

<b>UNIT #4: <i>Romeo and Juliet</i> – William Shakespeare</b> <i>The Fault in Our Stars</i> – John Green	<b>TIMEFRAME:</b> April-June
<b>BIG IDEA(S):</b> <b>Reading and Vocabulary:</b> <ul style="list-style-type: none"> <li>- About the Author: William Shakespeare, John Green</li> <li>- Introduction to Drama</li> <li>- Introduction to Dramatic Irony</li> <li>- Build background on utopian societies and the coming-of-age</li> <li>- Themes: Self-sacrifice, romantic love, love and violence, fate, free will</li> <li>- Literary Devices: character analysis, foreshadowing, metaphor, personification, oxymoron, paradox</li> <li>- Vocabulary Journals</li> <li>- Roots: ger, dict, tell/e/o, micro, zo/o</li> </ul> <b>Writing and Grammar:</b> <ul style="list-style-type: none"> <li>- Literary Response Writing</li> <li>- Research Writing</li> <li>- Argument vs. Evidence- Step 6</li> <li>- Writing and developing effective topic and thesis</li> <li>- Adjectives</li> </ul> <b>Speaking/Listening:</b> <ul style="list-style-type: none"> <li>- Socratic Seminar</li> <li>- Oral Presentation</li> <li>- Watch videos and listen to audio texts</li> </ul> <b>Test Prep:</b> <ul style="list-style-type: none"> <li>- Annotating and eliminating answers</li> <li>- PARCC Literary Analysis Writing</li> <li>- PARCC Research Writing</li> </ul>	<b>ESSENTIAL QUESTIONS:</b> <b>Content-based Essential Questions:</b> <i>Romeo and Juliet</i> <ul style="list-style-type: none"> <li>- How do we define “society”? Are all societies the same?</li> <li>- To what extent can a perfect society exist?</li> <li>- What are characteristics of utopian societies?</li> <li>- How are utopian societies different from dystopian?</li> <li>- How has the idea of utopia evolved over time?</li> <li>- What are the components of a tragedy? How are they used in <i>Romeo and Juliet</i>?</li> <li>- How does the cause-effect relationship work and how does it relate to the events leading up to the tragic end of the play?</li> <li>- How does fate or destiny play a role in a person’s life?</li> <li>- How are Romeo and Juliet’s lives affected by outside events, family situations, or cultural, political, and social trends? Do you experience similar events/situations/trends in your life?</li> <li>- How does Shakespeare use dramatic irony to create suspense in <i>Romeo and Juliet</i>?</li> </ul> <i>The Fault in Our Stars</i> <ul style="list-style-type: none"> <li>- What is the difference between “fate” and “free will”?</li> <li>- How does Hazel and Augustus’s relationship differ from that of other teen relationships? How is it the same?</li> <li>- What is the significance of the words “always” and “ok” to the characters? Why do they pick these words?</li> <li>- How much of a person’s life is determined by fate/free will? Could fate be unavoidable?</li> <li>- In what ways does Augustus’s introduction to Hazel’s world complicate</li> </ul>

	<p>matters for her? How does their relationship profoundly change?</p> <ul style="list-style-type: none"> <li>- How would you describe the two main characters, Hazel and Augustus? How do they differ from one another? How are they the same? How do their personalities and traits compliment each other in the story?</li> <li>- Compare the parent/child relationships in this story: Hazel and her parents and Augustus and his parents. To what extent are the relationships of these characters shaped by the world around them? To what extent do their relationships shape that world?</li> <li>- How do we define and identify “innocence”? How do we define and identify “maturity”? In what ways did each character grow out of “innocence” and into “maturity”?</li> </ul> <p><b>Skilled-based Essential Questions:</b></p> <ul style="list-style-type: none"> <li>- How can I use context clues to help determine the meaning of unfamiliar words or phrases?</li> <li>- How can we use videos to supplement our understanding of texts?</li> <li>- How does a person research and resource documents to form an opinion on a debatable topic in order to formulate a thesis?</li> <li>- How does a person find support for ideas in research and what tools are available in the process?</li> <li>- How can a reader identify foreshadowing in a text?</li> <li>- What are the effective components of a Socratic Seminar?</li> <li>- How do we define an adjective?</li> <li>- What effect do adjectives have on writing?</li> <li>- How does selecting a different adjective change the meaning of the sentence?</li> </ul>
<b>ENDURING UNDERSTANDINGS:</b>	

