasts (Link: https://scsk12.learnzillion.com/lesson_plans/10234-lesson-31-patterns-and-contrasts/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) Use the pages provided in the GuideBook to guide the preparation for the timed writing.</p> <p><u>Daily Writing Practice</u> In this lesson, students will write a thesis statement, craft topic sentences for body paragraphs, and begin choosing evidence to support topic sentences within the expository essay.</p>
<p>Lesson 33</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-930 of textbook) Culminating writing task handout Dialectical journal and characters and motivations handouts for Acts I-V Pen/paper</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/10236-lesson-33-culminating-writing-task-part-2/additional-materials</p>	<p><u>Guiding Question:</u> How do patterns or contrasts in language reveal a central idea of <i>Romeo and Juliet</i>?</p> <p><u>Learning Targets</u> Write a timed essay responding to the following prompt: <i>How do patterns of language create a motif that reveals a central idea of "The Tragedy of Romeo and Juliet"? (9-10.W.TTP.2)</i></p> <p><u>Agenda</u> Lesson 33: Culminating writing task, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/10236-lesson-33-culminating-writing-task-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students should be given about 40 minutes to complete the timed writing task using notes and handouts from the unit.</p>
<p>Lesson 34</p>	<p>Instructional Plan</p>

<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p>“Teenage Brains”, “Beautiful Brains” Photo Gallery by David Dobbs from National Geographic</p> <p><u>Materials:</u> Access to “Beautiful Brains” from <i>National Geographic</i> The “Teenage Brains” handout (GB) Pen/paper Draft response from Lessons 9 and 16</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12698-lesson-34-teenage-brains/additional-materials</p>	<p><u>Guiding Question:</u> What can we learn about teen behavior by analyzing photographs and evaluating claims?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> View photographs of modern day teens engaging in risky behavior. (9-10.RI.IK1.7) Preview claims about the teenage brain and behavior. (9-10.RI.CS.5) Revise writing by improving word choice, correcting grammar, combining sentences, and including information about teen behavior. (9-10.W.PDW.5, 9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.CSE.3) <p><u>Agenda</u></p> <ul style="list-style-type: none"> Lesson 34: “Teenage Brains” (Link: https://scsk12.learnzillion.com/lesson_plans/12698-lesson-34-teenage-brains) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.) Determine the best method for giving students access to images from the “Beautiful Brains” photo gallery based on your individual situation. For example, project the displayed images, or if you have 1 to 1 technology, have students access the photo gallery on their computer. <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – All guiding questions are provided in the GuideBook.</p> <p><u>Daily Writing Practice</u> Students will revise a draft from Lessons 9 and 16 responding to the following questions: What motivates Romeo and Juliet? What is the relationship between the characters’ thoughts and actions? Are their ages a factor in their decision making? What themes are emerging or are developed based on these factors? Students should read back over their draft, and use the steps given in the GB to revise it on notebook paper.</p>
<p>Lesson 35</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><i>Understanding the Mysterious Teenage Brain</i>, Talk of the Nation from NPR (audio)</p>	<p><u>Guiding Question:</u> What claims about teenage behavior are being made in the NPR talk show?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Listen to a <i>National Public Radio</i> story about the teenage brain. (9-10.RL.KID.1) Identify the author’s claims. (9-10.RI.CS.5) <p><u>Agenda</u> Lesson 35: “Understanding the Mysterious Teenage Brain,” part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/12568-lesson-35-understanding-the-mysterious-teenage-brain-</p>

<p>Materials: “Understanding the Mysterious Teenage Brain” from <i>Talk of the Nation</i> Pen/paper Highlighters</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson-plans/12568-lesson-35-understanding-the-mysterious-teenage-brain-part-1/additional-materials</p>	<p>part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p>Text-Dependent/Text-Specific Questions: (Sample) N/A</p> <p>Daily Writing Practice Students will write 2-3 major claims from the article. This is similar to identifying key evidence to use in an essay.</p>
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December 17, 2019-Decemeber 20, 2019

Instructional Focus

Reading: Literature

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

Reading: Informational Texts

- 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.
9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.

Writing

- 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.
- A. Introduce precise claim(s).
 - B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
 - C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.
 - D. Provide a concluding statement or section that follows from and supports the argument presented.
 - E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - F. Establish and maintain a formal style and objective tone.

