

Paramount Unified School District
Educational Services



***English Language Arts 1
Curriculum Guide
Unit 4
2016-2017***



Unit Focus: Research and Shakespeare

Standards	Transfer Goals		
<p>Reading Literature (RL): 9-10.1 9-10.2—Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.3—Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 9-10.7—Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Masee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). 9-10.9—Analyze how an author draws on and transforms source materials in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes. 2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose. 3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond. 4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations.</p>		
	<p>Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writers generate significant questions in order to conduct relevant research. • Some resources are better than others so it’s important to find credible sources. • Writers must give credit to their sources. • An author uses specific, genre-related elements (soliloquy, monologue, aside, etc.) in drama to advance the plot, and develop characters and themes. • The theme of the story reflects the writer’s purpose. 	<p>Essential Questions <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How do I gather relevant information about a topic of interest? • How do I effectively organize information to share what I have learned? • How can people build a fair society? • Are Shakespeare’s views still relevant to a 21st Century audience? • What are the consequences of impulsive decisions and behaviors? 	<p>Resources</p> <p>Anchor Text: <i>Romeo and Juliet</i> by William Shakespeare.</p> <p>Mentor Text For Writing: Model Social Justice Research Project Essay.</p> <p>Non-Print: <i>Romeo and Juliet</i> Movie</p>

<p>Reading Informational Text (RI): 9-10.1 9-10.2—Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.3—Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>Writing (W): 9-10.4, 9-10.5, 9-10.10 9-10.2 (a-e)—Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context. 9-10.3 (a)—Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p style="text-align: center;">Knowledge <i>Students will need to know...</i></p> <ul style="list-style-type: none"> • Research questions • Criteria for evaluating sources • In-text citations • Proper format for a Works Cited page • Soliloquy • Monologue • Aside • Theme • Plot 	<p style="text-align: center;">Skills <i>Students will need to develop skill at...</i></p> <ul style="list-style-type: none"> • Generating relevant questions. • Evaluating sources for credibility. • Summarizing information. • Organizing information in writing to accurately convey their learning. • Citing and integrating quotations into a written text correctly. • Creating an MLA Works Cited page. • Analyzing the development of characters over the course of a play. • Analyzing the development of theme over the course of a play. 	
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Unit 4 Text Sequence

March 27 – June 8 (48 days)

LESSON	# OF DAYS	TEXT(S)
1	15	Social Justice Research Report
2	2	Inquiry Task
	1	Formative
3	19	“Romeo and Juliet” Play
4	2	“Romeo and Juliet” Movie
5	3	“Romeo and Juliet” Writing Task
	1	Review for Benchmark
	3	End of Unit Benchmark



LESSON 1: Social Justice Research Project 15 DAYS

RESOURCES: Computer Lab

STANDARDS:

Writing (W):

9-10.4, 9-10.5, 9-10.10

9-10.2 (a-e)—Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of context.

(W9-10 2a-e, 4,5,6,7/RI 9-10.1, 2, 4, 5, 6, 8,10/SL 9-10 1a, c, d)/L9-10.1b, 2c, 3a)

WRITING TASK: The students will research a topic of interest and compose a report on their findings.

LESSON UNDERSTANDING(S):

- ❖ Writers generate significant question in order to conduct relevant research.
- ❖ Some resources are better than others.
- ❖ It's important to find credible sources.
- ❖ Writers must give credit to their sources.

ESSENTIAL QUESTION(S):

- ❖ How do I gather relevant information about a topic of interest?
- ❖ How do I effectively organize information to share what I have learned?
- ❖ How can people build a fair society?

LESSON OVERVIEW: Students will select a social justice topic that affects our society, conduct research, and present their findings in a well-developed and well-written report.

PREWRITING:

- ❖ Lesson 1: Introduce the Essay Prompt/Outline & Scoring Rubric
 1. Distribute the model Social Justice Research Project paper.
 2. Annotate the model paper with the students.
 3. Select Topic- Students will choose a topic from a selection of articles—they will then need to research to find an additional article. What are good questions about your topic?
- ❖ Lesson 2: Read your Articles
 1. Students will read and annotate their research articles.
- ❖ Lesson 3: Using MLA Format to Cite and Insert Quotes
 1. “MLA: Guided Practice” Worksheet
 2. “Using MLA Format to Cite and Insert Quotations in Your Report” worksheets
- ❖ Lesson 4: Intro to the computer search and keeping track of your internet sources.
 1. Teachers will use PPT to introduce topic.
 2. Students read “Reliable Websites vs. Unreliable Websites”
 3. Students will then be given printouts of 2 websites and will use the evaluation form to evaluate the websites.



