Freshman English CPA Unit Plan: William Shakespeare’s *Romeo & Juliet*

**Unit Summary:** Students will engage in pre-reading, during reading, and post-reading activities associated with William Shakespeare’s Romeo & Juliet. Students will learn about the Elizabethan time period, read the play, and write two short essays.

**Unit Purpose:** The purpose of this unit is for students to develop an understanding of the Elizabethan time period, Shakespearean terminology and difficult vocabulary, how tone creates meaning, how to write the best theme statements possible, and how to effectively practice essay-writing skills.

**Essential Questions:**

1. At what age are boys/girls mature enough to handle a relationship/marriage?
2. What is loyalty? What different kinds of loyalty are demonstrated in the play?
3. How do we balance being true to ourselves as well as demonstrate a responsibility to others’ expectations?
4. How do the choices characters’ make shape their identities or is our future beyond our control?

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| **Pre-Reading Assignments & Activities** | **Formative & Summative Assessments** |
| Tone Review | For a class participation/class work grade, students will read excerpts from various books, choose a tone to back them up, and explain their tone choices in short paragraphs |
| *R&J* Pre-Reading Power Point & Active Reading Notes | * CP/CW Grade: Shakespeare’s Language Power Point Notes * Homework Grade: Shakespeare’s Bio & Questions * CP/CW Grade: The Golden Age & Queen Elizabeth Power Point Notes * Homework Grade: Shakespeare Productivity Graph |
| **During Reading Assignments** | **Formative & Summative Assessments** |
| During Reading Questions | Students will receive one homework grade per act for answering during reading questions. We will complete all acts and scenes in class on audio |
| Act Quizzes | Students will receive a quiz grade for completing five end of act quizzes with three parts: multiple choice, short answer, and quote identification |
| Vocabulary Quizzes | Students will take three three-part vocabulary quizzes complete with a matching section, a categories section, and a using words from different angles section |
| End of Act Assignments | For 5 CP/CW grades, students will view a scene from the film after we read and answer the questions for it and match quotes to the questions in small assigned groups. |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| Tone Paragraphs (2) | For two major grades, students will write tone paragraphs based on specific excerpts from the play |
| *Romeo & Juliet* Unit Exam | Unit Exam will be graded as a summative assessment and focus on vocabulary, novel content, and novel analysis |
| Movie Review Open Response | Students will write a movie review on the a critic’s tone toward a film version of *Romeo & Juliet* for a major grade |
| *Romeo & Juliet* Core Work Index Card | Students will receive a class participation/classwork grade for completing this review of the novel for unit exam and state exam purposes. |

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| **Opener Samples** | **Closer Samples** |
| * Journal Entries Sample: See essential questions for examples * Review act & scene summaries from previous day | * Summary of the day’s lesson * Reactions to class material through brief discussions and quick writes * Status Reports * Preview of the next day’s lesson |

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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to research a topic, to gather information, to comprehend an argument, to determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to write an open response, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop an expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to interpret a passage orally, to participate in class discussion, to respond to what one has read, viewed, or heard, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To create, interpret, and explain a table, chart, or graph, to identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, and to use analogies and/or evidence to support one’s thinking |

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| **Common Core Standards** | |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:**   1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.   **Craft & Structure:**   1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning. 2. Assess how purpose shapes the content and style of a text. 3. Assess how point of view or purpose shapes the content and style of a text.   **Integration of Knowledge & Ideas:**   1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. 2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 3. Analyze the meaning of literary texts by drawing on knowledge of literary concepts & genres.   **Range of Reading & Level of Text Complexity:**   1. Read and comprehend complex literary and informational texts independently and proficiently. |
| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**   1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.   **Production & Distribution of Writing:**   1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience 2. Develop and strengthen writing as needed by planning.   **Research to Build and Present Knowledge:**   1. Draw evidence from literary and informational texts to support analysis and reflection.   **Range of Writing:**   1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences. |
| College & Career Readiness Anchor Standards for **Speaking & Listening** | **Comprehension & Collaboration:**   1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.   **Presentation of Knowledge & Ideas**   1. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**   1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   **Knowledge of Language:**   1. 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. 2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |