

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

COURSE INTRODUCTION:

Students who have followed the ELA curriculum maps for grades K-8 will enter ninth grade with a foundation in fiction and nonfiction reading and writing. In addition, they will have begun to analyze texts from various angles and for various purposes. The ninth grade course is an overview of exemplary literature across major genres. The units focus on fiction and non-fiction reading, writing, speaking, and listening, language, and technology. By the end of ninth grade, students are prepared for further study in English and Language Arts.

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DESE Model Curriculum

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<p>UNIT DESCRIPTION:</p> <p>This writing unit focuses on <u>Romeo and Juliet</u>. The instructor can use the SAEQ/WA as formative assessment throughout the teaching of the unit or as an addition to the other comprehensive assessments the instructor may already use. The summative assessments can be used whenever the instructor deems appropriate.</p> <p>Diverse Learners</p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>	<p>SUGGESTED UNIT TIMELINE: 30 days (including the teaching of <u>Romeo and Juliet</u>)</p> <p>CLASS PERIOD (min.): 50 minutes</p>
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none">1. Themes of <u>Romeo and Juliet</u> include relationships and fate. How do relationships affect our lives?2. Is our fate preordained?	

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

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ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. The student will discuss short answer essay question/writing assignments over <u>Romeo and Juliet</u> to explore the themes, literary elements, and comprehension of the play using a short answer essay question/writing assignment scoring guide.</p>	<p>W.1: Write argument to support claims in an analysis of substantive topics or texts, using valid reason and relevant and sufficient evidence.</p>	W.1.A.E1.a	1.5	W.9-10.1.a		3
		W.1.A.E1.b	1.8	W.9-10.1.b		
		W.1.A.E1.c	2.1	W.9-10.1.c		
		W.1.A.E1.d	2.2	W.9-10.1.d		
	<p>W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.</p>	W.2.A.E1.a	2.4	W.9-10.1.e		
		W.2.A.E1.b	2.6	W.9-10.4		
		W.2.C.E1.a	3.5	W.9-10.5		
		W.2.C.E1.b	4.8	W.9-10.6		
		W.2.C.E1.c		W.9-10.9.a		
	<p>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	W.2.C.E1.d		W.9-10.9.b		
		W.2.C.E1.e		W.9-10.10		
		W.2.D.E1.a		L.9-10.1.a		
	<p>W.6: Use technology, including the Internet, to provide and publish writing and to interact and collaborate with others.</p>	W.2.D.E1.b		L.9-10.1.b		
		W.2.E.E1.a		L.9-10.2.a		
	<p>W.9: Draw evidence from literary or informational texts to support analysis, reflections, and research.</p>	W.2.E.E1.b		L.9-10.2.b		
W.3.A.E1.a			L.9-10.2.c			
W.3.A.E1.b			L.9-10.3.a			

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>W.10: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single setting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and speaking when writing.</p> <p>L.3: 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.</p> <p>L.5: Demonstrate understanding of figurative language.</p>	<p>W.3.A.E1.c</p> <p>W.3.A.E1.d</p> <p>W.3.A.E1.e</p> <p>R.2.B.E1.d</p> <p>L.1.B.9-12.b</p>		<p>L.9-10.5.a</p> <p>L.9-10.5.b</p> <p>L.9-10.6</p>		
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>L.6: 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.</p>					
<p>2. Dear Abbot: The students will work in pairs to write advice letters-one from Romeo, Juliet, or Friar Laurence and a response letter from the Abbot using details from the play.</p>	<p>W.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.</p> <p>W.4: Produce clean and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.1.A.E1.a W.1.A.E1.b W.1.A.E1.c W.1.A.E1.d W.1.A.E1.e W.2.A.E1.a W.2.A.E1.b W.2.B.E1.a W.2.B.E1.b W.2.B.E1.c</p>	<p>1.2 1.4 1.5 1.6 1.7 1.8 1.10 2.1 2.2 2.3</p>	<p>W.9-10.2.a W.9-10.2.b W.9-10.2.c W.9-10.2.d W.9-10.2.e W.9-10.2.f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9.a</p>		<p>3 4</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.B.E1.d	2.4	W.9-10.9.b		
		W.2.C.E1.a	2.6	W.9-10.10		
		W.2.C.E1.b	3.5	SL.9-10.1.a		
	W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.C.E1.c	4.6	SL.9-10.1.b		
		W.2.C.E1.d	4.8	SL.9-10.1.c		
		W.2.C.E1.e		SL.9-10.1.d		
		W.2.D.E1.a		SL.9-10.4		
		W.2.D.E1.b		L.9-10.1.a		
	W.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.2.E.E1.a		L.9-10.1.b		
		W.2.E.E1.b		L.9-10.2.a		
		W.2.E.E1.c		L.9-10.2.b		
		W.3.A.E1.a		L.9-10.2.c		
		W.3.A.E1.b		L.9-10.3.a		
	SL.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.	W.3.A.E1.c		L.9-10.5.a		
		W.3.A.E1.d		L.9-10.5.b		
W.3.A.E1.e			L.9-10.6			
R.1.E.E1.a						
R.1.E.E1.b						
SL.4: Present information, findings, and supporting evidence such that listeners	R.1.E.E1.c					