- ❖ Lesson 5: Computer Lab Day- Doing a search
 1. Students will go to the computer lab and research one additional article for their chosen topic.
 2. Students will record MLA information and print article using copy & paste.
- ❖ Lesson 6: Plagiarism & Paraphrasing
 1. Students will take notes as teacher shows Power Point on quotations and paraphrasing.
 2. Teacher will model paraphrasing and quotation writing using half of one article.
 3. Students will work in pairs to paraphrase and quote the second half of the article.
- ❖ Lesson 7: Thinking and discussion of topics
 1. Students will be in small group (3-4) based on their topics.
 2. Students use their articles to compile information on poster paper (butcher paper): What is the issue? Who does it affect? What is its background/history? What is already being done? What more should be done? What can individual people do?
 3. Students present their discussion findings to the class.

DRAFTING:

- ❖ Lesson 8: Introduction: Part 1: What Is The Problem or Cause?
Include the following:
 - ☐ What is the issue?
 - ☐ Who does it affect?
 - ☐ Where does it occur?
 - ☐ What should be done about this issue?
- ❖ Lesson 9: Body Paragraphs: Part 2: Why It Matters
This section of the essay explains, in detail, the issue and its effects and consequences. Write multiple paragraphs to explain the following:
 - ☐ What the issue is and who it affects along with any relevant background information.
 - ☐ How the issue is affecting them.
 - ☐ The consequences if people do not take action to change this issue.
- ❖ Lesson 10: Part 3: Conclusion: What Can We, or Should We, Do About It?
This section details what people can do, or should be doing, to make a change in this issue. Explain the following:
 - ☐ What people are doing already to positively impact this issue.
 - ☐ What more can people do? Provide clear advice that the average person can take.



	<ul style="list-style-type: none"> <input type="checkbox"/> How our small individual voices can make a difference. <input type="checkbox"/> Close with final thoughts. <p>REVISING:</p> <ul style="list-style-type: none"> ❖ Lesson 11: Peer Review <ol style="list-style-type: none"> 1. Students will use a peer editing checklist to review first their own research paper then their partners to ensure that all work is properly completed. <p>EDITING:</p> <ul style="list-style-type: none"> ❖ Lesson 12: Revising & Editing <ol style="list-style-type: none"> 1. Students will write a final draft copy of their research paper. 2. Only students with a final written copy will be directed to a computer to type their finished copy. <p>FINAL DRAFT:</p> <ul style="list-style-type: none"> ❖ Lesson 13: Final Draft <ol style="list-style-type: none"> 1. Students will be taken to the computer lab to type the finished copy of their research paper.
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INSTRUCTIONAL SEQUENCE	
<p>LESSON 2: Inquiry Task 2 DAYS</p> <p>RESOURCES:</p> <p>Articles</p> <p>Sample Topics to investigate: Elizabethan Times-1500s, clothing William Shakespeare-Bio Theater & Women His influence in Modern times (RI 9-10.1, 4)</p>	<p><u>TEXT DESCRIPTION:</u> Students will read informational text about authors in order to understand an author's life and its influence on their writing. Who is William Shakespeare? When did he live? And why is he famous?</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none"> ❖ A particular point of view or cultural experience will be reflected in a work of literature <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none"> ❖ How can an author's personal experiences influence his/her work? <p><u>LESSON OVERVIEW:</u> Students will research topics related to William Shakespeare in order to understand an author's life and his influence on others. Students will be expected to show their thinking</p>



STANDARDS:

Reading Informational Text

(RI):

9-10.1, 9-10.4

9-10.2—Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

through annotating the text. Student will underline key facts, underline unknown words, and write comments and questions in the margins. Through close reads and discussions, students will gain a deeper understanding of William Shakespeare, his life and his influence on others.

Day 1- Introduce Task, Assign Articles

READ THE TEXT:

Students will be assigned to research information about an important topic related to William Shakespeare and *Romeo and Juliet*.

Students should use websites to gather information and record into their notes.

Research Topics:

Elizabethan Times-1500s, clothing

William Shakespeare-Bio

Theater & Women

His influence in Modern times

Day 2- Peer Review and Share

UNDERSTAND THE TEXT:

- ❖ PART 1
- ❖ Students will meet in a small group (2-4 students) to “check” each other’s information, fill in any gaps, and come to consensus on key information to present to their peers.

