	Marietta City Schools				
	2023–2024 District Unit Planner				

		Language and Literature 9			
Unit title	Star Crossed Lovers		**MYP year**	*4*	**Unit duration (hrs)**	*50*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Priority Standards Unit Learning Targets:

ELAGSE9-10RL2: Determine a theme and/or central idea of a text and analyze in detail its development over the course of the text.

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Support Standards Unit Learning Targets:

ELAGSE9-10RL3: 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.

ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment

ELAGSE9-10RL9: Analyze how an author draws on and transforms source material 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).

ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Conceptual Understandings:

• Understand that characters- usually the main character drives the theme in a text.

• Understand that a main character experiences conflict(s) that determine his/her/their growth, and that this growth occurs over the course of the text.

• Understand that other literary elements or devices (title, setting, symbols, statements and observations, conflict, and plot) can shape the theme of a text.

• Understand that the theme is not the same as the topic, which focuses strictly on the content. The theme is also not the same as the plot. Most literary works have one or more themes that are expressed through the plot.

• Understand that specific details may be aspects of tone, diction, characterization, and figurative language the author uses to reveal the central meaning of the text.

Key concept	Related concept(s)	Global context
Connections **Connections** are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.	**Theme** One's understanding/perspective of the world affects the choices one makes.	**Personal and Cultural Expression** Students will explore social constructions of reality; philosophies and ways of life; belief systems; rituals and play

Statement of Inquiry

Authors develop themes in order to explore transformation, progress conflict, and explore philosophies and ways of life in time, texts and cultures.

Inquiry questions

Factual—

How are conflict, protagonist and antagonist and connected?

How is a theme defined and what are the contributing elements?

Conceptual—

How do author's explore connections across time, text, and culture through characters and conflict?

How might conflicts connect to social constructions of reality?

Debatable-

Why do we become attached to stories and characters?

Why are certain types of stories and lessons repeated throughout time, text and cultures?

How might belief systems affect interpretations of texts?

MYP Objectives	Assessment Tasks	
What specific MYP __objectives__ will be addressed during this unit?	*__Relationship__ between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*
Criterion A: Analyzing i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts ii. analyze the effects of the creator's choices on an audience iii. justify opinions and ideas, using examples, explanations and terminology iv. evaluate similarities and differences by connecting features across and within genres and texts. **Criterion B: Organizing** i. employ organizational structures that serve the context and intention ii. organize opinions and ideas in a sustained, coherent and logical manner	All Summative Assessments reflect the struggle between the relevance of themes once considered universal, and if they truly are still existing across time, space, and culture.	**Formative Assessment(s):** **Writing to Sources:** Write a Dual character study in which you show how two characters in the play provide strong contrasts for one another (**foil**). Consider the following character sets: Romeo/Tybalt Mercutio/Benvolio **Summative Assessment(s):** **#1** **On-Level:** Use your knowledge of The Tragedy of Romeo and Juliet to choose and defend a position on the topic of destiny. Based on the events of the text, write an argument in the form of literary criticism in response to this question: Which has a greater impact on the characters in these texts: destiny or personal choices? (W1) **Honors:** You've read a play and a short story that deals with tragic love. In *The Tragedy of Romeo and Juliet,* two lovers attempt to marry despite a feud between their familiars. I "Pyramus and Thisbe," one of the inspirations for the play, two lovers attempt to cross boundaries in order to be together.

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention. **Criterion C: Producing Text** i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas. **Criterion D: Using Language** i. use appropriate and varied vocabulary, sentence structures and forms of expression ii. write and speak in a register and style that serve the context and intention iii. use correct grammar, syntax and punctuation iv. spell and pronounce with accuracy		Use your knowledge of both texts to choose and defend a position on the topic of destiny. Based on those two texts, write an argument in the form of **literary criticism** in response to this question: Which has a greater impact on the characters in these texts: destiny or personal choices? **#2 Unit Performance Task (Writing) - On-Level and Honors** 2- In this unit, you read about people, both real and fictional, who were kept apart from their lovers because of forces they could not control. Sometimes forbidden love can overcome the obstacles of society, but oftentimes it cannot. However, is this still something that is gripping young readers today? Write an argument in the form of a short piece of literary criticism that explores how the selections in this unit address the following question: Are the themes of destiny, tragedy and love still relevant in modern culture? Propose and defend a claim centered around two or more texts you read in this unit. You may also pull evidence from current popular culture to support whether or not these themes are "still" universal. Acknowledge and address a counterclaim, or possible alternate interpretation of the works. Integrate text evidence from each of the selections you address in your essay and build a compelling argument (W1)

Approaches to learning (ATL)

List Category: Self-Management

Cluster: Organization

Skill Indicator: Plan short- and long-term assignments; meet deadlines

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
CLE#1 Characterization / Textual Evidence ● Academic Vocabulary ○ Indirect/ Direct Character ○ Round Character ○ Flat Character ○ Dynamic Characters ○ Motivation ○ Conflicting Motivation	1. The teachers will gauge students' prior knowledge of Characterization and Textual Evidence. 2. Teachers will provide multiple mini-lessons on characterization and identifying textual evidence, using anchor text for exemplars. 3. Teachers will characterize and identify textual evidence using anchor text. 4. The students will attempt to identify characterization and textual evidence in a text. The Teacher will provide feedback as the students are working. 5. Students will analyze and examine an anchor text to identify characterization and support it with textual evidence. 6. Students will display ability to analyze information using Selection Tests for all Acts of anchor text(s).	Visual Anchor Charts Graphic Organizers Model texts for genres of writing Chunking text Guided Reading and Viewing Questions Highlighting Differentiated texts by Lexile level Read-Aloud/Think-Aloud (Teacher Modeling) Collaborative Research and Writing
CLE #2 Character Development / Theme Development /Argument Writing ● Academic Vocabulary ○ Motivation ○ Conflicting Motivation	1. The teachers will gauge students' prior knowledge of character development and theme development. 2. Teachers will provide multiple mini-lessons on character development and theme development, using anchor text for exemplars. 3. Teachers will model analyzing character development while examining the relationship between the character development and the advance of the plot or developing the theme, using anchor text. 4. The students will attempt to analyze character development and theme development. The Teacher will provide feedback as the students are working. 5. Teacher will facilitate students' recall of Argumentative writing. 6. Teacher will provide a mini-lesson on argumentation throughout reading of anchor text. 7. Teachers will provide a lesson on the connection between argument and literary criticism. 8. During and after reading, students will determine if the characters' development and decisions throughout the text show evidence of the theme (fate) or their own personal decisions. 9. Students will construct a claim around the decision of fate of personal choice having the greater impact upon the action of the play. 10. Students will develop a line of reasoning around their claim to develop a full argument in the form of a literary criticism.	Guided Reading and Viewing Questions Model texts for genres of writing Chunking text Write-Aloud/Think-Aloud Highlighting Language frames for writing Collaborative conversations Peer Review

Content Resources

[MyPerspectives](#) (SAVVAS)

Whole-group Learning:
Historical Context: The Tragedy of Romeo and Juliet

Drama: The Tragedy of Romeo and Juliet
William Shakespeare

Small Group Learning:

Romeo and Juliet is a Terrible Play, and David Leveaux Can't Change That

In Defense of Romeo and Juliet:It's Not Childish, It's About Childishness

Independent Learning
Popocatepetl and Ixtlaccihuatl
Juliet Piggot Wood

Honors Resources

Pyramus and Thisbe
Ovid, retold by Edith Hamilton

Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet
Gordana Sandic Hadzhasnovic

Tragic Romeo and Juliet Offers Bosnia Hope