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3: 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.</p> <p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>R.1.G.E1.a</p> <p>R.1.H.E1.b</p> <p>R.2.B.E1.d</p> <p>R.2.B.E1.b</p> <p>L.1.A.9-12.b</p> <p>L.2.A.9-12.d</p> <p>I.1.B.9-12.a</p>				
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>L.6: 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.</p>					
<p>3. Best Laid Plans: The students will construct a graphic organizer with at least 10 steps/details of the plans in Act IV of <u>Romeo and Juliet</u>. The graphic organizer will be appropriately labeled and understandable (easy to follow).</p>	<p>W.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.</p> <p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.1.A.E1.a W.1.A.E1.b W.1.A.E1.c W.1.A.E1.d W.1.A.E1.e W.2.A.E1.a W.2.A.E1.b W.2.B.E1.a W.2.B.E1.b W.2.B.E1.c</p>	<p>1.2 1.4 1.5 1.6 1.7 1.8 1.10 2.1 2.2 2.3</p>	<p>W.9-10.2.a W.9-10.2.b W.9-10.2.c W.9-10.2.d W.9-10.2.e W.9-10.2.f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9.a</p>		<p>3 4</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	W.2.B.E1.d	2.6	W.9-10.9.b		
		W.2.C.E1.a	3.5	W.9-10.10		
		W.2.C.E1.b	4.8	SL.9-10.1.a		
	<p>W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	W.2.C.E1.c		SL.9-10.1.b		
		W.2.C.E1.d		SL.9-10.1.c		
		W.2.D.E1.a		SL.9-10.1.d		
		W.2.D.E1.b		SL.9-10.4		
	<p>W.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.</p>	W.2.E.E1.a		SL.9-10.5		
		W.2.E.E1.b		L.9-10.1.a		
		W.3.A.E1.a		L.9-10.1.b		
		W.3.A.E1.b		L.9-10.2.a		
		W.3.A.E1.c		L.9-10.2.b		
	<p>SL.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.</p>	W.3.A.E1.d		L.9-10.2.c		
		W.3.A.E1.e		L.9-10.3.a		
		R.1.H.E1.b		L.9-10.6		
<p>SL.4: Present information, findings, and supporting evidence such that listeners</p>	L.1.A.9-12.b					
	L.2.A.9-12.a					
		I.1.B.9-				

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3: 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</p>	<p>12.a</p>				
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>when reading or listening.</p> <p>L.6: 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.</p>					
<p>4. Introducing the Young Men of Verona: Students will write a character analysis of Romeo, Mercutio, Benvolio, Paris, or Tybalt using a letter of introduction format with appropriate purpose and writer.</p>	<p>W.3: Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.5: Develop and strengthen writing as</p>	<p>W.1.A.E1.a</p> <p>W.1.A.E1.b</p> <p>W.1.A.E1.c</p> <p>W.1.A.E1.d</p> <p>W.1.A.E1.e</p> <p>W.2.A.E1.a</p> <p>W.2.A.E1.b</p> <p>W.2.B.E1.a</p> <p>W.2.B.E1.b</p>	<p>1.2</p> <p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.7</p> <p>1.8</p> <p>1.10</p> <p>2.1</p> <p>2.2</p>	<p>W.9-10.3.a</p> <p>W.9-10.3.b</p> <p>W.9-10.3.c</p> <p>W.9-10.3.d</p> <p>W.9-10.3.e</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.6</p> <p>W.9-10.9.a</p>		<p>3</p> <p>4</p>