- Students will understand that the term “society” has different meanings across different cultures.
- Students will understand that dramatic irony occurs when the reader or audience has knowledge that the characters do not have about other events in the plot.
- Students will understand that theme is developed through characters’ beliefs and actions and shaped through the characters’ experiences.
- Students will understand that through making explicit connections in themes, events, and main ideas between contrasting text, film, and music, they build observation skills, ability to discern patterns, and identify concepts.
- Students will understand that an effective introductory paragraph of a literary analysis essay grabs the reader’s attention and clearly states the author’s argument.
- Students will understand that effective body paragraphs of a literary analysis essay provide both evidence supporting the author’s argument as well as explanation of the relevant evidence.
- Students will understand that an effective concluding paragraph of a literary analysis essay wraps up the author’s argument by rephrasing the argument and combining it with personal insight from the author.
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- Students will understand that an effective concluding paragraph of a literary analysis essay wraps up the author’s argument by rephrasing the argument and combining it with personal insight from the author.
- Students will understand that authors conduct research and use specific language in order to strengthen their writing.
- Students will understand that an arguable thesis must be formed and defended using support from multiple sources in a formal research paper.
- Students will understand how to create or select vivid adjectives to enhance their writing as they write or revise.
- Students will understand how an adjective can both limit and expand meaning in a sentence.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>● RL.CR.8.1</li> <li>● RL.CI.8.2</li> <li>● RL.IT.8.3</li> <li>● RL.PP.8.5</li> <li>● RL.MF.8.6</li> <li>● RL.CT.8.8</li> <li>● RI.CR.8.1</li> <li>● RI.CI.8.2</li> <li>● RI.IT.8.3</li> <li>● RI.PP.8.5</li> </ul>
Students will:	<b>Tier 1 Resources/Materials:</b>

<ul style="list-style-type: none"> <li>● Review literary devices “character analysis,” “foreshadowing,” “metaphor,” “personification,” “oxymoron,” and “paradox.”</li> <li>● Paraphrase the definition for the term “society” using the bubble-wrap and underline strategy.</li> <li>● Identify and explain the different entities that comprise a society.</li> <li>● Identify and explain what constitutes social media and how social media is used in today’s society.</li> <li>● Identify moments in <i>Romeo and Juliet</i> where society is influencing the actions of a character.</li> <li>● Paraphrase the definition for the term “coming-of-age” in literature using the bubble-wrap and underline strategy.</li> <li>● Identify moments in <i>The Fault in Our Stars</i> where the coming-of-age is present in Hazel and Augustus’s life.</li> <li>● Take notes on the elements of a “drama,” “foreshadow,” and “dramatic irony.”</li> <li>● Identify moments of “drama,” “foreshadowing,” and “dramatic irony” in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>● Identify moments of “fate” and “free” in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>● Describe characters in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i> using DDAT.</li> <li>● Select source information for research project.</li> <li>● Define and identify uses of “soliloquy,” “extended metaphor,” “pun,” and “foreshadowing,” in <i>Romeo and Juliet</i>.</li> <li>● Define the root of the week: (ger, dict, tell/e/o, micro, zo/o).</li> <li>● Define more words based on their root words.</li> </ul>	<ul style="list-style-type: none"> <li>● About William Shakespeare: <a href="http://www.shakespeareinamericancommunities.org/education/life-william-shakespeare">http://www.shakespeareinamericancommunities.org/education/life-william-shakespeare</a></li> <li>● About John Green: <a href="http://www.famousauthors.org/john-green">http://www.famousauthors.org/john-green</a></li> <li>● Informational texts on defining society: <a href="http://www.academia.edu/3612820/What_is_society">http://www.academia.edu/3612820/What_is_society</a></li> <li>● Various informational articles about social media: - Effects of social media: 1. <a href="http://time.com/3067694/weheartit-teen-girls-bullying-instagram/">http://time.com/3067694/weheartit-teen-girls-bullying-instagram/</a> 2. <a href="http://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html">http://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html</a> 3. <a href="http://www.bbc.com/news/technology-23709009">http://www.bbc.com/news/technology-23709009</a></li> <li>● Informational texts on defining coming-of-age: 1. <a href="http://study.com/academy/lesson/coming-of-age-novel-definition-examples-quiz.html">http://study.com/academy/lesson/coming-of-age-novel-definition-examples-quiz.html</a></li> <li>● Elements of Drama: <a href="http://writingcenter.unc.edu/handouts/drama/">http://writingcenter.unc.edu/handouts/drama/</a></li> <li>● Dramatic Irony: <a href="http://www.britannica.com/art/dramatic-irony">http://www.britannica.com/art/dramatic-irony</a></li> <li>● Character DDAT: <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> <li>● <a href="http://www.litcharts.com/lit/the-fault-in-our-stars/themes">Notes for teacher (coming-of-age):</a> <a href="http://www.litcharts.com/lit/the-fault-in-our-stars/themes">http://www.litcharts.com/lit/the-fault-in-our-stars/themes</a></li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>● W.AW.8.1 A-E</li> <li>● W.IW.8.2 A-F</li> <li>● W.WP.8.4</li> <li>● W.WR.8.5</li> <li>● W.WS.8.6</li> <li>● W.RW.8.7</li> <li>● RL.CR.8.1</li> <li>● RL.CI.8.2</li> <li>● RL.IT.8.3</li> <li>● RL.PP.8.5</li> </ul>

	<ul style="list-style-type: none"> <li>• RL.MF.8.6</li> <li>• RL.CT.8.8</li> <li>• RI.CR.8.1</li> <li>• RI.CI.8.2</li> <li>• RI.IT.8.3</li> <li>• L.VI.8.4</li> </ul>
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Distinguish common literary devices “character analysis,” “foreshadowing,” “metaphor,” “personification,” “oxymoron,” and “paradox” within <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>• Examine and explain the development of themes and character traits with evidence in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>• Analyze the main idea in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i> and explain its development by supporting it with evidence from text using “What’s Important Organizer.”</li> <li>• Apply the definition of “society” to specific events in <i>Romeo and Juliet</i> to analyze how it has an impact on those particular moments.</li> <li>• Analyze moments where society influences a character’s decisions in <i>Romeo and Juliet</i> to explain society’s ideals and motivations.</li> <li>• Analyze moments where coming-of-age is clearly present in <i>The Fault in Our Stars</i> and explain how his/her perspective changes.</li> <li>• Compare and contrast information presented in <i>Romeo and Juliet</i> with informational texts on the effect of social media.</li> <li>• Analyze the effect that dramatic irony has on the reader’s experience in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>• Use the QIEE strategy to question and make inferences about the events in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>• Watch specific scenes from the film version of <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>. Analyze choices each director made to change or keep certain scenes (e.g. Why did he keep the language, but change the time period? What effect does this have?).</li> <li>• Analyze events and dialogue in critical scene from <i>Romeo and Juliet</i> and accurately rewrite it into modern language.</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Romeo and Juliet</i> by William Shakespeare</li> <li>• Various informational articles about social media: <ul style="list-style-type: none"> <li>- Effects of social media: <ol style="list-style-type: none"> <li>1. <a href="http://time.com/3067694/weheartit-teen-girls-bullying-instagram/">http://time.com/3067694/weheartit-teen-girls-bullying-instagram/</a></li> <li>2. <a href="http://www.bbc.com/news/technology-23709009">http://www.bbc.com/news/technology-23709009</a>,</li> <li><a href="http://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html">http://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html</a></li> <li>3. <a href="http://www.pcworld.com/article/2030478/japan-quake-and-tsunami-put-social-networks-on-stage.html">http://www.pcworld.com/article/2030478/japan-quake-and-tsunami-put-social-networks-on-stage.html</a>)</li> </ol> </li> </ul> </li> <li>• QIEE organizer <a href="http://www.literacycookbook.com/download.php?did=76">http://www.literacycookbook.com/download.php?did=76</a>)</li> <li>• Clips from the <i>Romeo and Juliet</i> film (by Baz Luhrmann)</li> <li>• Clips from <i>The Fault in Our Stars</i> (by Josh Boone)</li> <li>• Analyzing film graphic organizer teacher-created</li> <li>• What’s Important Organizer: <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> <li>• Character DDAT: <a href="http://www.literacycookbook.com/download.php?did=90">http://www.literacycookbook.com/download.php?did=90</a></li> <li>• Possible topics for <i>Romeo and Juliet</i>: <a href="http://www.shakespeare-online.com/topics/romeotopics.html">http://www.shakespeare-online.com/topics/romeotopics.html</a></li> </ul>

<ul style="list-style-type: none"> <li>● Review and practice turning prompts into questions by “unpacking” or paraphrasing a Research Writing Prompt.</li> <li>● Develop a topic related to research for <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i> based on “effective” questions. (Argument vs. Evidence Step 6.)</li> <li>● Research 3 articles related to the topic chosen in order to build arguments by using evidence and explanations for <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>. (Argument Vs. Evidence Step 6)</li> <li>● Use knowledge of root words (ger, dict, tell/e/o, micro, zo/o) and context to make predictions about the meaning of unknown and multiple-meaning words.</li> <li>● Produce and use flashcards for new root words: (ger, dict, tell/e/o, micro, zo/o).</li> <li>● Choose and demonstrate 5 words that have the roots “ger,” “dict,” “tell/e/o,” “micro,” and “zo/o” then write their meanings in a journal.</li> <li>● Compare words with the same root to find out how they relate.</li> </ul>	
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>● W.AW.8.1 A-E</li> <li>● W.IW.8.2 A-F</li> <li>● W.WP.8.4</li> <li>● W.WR.8.5</li> <li>● W.WS.8.6</li> <li>● W.RW.8.7</li> <li>● RL.CR.8.1</li> <li>● RL.CI.8.2</li> <li>● RL.IT.8.3</li> <li>● RL.PP.8.5</li> <li>● RL.MF.8.6</li> <li>● RL.CT.8.8</li> <li>● RI.CR.8.1</li> <li>● RI.CI.8.2</li> <li>● RI.IT.8.3</li> <li>● L.VI.8.4</li> <li>● RI.PP.8.5</li> <li>● RI.MF.8.6</li> </ul>
<b>Students will:</b> <ul style="list-style-type: none"> <li>● Critique author’s use of literary elements in <i>Romeo and Juliet</i> and <i>The Fault in</i></li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>● <i>Romeo and Juliet</i> by William Shakespeare</li> </ul>