EXPRESS UNDERSTANDING:

- ❖ PART 2 JIGSAW
- ❖ Expert groups will divide into new groups with one student from each topic as the expert. Students will jigsaw information learned so that all team group members will have the opportunity to teach and learn from each other. Students should be able to complete Character Chart **Tree Map.
- ❖ Discussion- How does knowing more about the events of the William Shakespeare help the students understand the play? How can an author’s personal experiences influence his/her work?



INSTRUCTIONAL SEQUENCE

LESSON 3: *Romeo and Juliet* 19 DAYS

TEXT(S):

STANDARDS:

9-10.1

9-10.2—Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9-10.3—Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9-10.7—Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Masee des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

9-10.9—Analyze how an author draws on and transforms source materials in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

TEXT DESCRIPTION: *Romeo and Juliet* is a play by William Shakespeare about two young lovers from feuding families who meet a tragic end.

LESSON UNDERSTANDING(S):

- ❖ An author uses specific, genre related elements (soliloquy, monologue, aside, etc.) in drama to develop character, theme, and advance the plot.
- ❖ Writers have a purpose reflected in their theme.

ESSENTIAL QUESTION(S):

- ❖ Are Shakespeare’s views still relevant to a 21st Century audience?
- ❖ What are the consequences of impulsive decisions and behavior?

LESSON OVERVIEW: The students will focus on the elements of drama—specifically characters and problem/situation, dialogue, soliloquy, monologue, asides, foreshadowing, and how the author uses the character’s decisions and behaviors to develop the theme.

READ THE TEXT:

Day 1: Prologue and Act 1, Scene 1

Prologue: Show students that the prologue tells them the ending of the play. Ask: “Why would Shakespeare tell us that Romeo and Juliet both die at the end? Why would he tell us the ending of his play before we have even seen it?” Help them understand that what Shakespeare wants his audience to focus on is the HOW and WHY they died, not spend time wondering what is going to happen to them.

Act 1: Read for understanding. Emphasize Benvolio’s peacemaking, Tybalt’s anger, the Prince’s warning to the families (his law), and Romeo’s obsession with Roseline.

Students will discuss and complete Text Dependent Questions and begin Act summaries.

Day 2: Act 1, Scenes 2-3

Scene 2: Focus on Paris wanting to marry Juliet, Capulet’s monologue stating that he won’t force his daughter to marry against her will, Romeo’s continued obsessing with Roseline and Benvolio’s advice to him.

Scene 3: Focus on Lady Capulets’ advice to Juliet, Juliet’s response to her mother, and the role of the nurse



ACADEMIC VOCABULARY:

**Aside, Soliloquy, Monologue,
Foreshadowing, Theme,
Character Foils**

in Juliet's life.

Students will discuss and complete Text Dependent Questions and begin Act summaries.

Day 3: Watch play Scenes 1-4

Focus on Mercutio's character, and Romeo's foreshadowing speech.

Students will compare and contrast the movie adaptation of Act 1 with the play.

Day 4: Act 1, Scene 5

Focus on Tybalt's impulsive anger, Romeo's impulsive switch from Roseline to Juliet, Juliet's impulsive aside about her "death bed" if Romeo is married.

Students will begin a Tree Map of impulsive behaviors for the key characters.

Day 5-6: Act 2, Scenes 1-2

Focus on Prologue's emphasis on the couple's impulsiveness

Scene 1: Focus on Romeo's impulsive behavior in going into the Capulet yard

Scene 2: Focus on Juliet's impulsive soliloquy of love, the willingness to bypass their families' feuding, Juliet's initial reaction that they are moving too fast but then bringing up marriage.

Students will compare and contrast Romeo and Juliet's actions and motivations.

Day 7: Act 2, Scenes 3-4

Scene 3: Focus on Romeo's impulsive behavior with the friar, the friar's responses (both about Romeo's changes in love and his own impulsive decision to marry the couple secretly), and the friar's warning.

Scene 4: Focus on Mercutio noticing the change in Romeo, Mercutio's behavior towards the nurse, the nurse (another adult) impulsively aiding the marriage

Students will complete Text Dependent Questions.

Day 8: Act 2, Scenes 5

Scene 5: Focus on Juliet's impulsive soliloquy about time and the nurse taking forever

Scene 6—DO NOT READ WITH STUDENTS—this scene is on the quiz!

Students will complete Text Dependent Questions and continue writing a summary of the Act.

Day 9: Watch Act 1, Scene 5 through Act 2

Students will compare and contrast the movie adaptation of Act 2 with the play.