Lesson 36	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><i>Understanding the Mysterious Teenage Brain</i>, Talk of the Nation from NPR (audio)</p> <p><u>Materials:</u> “Understanding the Mysterious Teenage Brain” from <i>Talk of the Nation</i> The teen brain claims handout The claims you identified in Lesson 35.</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/12563-lesson-36-understanding-the-mysterious-teenage-brain-part-2/additional-materials</p>	<p><u>Guiding Question:</u> What claims about teenage behavior connect with actions of Romeo and Juliet in Shakespeare’s play?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Identify claims about how adolescent brain development influences teen behavior. (9-10.RI.KID.3) Connect those claims with the actions of Romeo and Juliet. (9-10.RI.IKI.7) <p><u>Agenda</u> Lesson 36: “Understanding the Mysterious Teenage Brain,” part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/12563-lesson-36-understanding-the-mysterious-teenage-brain-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p> <p>Slide 5</p> <ul style="list-style-type: none"> As needed, model for students how to rephrase the original text of the audio recording into their own words when they record the claim. Write the following example on the board: Original Text/Evidence: “You have to have taste for risk at that time of your life.” Claim: A teen must experience risk. For students who get stuck on column two, consider posing the following question: “How does the information in the article describe the behavior of characters in Romeo and Juliet?” In the third column, encourage students to embed their evidence in their own language. See the completed teen brain claims for Act II handout for examples, and write the following stems on the board: <ul style="list-style-type: none"> When X says, “_,” it is obvious that _. At the beginning of the scene, “_.” After X cries, “_,” readers see that _. X reacts to conflict by responding with the following words: “_.” <p><u>Daily Writing Practice</u> Students will write textual evidence from an informational text and Shakespeare’s play to complete a graphic organizer.</p>
Lesson 37	Instructional Plan

<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-930 of textbook) Unit texts about the teen brain The Extension Task handout</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/10240-lesson-37-extension-task-part-1/additional-materials</p>	<p><u>Guiding Question:</u> How could different actions or taken or different decisions made by Romeo and/or Juliet have prevented the results?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Analyze the prompt for the Extension Task. (9-10.W.TTP.1) Generate claims about the topic. (9-10.W.TTP.1B) Write a thesis statement for the Extension Task. (9-10.W.TTP.1A) <p><u>Agenda</u> Lesson 37: Extension task, part 1 (Link: https://scsk12.learnzillion.com/lesson_plans/10240-lesson-37-extension-task-part-1/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students write a thesis statement for the Extension Task.</p>
<p>Lesson 38</p>	<p>Instructional Plan</p>
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-930 of textbook) Unit texts about the teen brain The Extension Task Handout Sticky notes and a highlighter Characters and motivations handouts from Acts I-V and your teen brain claims handouts</p>	<p><u>Guiding Question:</u> How could different actions or taken or different decisions made by Romeo and/or Juliet have prevented the results?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Draft topic sentences for the body paragraphs of our multiparagraph essays. (9-10.W.TTP.1C) Choose relevant evidence and commentary from our characters and motivations handouts and teen brain claims handouts. (9-10.W.TTP.1) <p><u>Agenda</u> Lesson 38: Extension task, part 2 (Link: https://scsk12.learnzillion.com/lesson_plans/10241-lesson-38-extension-task-part-2/) (Specific time stamps available in LZ Teaching Notes found beside the lesson slides.)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample)</p>

<p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/10241-lesson-38-extension-task-part-2/additional-materials</p>	<p>N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students draft topic sentences for the body paragraphs of a multiparagraph essay.</p>
Lesson 39	Instructional Plan
<p><u>High-Quality Text(s)</u></p> <p><i>The Tragedy of Romeo and Juliet</i> by William Shakespeare, 1490L</p> <p><u>Materials:</u> Student copies of <i>Romeo and Juliet</i> (p. 833-930 of textbook) Unit texts about the teen brain The Extension Task Handout Sticky notes and a highlighter Characters and motivations handouts from Acts I-V and your teen brain claims handouts</p> <p>Additional lesson materials can be found here: https://scsk12.learnzillion.com/lesson_plans/10242-lesson-39-extension-task-part-3/additional-materials</p>	<p><u>Guiding Question:</u> How could different actions or taken or different decisions made by Romeo and/or Juliet have prevented the results?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> Continue to write a draft of a multiparagraph essay about the possible causes of Romeos’ and Juliet’s behavior and how different actions and decisions could have prevented the results. (9-10.W.TTP.1D-F) <p><u>Agenda</u> Lesson 39: Extension task, part 3 (Link: https://scsk12.learnzillion.com/lesson_plans/10242-lesson-39-extension-task-part-3/)</p> <p><u>Text-Dependent/Text-Specific Questions:</u> (Sample) N/A – Writing Assessment</p> <p><u>Daily Writing Practice</u> Students complete a multiparagraph essay.</p>

***Note:** Teachers may use [Lesson 40](#) and count the Extension task paper as the semester exam grade. Teachers may also use the Cold-Read Task with [Lesson 41](#) and [Lesson 42](#) as the semester exam.