<p><i>Our Stars</i> relative to literary devices to convey a message.</p> <ul style="list-style-type: none"> <li>• Create an argument evaluating the similarities between society in <i>Romeo and Juliet</i> and the role of social media on today's society using a compare and contrast chart.</li> <li>• Infer 3 character traits for main character(s) in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>. Cite evidence from both texts to support those traits.</li> <li>• Write a 3-paragraph response evaluating the effect of dramatic irony in one scene of their choosing in <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>• Write a timed Literary Response Essay comparing how the themes of "fate" and "free will" are used in <i>Romeo and Juliet</i> to <i>The Fault in Our Stars</i>.</li> <li>• Rewrite critical scenes from <i>Romeo and Juliet</i> in modern language to evaluate the significance of the scene.</li> <li>• Choose and organize two or more sources to evaluate information that best supports a thesis in a research paper for <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>• Write an open-ended response evaluating the differences between <i>Romeo and Juliet</i> the play and Baz Luhrmann film production using a teacher-created rubric.</li> <li>• Write an open-ended response evaluating the differences between <i>The Fault in Our Stars</i> the novel and Josh Boone's film production using a teacher-created rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast chart: <a href="http://www.waltoncsd.org/Downloads/compare_chart.pdf">http://www.waltoncsd.org/Downloads/compare_chart.pdf</a></li> <li>• The Fault in Our Stars – John Green</li> <li>• Teacher-created rubric for open-ended response.</li> <li>• Research educational websites: <a href="http://www.rasmussen.edu/student-life/blogs/college-life/15-educational-search-engines/">http://www.rasmussen.edu/student-life/blogs/college-life/15-educational-search-engines/</a></li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• Literary Analysis Writing</li> <li>• Research Writing</li> <li>• Vocabulary quizzes/tests.</li> <li>• Open-ended questions related to <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>• Multiple-choice questions related to <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• SmartBoard</li> </ul>
<p><b>WRITING and GRAMMAR</b></p>	<p><b>RELEVANT RESOURCES/MATERIALS/Standards</b></p>
<p><b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b></p>	<ul style="list-style-type: none"> <li>• <b>Tier 1 Standards:</b></li> <li>• W.AW.8.1 A-E</li> <li>• W.IW.8.2 A-F</li> <li>• W.WP.8.4</li> </ul>

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<p>Students will:</p> <ul style="list-style-type: none"> <li>• Review and summarize the components of a Literary Analysis Essay by reviewing Sample Writing Prompt and Exemplary Response.</li> <li>• Write own questions for <i>Romeo and Juliet</i>. Example questions: What proof does the play provide that Romeo and Juliet's love is real and not infatuation?, What would have happened if Romeo and Juliet did not die?, Would their love be sustainable over time? Why or why not?, etc. (Argument Vs. Evidence Step 6).</li> <li>• Write own questions for <i>The Fault in Our Stars</i>. Example questions: How does the title relate to the story of the book?, How does cancer affect the passion and love Hazel and Augustus have for each other?, What would have happened if Augustus lives? Would Hazel's perspective of life change? If so, how?, etc. (Argument Vs. Evidence Step 6).</li> <li>• Define and identify how adjectives are used to either limit or expand meaning (in <i>Mechanically Inclined</i>).</li> </ul>	<p><b>Tier 1 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Components of a Literary Analysis Essay:  <a href="http://www.udc.edu/docs/asc/Outline_Structure_for_Literary_Analysis_Essay_HATMAT.pdf">www.udc.edu/docs/asc/Outline_Structure_for_Literary_Analysis_Essay_HATMAT.pdf</a> or  <a href="http://www.newton.k12.in.us/hs/english/vanduyn/eng11-12ap/A%20Guide%20to%20Writing%20the%20Literary%20Analysis%20Essay.pdf">http://www.newton.k12.in.us/hs/english/vanduyn/eng11-12ap/A%20Guide%20to%20Writing%20the%20Literary%20Analysis%20Essay.pdf</a></li> <li>• Argument Vs. Evidence Step 6:  <a href="https://theliteracycookbook.wordpress.com/2012/09/26/approaches-to-the-common-core-argument-vs-evidence-step-6/">https://theliteracycookbook.wordpress.com/2012/09/26/approaches-to-the-common-core-argument-vs-evidence-step-6/</a></li> <li>• Adjectives: <i>Mechanically Inclined</i> by Jeff Anderson</li> </ul>
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<p><b>Tier 2 Standards:</b></p> <ul style="list-style-type: none"> <li>• W.AW.8.1 A-E</li> <li>• W.IW.8.2 A-F</li> <li>• W.WP.8.4</li> </ul>