Day 10: Act 3, Scene 1

Scene 1: Focus on Tybalt's impulsive actions, Mercutio impulsively challenging Tybalt then jumping in to fight for Romeo, Romeo's impulsive killing of Tybalt, and the Prince's response.

Students will begin a multi flow map of the cause and effects of crisis/turning point of the play.

Day 11: Write Constructive Response

Students will continue the multi-flow map of the cause and effects of crisis/turning point of the play.



Day 12: Act 3, Scene 2-3

Scene 2: Focus on the Nurse's and Juliet's responses to Tybalt's death, and Juliet's initial and final responses to discovering that Romeo killed Tybalt.

Scene 3: Focus on Romeo's impulsiveness in his responses to the friar, the friar's advice (monologue) to Romeo

Students will begin a multi flow map of the cause and effects of crisis/turning point of the play.

Day 13: Act 3, Scenes 4-5

Scene 4: Focus on Capulet now impulsively willing to promise Juliet in marriage to Paris (contrary to what he said in Act 1)

Scene 5: Focus on Romeo's and Juliet's good-byes (foreshadowing their deaths), and Capulet's impulsive response to Juliet's refusal, and the abandonment of Juliet by all the adults in her life.

Students will discuss and complete Text Dependent Questions.

Day 14: Watch Act 3

Students will compare and contrast the movie adaptation of Act 3 with the play.

Day 15: Act 4, Scenes 1-5 (Read scenes of your choice and summarize others)

Scene 1: Focus on Juliet's impulsive threat to kill herself, the friar's impulsive plan for Juliet (sleeping potion)

Scene 2: Focus on Capulet's impulsive decision to move up the wedding

Scene 3: Focus on Juliet's soliloquy and her fears and foreshadowing

Scene 4: Focus on Capulet's rushing ("make haste" several times)

Scene 5: Focus on the reactions to Juliet's "death"

Students will discuss and complete Text Dependent Questions.

Day 16: Act 5, Scenes 1-2

Scene 1: Focus on Romeo's impulsive reactions to Juliet's "death"

Scene 2: Focus on the failure of Romeo to get the letter.

Students will discuss and complete Text Dependent Questions.

Day 17: Act 5, Scene 3

Scene 3: Focus on Romeo's impulsive killing of Paris, Romeo's impulsive suicide (not bothering talking to the friar), the friar's abandonment of Juliet and her suicide, the ending of the feud and the Princes' final words.

Students will discuss and complete Text Dependent Questions and add onto the Tree Map of impulsive behaviors.



	<p>Day 18: Watch Acts 4-5 Students will compare and contrast the movie adaptation of Acts 4 and 5 with the play.</p> <p>Day 19: Theme Project and Socratic Discussions.</p> <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none">❖ Close Read strategies❖ Text-dependent questions❖ Vocabulary study❖ Language skills❖ Thinking Maps <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ Discussion❖ Writing task❖ Independent/Partner/Group Activity
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<p>LESSON 4: 2 DAYS</p> <p>TEXT(S): Video of Romeo and Juliet</p> <p>STANDARDS: 9-10.2—Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each</p>	<p><u>TEXT DESCRIPTION:</u> Video of Romeo and Juliet</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ The theme/central idea of a text is developed over the course of a text through specific details. <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none">❖ How can a writer craft his or her language to develop a main idea or reach an audience? <p><u>LESSON OVERVIEW:</u> Students will watch the video of “Romeo and Juliet” in order to see the play acted out in film. The movie will be chunked into segments by Act, throughout the reading of the play.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none">❖ Students will watch video. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none">❖ Thinking Maps: Double Bubble- How does the movie compare to the book?
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treatment.	<ul style="list-style-type: none">❖ What is different? What is the same? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ Discussion- Why did the movie include or exclude portions of the book?❖ Which version is better? Why?
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<p>LESSON 5: <i>Romeo and Juliet</i></p> <p>Writing Task</p> <p>3 DAYS</p> <p>TEXT(S): Notes from play</p> <p>STANDARDS:</p> <p>RL 9-10.2—Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><u>TEXT DESCRIPTION:</u> Romeo and Juliet</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none">❖ The theme/central idea of a text is developed over the course of a text through specific details. <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none">❖ How can a writer craft his or her language to develop a main idea or reach an audience? <p><u>LESSON OVERVIEW:</u> Students will draw from the previous lessons in order to compose an essay about the development of the theme throughout the play.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none">❖ Students will read an article related to the theme. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none">❖ Discussion- How does the article connect to the play? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none">❖ Thinking Map: Basic Structure- How is the theme developed in the play?
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