

9th Grade Quarter 3 Shakespearean Sonnet and Drama

Unit Overview: This unit will confirm a shared understanding of the elements of drama, preparing students for the study of other dramatic works throughout high school. Students will study William Shakespeare's sonnets before reading and analyzing *The Tragedy of Romeo and Juliet*, focusing on the use of dramatic elements and literary devices to convey theme and the motives, thoughts, and feelings of the characters. Students will examine the themes of fate versus free will and the individual versus society. The unit will be concluded with an argumentative essay that uses evidence to support who or what is to blame for the tragic fate of Romeo and Juliet. Informational texts will be used throughout the unit to enhance understanding of the life and times of Shakespeare.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame instruction and assessment.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. RL.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. RI.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. W.9-10.10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.) SL.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.9-10.6

Standards



Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the [6th-12th Grade ELA Standards Map](#).

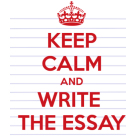
Priority Standards: These are a carefully selected subset of the total	ELP Standards: There are 10 English Language Proficiency (ELP)	Supporting Standards: These standards <i>support, connect to, or</i>
---	---	---

list of the grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be prioritized in instruction and assessments.	standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been aligned with the priority standards of the unit.	<i>enhance</i> the Priority Standards. They are taught <i>within the context</i> of the priorities and often serve as instructional scaffolds, but they do not receive the <i>same</i> degree of emphasis.
RL.9-10.3 RL.9-10.5 RL.9-10.9 RI.9-10.6	ELP Standard 9-12.1	RL.9-10.1 RL.9-10.7 RI.9.10.7
RL.9-10.4	ELP Standard 9-12.8	
RI.9-10.8	ELP Standard 9-12.6	
W.9-10.4 W.9-10.6	ELP Standard 9-12.2 (W.9-10.6) ELP Standard 9-12.4 (W.9-10.1) ELP Standard 9-12.6 (W.9-10.1b) ELP Standard 9-12.9 (W.9-10.1c and (W.9-10.4)	W.9-10.1. A-E
SL.9-10.3	ELP Standard 9-12.6	
L.9-10.2 L.9-10.5 A and B	ELP Standard 9-12.8 (L.9-10.4 and L.9.10.5) ELP Standard 9-12.10 (L.9-10.3)	L.9-10.3 A L.9-10.4

Essential Questions	Understandings
<p>Students will keep considering:</p> <ol style="list-style-type: none"> 1. Who and what influences the events in a person’s life? 2. What universal issues have teenagers faced throughout time? 3. Why is Shakespeare still relevant today? 	<p>Student will understand that:</p> <ol style="list-style-type: none"> 1. The characters in <i>Romeo and Juliet</i> are complex and reveal a theme about the individual desires conflicting with public and societal expectations. 2. Many factors, including fate and character decisions, contributed to Romeo and Juliet's deaths. 3. Drama reflects universal struggles and desires common to all humans. 4. Shakespeare’s use of rhythm, punctuation, word choice, and imagery help convey theme and/or the motives, thoughts, and feelings of the characters, as well as create new possible meanings beyond the literal text.

Knowledge	Skills
<p>Students will acquire knowledge of:</p> <ul style="list-style-type: none"> ● Elements of Drama <ul style="list-style-type: none"> ○ Act ○ Scene ○ Prologue ○ Aside ○ Dialogue ○ Monologue ○ Soliloquy ○ Dramatic irony ○ Foil ○ Stage directions ○ Tragedy ● Characteristics of Shakespearean sonnets and dramas <ul style="list-style-type: none"> ○ Rhyme scheme ○ Couplet ○ Quatrain ○ Rhythm ○ Iambic pentameter ○ Oxymoron ○ Puns ○ Themes ○ Poetry vs. Prose ● Background information on the Elizabethan period and Globe Theater ● Literary Toolbox for 9th grade ● Pre-AP Literary Toolbox 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Demonstrate the ability to: <ul style="list-style-type: none"> ○ Comprehend, analyze, and critique a variety of increasingly complex texts, ○ Develop appropriate grade level skills in writing, ○ Develop appropriate grade level skills in language, and ○ Develop appropriate grade level skills in speaking and listening <p>based on the standards at or above 9th grade level.</p>

<h3>Stage 2 - Assessment Evidence</h3> <p>Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.</p>	
Pre-Assessment	Summative Assessment
 <p>2nd Semester Pre DFA</p>	 <p>Q3 Post DFA</p> <p>And</p>



Common Writing Assignment




Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.



- [Language Support](#)
- [Technology Integration](#)
- [ACT Resources and Support](#)
- [Instructional Strategies](#)
- [Pre-AP Vertical Alignment](#)
- [Lessons with Embedded *Empowering Writers' Strategies*](#)

Suggested Timeline

<p>Ongoing</p>	 <p>Language Mini-Lessons L.9-10.2 L.9-10.4</p>	 <p>ACT Aspire Writing Practice</p>	 <p>AP Exam Preparation</p>
<p>Week 1</p>	 <p>Introduce Unit and Build Background RI.9-10.7</p>	 <p>2nd Semester Pre DFA</p>	
<p>Week 2</p>	 <p>Evaluating Claims, Arguments, Reasoning, and Evidence RI.9-10.6 RI.9-10.8</p>	 <p>Shakespearean Sonnets RL.9-10.4 RL.9-10.6</p>	

	W.9-10.1	L.9-10.5 RL.9-10.1
Weeks 3 - 7	<div data-bbox="818 327 1036 491" data-label="Image"> </div> <p data-bbox="824 407 1036 424">Elements Of Drama/Theatre</p> <p data-bbox="824 499 1036 533"><u>Elements of Drama</u></p> <p data-bbox="880 533 980 562">L.9-10.6</p> <div data-bbox="756 596 1097 898" data-label="Image"> </div> <p data-bbox="808 907 1045 940"><u>Shakespearean Drama</u></p> <p data-bbox="873 940 980 970">RL.9-10.3</p> <p data-bbox="873 970 980 999">RL.9-10.4</p> <p data-bbox="873 999 980 1029">RL.9-10.5</p> <p data-bbox="873 1029 980 1058">RL.9-10.9</p> <p data-bbox="873 1058 980 1087">SL.9-10.3</p> <p data-bbox="873 1087 980 1117">RL.9-10.7</p>	
Week 8	<div data-bbox="834 1163 1016 1297" data-label="Image"> </div> <p data-bbox="857 1180 993 1201">Post Assessment</p> <p data-bbox="863 1310 993 1339"><u>Q3 Post DFA</u></p> <div data-bbox="857 1411 993 1549" data-label="Image"> </div> <p data-bbox="773 1558 1084 1591"><u>Common Writing Assignment</u></p> <p data-bbox="902 1591 954 1621">AND</p> <p data-bbox="847 1621 1013 1654"><u>Stage 3 Lesson</u></p>	
Week 9	<div data-bbox="776 1688 1078 1772" data-label="Image"> </div> <p data-bbox="782 1780 1071 1814"><u>Culmination and Reflection</u></p>	

[Citation for Images](#)