	<ul style="list-style-type: none"> <li>• W.WR.8.5</li> <li>• W.WS.8.6</li> <li>• W.RW.8.7</li> <li>• RL.CR.8.1</li> <li>• RL.CI.8.2</li> <li>• RL.IT.8.3</li> <li>• RL.PP.8.5</li> <li>• RL.MF.8.6</li> <li>• RL.CT.8.8</li> <li>• RI.CR.8.1</li> <li>• RI.CI.8.2</li> <li>• RI.IT.8.3</li> <li>• L.VI.8.4</li> <li>• RI.PP.8.5</li> <li>• RI.MF.8.6</li> </ul>
<p>Students will:</p> <p>Literary Analysis Essay</p> <ul style="list-style-type: none"> <li>• Review and practice turning prompts into questions by “unpacking” or paraphrasing a Literary Analysis Writing Prompt.</li> <li>• Construct 10 questions related to <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i> and classify each question as “effective” and “ineffective” with peer. (Argument vs. Evidence Steps 5-6)</li> <li>• Write a thesis for <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>, using a teacher-created guided worksheet based on “effective” questions.</li> <li>• Use the “Unpacking Your Thesis” organizer to develop a framework for the literary response paper.</li> </ul> <p>Research Writing</p> <ul style="list-style-type: none"> <li>• Review and practice turning prompts into questions by “unpacking” or paraphrasing a Research Writing Prompt.</li> <li>• Develop a topic to research for <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i> based on “effective” questions. (Argument vs. Evidence Step 6.)</li> <li>• Research 3 articles related to the topic chosen in order to build arguments by using</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Possible topics for Romeo and Juliet: <a href="http://www.shakespeare-online.com/topics/romeotopics.html">http://www.shakespeare-online.com/topics/romeotopics.html</a></li> <li>• Teacher-created thesis worksheet based on: <a href="https://theliteracycookbook.wordpress.com/2014/03/29/thesis-brainstorming-and-organizing/">https://theliteracycookbook.wordpress.com/2014/03/29/thesis-brainstorming-and-organizing/</a></li> <li>• “Unpacking Your Thesis”: <a href="http://www.literacycookbook.com/page.php?id=27">http://www.literacycookbook.com/page.php?id=27</a></li> <li>• Argument vs. Evidence Step 6: <a href="https://theliteracycookbook.wordpress.com/2012/09/26/approaches-to-the-common-core-argument-vs-evidence-step-6/">https://theliteracycookbook.wordpress.com/2012/09/26/approaches-to-the-common-core-argument-vs-evidence-step-6/</a></li> <li>• The Human Sentence: <i>Mechanically Inclined</i> – Jeff Anderson</li> </ul>

<p>evidence and explanations for <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>. (Argument Vs. Evidence Step 6)</p> <p>Adjectives</p> <ul style="list-style-type: none"> <li>Examine the use and effectiveness of adjectives by modeling “Human Sentences” demonstrated in <i>Mechanically Inclined</i> (pg.133).</li> </ul>	
<p><b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b></p>	<p><b>Tier 3 Standards:</b></p> <ul style="list-style-type: none"> <li>W.AW.8.1 A-E</li> <li>W.IW.8.2 A-F</li> <li>W.WP.8.4</li> <li>W.WR.8.5</li> <li>W.WS.8.6</li> <li>W.RW.8.7</li> <li>RL.CR.8.1</li> <li>RL.CI.8.2</li> <li>RL.IT.8.3</li> <li>RL.PP.8.5</li> <li>RL.MF.8.6</li> <li>RL.CT.8.8</li> <li>RI.CR.8.1</li> <li>RI.CI.8.2</li> <li>RI.IT.8.3</li> <li>L.VI.8.4</li> <li>RI.PP.8.5</li> <li>RI.MF.8.6</li> </ul>
<p>Students will:</p> <p>Literary Analysis Writing:</p> <ul style="list-style-type: none"> <li>Critique “unpacked” prompts for Literary Analysis Writing (peer review).</li> <li>Critique student’s thesis statements for <i>Romeo and Juliet</i> using thesis rubric.</li> <li>Draft effective introductory, body (including evidence and explanation of relevance for evidence), and concluding paragraphs for a literary response paper for <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i>.</li> <li>Write strong topic sentences to clearly present information to readers.</li> <li>Write effective transition sentences to ensure a smooth flow for writing.</li> </ul>	<p><b>Tier 3 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>Thesis Rubric: <a href="http://classroom.rfisd.net/users/0192/Thesis_Rubric.pdf">http://classroom.rfisd.net/users/0192/Thesis_Rubric.pdf</a></li> <li>PARCC Writing Rubric for Literary Analysis Writing: <a href="https://thercookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/">https://thercookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/</a></li> <li>Strengths and Weakness Rubric: <a href="https://theliteracycookbook.wordpress.com/2014/03/04/seven-simple-steps-to-better-student-writing/">https://theliteracycookbook.wordpress.com/2014/03/04/seven-simple-steps-to-better-student-writing/</a></li> <li>PARCC Writing Rubric for Research Writing: <a href="https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/">https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/</a></li> </ul>

<ul style="list-style-type: none"> <li>• Use the “quote sandwich” technique to provide adequate context and explanation for quoted evidence in their writing.</li> <li>• Develop a Literary Analysis Essay and critique it by considering its strengths and weaknesses using a PARCC Literary Analysis Writing rubric.</li> </ul> <p>Research Writing:</p> <ul style="list-style-type: none"> <li>• Plan and develop a Research Writing Essay using 3 articles based on topic chosen for <i>Romeo and Juliet</i> and/or <i>The Fault in Our Stars</i>.</li> <li>• Write strong topic sentences to clearly present information to readers.</li> <li>• Write effective transition sentences to ensure a smooth flow for writing.</li> <li>• Use the “quote sandwich” technique to provide adequate context and explanation for quoted evidence in their writing.</li> <li>• Critique their own Research Writing Essay by considering its strengths and weaknesses using a PARCC Research Writing Essay rubric.</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>• Develop paragraphs using appropriate use of adjectives for a given topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-generated topics for paragraphs containing appropriate adjectives. E.g. Use the adjectives</li> </ul>
<p><b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>• PARCC sample assessment on Literary Analysis Writing using passages from the novel <i>Confetti Girl</i> and <i>Tortilla Sun</i>.</li> <li>• PARCC sample assessment on Research Writing Task using two articles and a video about the survival of wild horses on Assateague Island in Maryland and Chincoteague Island in Virginia.</li> <li>• Teacher-created opened and multiple-choice assessment based on adjectives.</li> <li>• Unpack Literary Analysis and Research Writing prompt and make into statement.</li> <li>• Develop a Literary Analysis Essay and Research Writing using PARCC rubric.</li> </ul>	<p><b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b></p> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Ipad</li> <li>• Computerized practice assessments</li> <li>• Practice typing open-responses on a regular basis</li> <li>• Literary Analysis and Research Writing Rubric: <a href="https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/">https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/</a></li> <li>• Unpacking Literary Analysis and Research Writing: <a href="https://thercookbook.wordpress.com/2014/1">https://thercookbook.wordpress.com/2014/1</a></li> </ul>

	<a href="https://www.parccprep.org/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/">1/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/</a> <ul style="list-style-type: none"> <li>Literary Analysis Practice PARCC: <a href="http://parcc.pearson.com/resources/practice-tests/english/grade-8/pba/PC194819-001_8ELATB_PT.pdf">http://parcc.pearson.com/resources/practice-tests/english/grade-8/pba/PC194819-001_8ELATB_PT.pdf</a></li> </ul>
<b>TEST PREP</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>W.WP.8.4</li> <li>RL.CR.8.1</li> <li>RL.CI.8.2</li> <li>RL.IT.8.3</li> <li>RL.VI.8.4</li> <li>L.SS.8.1</li> <li>L.KL.8.2</li> </ul>
<p>Students will:</p> <ul style="list-style-type: none"> <li>Review and practice turning prompts into questions to “unpack” or paraphrase Literacy/Research Writing prompts.</li> <li>Practice using the highlighter on the PARCC online practice test (green-argument, yellow-evidence).</li> <li>Review the purpose of analyzing videos. (Importance of taking notes on lighting, sound, camera focus or angles).</li> <li>Use computers frequently to prepare for the format of the PARCC exam.</li> <li>Use Standard English in all writing.</li> <li>Review the literary analysis writing process.</li> <li>Review Research Writing components.</li> <li>Timed Research Writing Task and Literary Analysis Task based on prompts from <i>NJ Progress</i>.</li> <li>Explain how to unpack Literary Analysis Writing and Research Writing Prompts.</li> <li>Explain the steps of the PEP strategy for multiple-choice questions.</li> <li>Read sentences and express appropriate adjectives used in examples from <i>Mechanically Inclined</i>.</li> </ul>	<b>Tier 1 Resources/Materials:</b> <ul style="list-style-type: none"> <li>Adjective: Teacher-created paragraph.</li> <li>Book: <i>Mechanically Inclined</i></li> <li>Unpacking: <a href="https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/">https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/</a></li> </ul>

<ul style="list-style-type: none"> <li>Read and match the appropriate adjective to best develop descriptive meaning to text within a paragraph.</li> </ul>	
<b>Tier 2 Activities/Strategies (Application/Analysis)</b>	<b>Tier 2 Standards:</b> <ul style="list-style-type: none"> <li>W.WP.8.4</li> <li>RL.CR.8.1</li> <li>RL.CI.8.2</li> <li>RL.IT.8.3</li> <li>RL.VI.8.4</li> <li>L.SS.8.1</li> <li>L.KL.8.2</li> </ul>
<ul style="list-style-type: none"> <li>Use adjectives to construct well-organized and descriptive paragraphs about a given topic.</li> <li>Read three articles/media on the same topic (nonfiction) while annotating using the prompt as a guide. Each article is read on a different day.</li> <li>Read and annotate an exemplary writing sample with the teacher and discuss how the parts of an essay work together (intro that responds to the question, thesis, punchy insight (literary analysis), etc.).</li> <li>The teacher will conduct the writing process as a “write-aloud,” inviting students to help her compose an essay responding to a research/literary analysis writing prompt.</li> <li>Explain why one piece of evidence is better than another for supporting a given claim.</li> <li>Demonstrate how to unpack Literary Analysis Writing and Research Writing to peer.</li> <li>Practice taking computerized exams to familiarize themselves with the format of the PARCC assessment.</li> </ul>	<b>Tier 2 Resources/Materials:</b> <ul style="list-style-type: none"> <li>Unpacking: <a href="https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/">https://theliteracycookbook.wordpress.com/2014/11/07/parcc-prep-how-to-unpack-literary-analysis-and-research-writing-prompts/</a></li> <li><a href="#">DDI Exam</a></li> <li><a href="#">Laptops</a></li> <li><a href="#">Posters displaying the annotation system</a></li> <li><a href="#">Progress (teacher resource)</a></li> <li>PARCC online practice tests (<a href="http://parconline.org/take-the-test">http://parconline.org/take-the-test</a>)</li> </ul>
<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>W.WP.8.4</li> <li>RL.CR.8.1</li> <li>RL.CI.8.2</li> <li>RL.IT.8.3</li> <li>RL.VI.8.4</li> <li>L.SS.8.1</li> </ul>

	<ul style="list-style-type: none"> <li>• L.KL.8.2</li> </ul>
<ul style="list-style-type: none"> <li>• Critique classmate's unpacked Literary Analysis Writing Task/Research Writing Task.</li> <li>• Critique classmate's research/literary analysis writing responses using the PARCC writing rubric guide.</li> <li>• Conference with a partner about the score they gave referencing the PARCC writing rubric.</li> <li>• Students will be timed while they compose their own essay in response to a Research Writing Task or Literary Analysis Task using the steps discussed and practiced in class.</li> <li>• Evaluate the strength of different pieces of textual evidence for a potential answer; select multiple pieces of supporting evidence.</li> <li>• Evaluate the validity of the "good" answer and the "best" answer, and explain why one works better than the other.</li> <li>• Answer questions that require them to synthesize information across multiple texts.</li> <li>• Create own questions; multiple choice and open-ended. At this point they should be able to create all four types of questions.</li> <li>• Write a Response to an Unpacked Literary Analysis Writing Prompt/Research Writing Prompt and use rubric to assess.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Teacher-generated Literary Analysis Writing Task/Research Writing Task based on articles from ReadWriteThink.org and Newsela.com</li> <li>• PARCC Writing Rubric Guide: <a href="https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/">https://theliteracycookbook.wordpress.com/2014/12/10/user-friendly-parcc-writing-rubrics/</a></li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Timed Research Writing Task based on prompts from NJ Progress, use the steps discussed and practice in class.</li> <li>• Timed Literary Analysis Task – Both <i>Romeo and Juliet</i> and <i>The Fault in Our Stars</i> develop the theme of "fate" and "free-will"</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b> <ul style="list-style-type: none"> <li>• Laptop</li> <li>• SmartBoard</li> </ul>
<b>SPEAKING/ LISTENING</b>	<b>RELEVANT RESOURCES/MATERIALS/Standards</b>
<b>Tier 1 Activities/Strategies (Knowledge/Comprehension)</b>	<b>Tier 1 Standards:</b> <ul style="list-style-type: none"> <li>• SL.8.1 A-D</li> <li>• SL.II.8.2</li> <li>• SL.ES.8.3</li> <li>• SL.PI.8.4</li> <li>• SL.UM.85</li> <li>• SL.AS.8.6</li> </ul>

<ul style="list-style-type: none"> <li>• Read passages of the text aloud with correct use of adjectives.</li> <li>• Observe and express similarities and differences between William Shakespeare's text <i>Romeo and Juliet</i> and the movie <i>Romeo and Juliet</i> by Baz Luhrmann.</li> <li>• Use sentence starters "Habits of Discussion" in guided discussions.</li> <li>• Follow the procedure and expectations for guided discussions in Socratic Seminars.</li> <li>• Take notes before, during, and after class discussions, guided and Socratic.</li> <li>• Complete an "Observation Checklist" during Socratic Seminars.</li> </ul>	<p><b>Tier 1 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Poster with sentence starters for "When you agree" and "When you disagree."</li> <li>• Overview of Baz Luhrmann's <i>Romeo and Juliet</i> (For Teacher): <a href="http://www.resources-maynooth.ie/repository/Romeo&amp;Juliet%20Teaching%20the%20Film.pdf">http://www.resources-maynooth.ie/repository/Romeo&amp;Juliet%20Teaching%20the%20Film.pdf</a></li> <li>• Socratic Seminar: <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> <li>• Observation Checklist: <a href="http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc">http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc</a></li> <li>• Socratic Seminar questions for <i>Romeo and Juliet</i> based on the following: <a href="http://www2.moundviewschools.org/moundview/userfiles/baxleyb/rj2014-socraticseminar.pdf">http://www2.moundviewschools.org/moundview/userfiles/baxleyb/rj2014-socraticseminar.pdf</a>, <a href="http://dp.davincischools.org/staff/manderson/files/2013/05/RJ-Socratic-Seminar-Project.pdf">http://dp.davincischools.org/staff/manderson/files/2013/05/RJ-Socratic-Seminar-Project.pdf</a>, and <a href="http://my.ccsd.net/userdocs/documents/dqEVSWE1iMJGhgo7.pdf">http://my.ccsd.net/userdocs/documents/dqEVSWE1iMJGhgo7.pdf</a></li> <li>• Journals/Notebooks</li> </ul>
<p><b>Tier 2 Activities/Strategies (Application/Analysis)</b></p>	<p><b>Tier 2 Standards:</b></p> <ul style="list-style-type: none"> <li>• SL.8.1 A-D</li> <li>• SL.II.8.2</li> <li>• SL.ES.8.3</li> <li>• SL.PI.8.4</li> <li>• SL.UM.8.5</li> <li>• SL.AS.8.6</li> </ul>
<ul style="list-style-type: none"> <li>• Participate in Socratic Seminars, responding to teacher-generated questions.</li> <li>• Acknowledge and build on the view expressed by their peers.</li> <li>• Cite textual evidence to support their claims and opinions, calling their peers' attention to important passages.</li> <li>• Analyze and explain the use of literary devices through discussion.</li> <li>• Discuss the significance of individual passages and their themes of romantic love, self-love, and love and violence.</li> </ul>	<p><b>Tier 2 Resources/Materials:</b></p> <ul style="list-style-type: none"> <li>• Book: <i>Romeo and Juliet</i></li> <li>• Socratic Seminar: <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> <li>• Observation Checklist: <a href="http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc">http://www.literacycookbook.com/uploaded_fires/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc</a></li> </ul>

<b>Tier 3 Activities/Strategies (Synthesis/Evaluation)</b>	<b>Tier 3 Standards:</b> <ul style="list-style-type: none"> <li>• SL.8.1 A-D</li> <li>• SL.II.8.2</li> <li>• SL.ES.8.3</li> <li>• SL.PI.8.4</li> <li>• SL.UM.8.5</li> <li>• SL.AS.8.6</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate the strengths of the arguments made by the peers, based on the quality of their evidence and analysis.</li> <li>• Pose original questions for the class to answer based on the text.</li> <li>• Construct original arguments to answer the discussion questions based on the text.</li> <li>• Evaluate the strengths and weaknesses of their peers.</li> </ul>	<b>Tier 3 Resources/Materials:</b> <ul style="list-style-type: none"> <li>• Socratic Seminar: <a href="http://www.literacycookbook.com/page.php?id=31">http://www.literacycookbook.com/page.php?id=31</a></li> <li>• Observation Checklist: <a href="http://www.literacycookbook.com/uploaded_files/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc">http://www.literacycookbook.com/uploaded_files/fck/Soc%20Seminar%20OBSERVATION%20CHECKLIST.doc</a></li> <li>• Journal/Notebooks</li> </ul>
<b>STUDENT WORK PRODUCTS/ ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Practice reading and annotating the text for evidence that supports a particular answer.</li> <li>• Differentiate between relevant and irrelevant evidence.</li> <li>• Participate in Socratic Seminar discussions.</li> </ul> <p>Suggested Topics for <i>Romeo and Juliet</i>:</p> <ul style="list-style-type: none"> <li>• Compare the love that Romeo feels for Juliet to the love that he felt for Rosaline</li> <li>• Trace how fate brought Romeo and Juliet together</li> <li>• Compare and contrast the characters of Romeo and Juliet. How do they develop throughout the play? What makes them fall in love with one another?</li> <li>• Compare and contrast the characters of Tybalt and Mercutio. Why does Mercutio hate Tybalt?</li> <li>• How does the suicidal impulse that both Romeo and Juliet exhibit relate to the overall theme of young/romantic love?</li> <li>• Does Shakespeare seem to consider a self-destructive tendency inextricably connected with love, or is it a separate issue? Why do you think so?</li> </ul>	<b>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</b>



<ul style="list-style-type: none"> <li>● Explain the reasons of Romeo and Juliet's suicides. Did they have another choice?</li> </ul> <p>Suggested Topics for <i>The Fault in Our Stars</i>:</p> <ul style="list-style-type: none"> <li>● How do Hazel and Augustus each relate to their cancer? Do they define themselves by it? How do the two confront the big question of life and death?</li> <li>● Hazel considers <i>An Imperial Affliction</i> "so special and rare that advertising your affection for it feels like betrayal." Why is it Hazel's favorite book? Why is it so important that she and Augustus learn what happens after its heroine dies?</li> <li>● What do you make of the notion from Hazel's dad that the "universe wants to be noticed"?</li> <li>● Discuss the meaning behind Augustus's metaphor of the unlit cigarette. How does it shape his character?</li> </ul>	
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New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35- 4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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