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.B.E1.c	2.3	W.9-10.9.b		
		W.2.B.E1.d	2.4	W.9-10.10		
	W.6: Use technology including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.C.E1.a	2.6	SL.9-10.1.a		
		W.2.C.E1.b	3.5	SL.9-10.1.b		
		W.2.C.E1.c	4.6	SL.9-10.1.c		
		W.2.C.E1.d	4.8	SL.9-10.1.d		
	W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.2.C.E1.e		SL.9-10.3		
		W.2.C.E1.f		SL.9-10.4		
	W.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.2.D.E1.a		L.9-10.1.a		
		W.2.D.E1.b		L.9-10.1.b		
		W.2.E.E1.a		L.9-10.2.a		
		W.2.E.E1.b		L.9-10.2.b		
		W.3.A.E1.a		L.9-10.2.c		
		W.3.A.E1.b		L.9-10.3.a		
	SL.1: Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	W.3.A.E1.c		L.9-10.5.a		
		W.3.A.E1.d		L.9-10.5.b		
W.3.A.E1.e			L.9-10.6			
		R.1.H.E1.b				
		R.2.B.E1.d				

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>SL.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p>L.1.A.9-12.b</p> <p>L.2.A.9-12.c</p> <p>L.1.B.9-12.b</p>				
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>comprehend more fully when reading or listening.</p> <p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6: 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.</p>					
<p>5. The Scoop: The student will produce a newspaper article/news script with 20 or more details to tell the entire story of <u>Romeo and Juliet</u> using the 5w's and h.</p>	<p>W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>W.1.A.E1.a</p>	<p>1.2</p>	<p>W.9-10.2.a</p>		<p>3</p>
		<p>W.1.A.E1.b</p>	<p>1.4</p>	<p>W.9-10.2.b</p>		<p>4</p>
		<p>W.1.A.E1.c</p>	<p>1.5</p>	<p>W.9-10.2.c</p>		
		<p>W.1.A.E1.d</p>	<p>1.6</p>	<p>W.9-10.2.d</p>		

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	organization, and analysis of content.	W.2.A.E1.a	1.7	W.9-10.2.e		
		W.2.A.E1.b	1.8	W.9-10.2.f		
	W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.2.B.E1.a	1.10	W.9-10.4		
		W.2.B.E1.b	2.1	W.9-10.5		
		W.2.B.E1.c	2.2	W.9-10.6		
		W.2.B.E1.d	2.3	W.9-10.9.a		
	W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.C.E1.a	2.4	W.9-10.9.b		
		W.2.C.E1.b	2.6	W.9-10.10		
		W.2.C.E1.c	3.5	SL.9-10.1.a		
		W.2.C.E1.d	4.6	SL.9-10.1.b		
	W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.C.E1.e	4.8	SL.9-10.1.c		
		W.2.D.E1.a		SL.9-10.1.d		
		W.2.D.E1.b		SL.9-10.4		
	W.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.2.E.E1.a		SL.9-10.5		
		W.2.E.E1.b		L.9-10.1.a		
		W.3.A.E1.a		L.9-10.1.b		
W.3.A.E1.b			L.9-10.2.a			
SL.1: Prepare for an participate effectively in a	W.3.A.E1.c		L.9-10.2.b			
	W.3.A.E1.d		L.9-10.2.c			

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.4: Present information, finding, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.2: Demonstrate command of the conventions of standard English</p>	<p>W.3.A.E1.e</p> <p>R.1.G.E1.a</p> <p>R.1.H.E1.b</p> <p>R.2.B.E1.a</p> <p>R.2.B.E1.b</p> <p>R.2.B.E1.c</p> <p>R.2.B.E1.d</p> <p>L.1.A.9-12.b</p> <p>L.2.A.9-12.d</p> <p>L.1.B.9-12.b</p>		<p>L.9-10.3.a</p> <p>L.9-10.5.a</p> <p>L.9-10.5.b</p> <p>L.9-10.6</p>		
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	<p>capitalization, punctuation, and spelling when writing.</p> <p>L.3: 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.</p> <p>L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.6: 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</p>					
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DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

	expression.				
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative assessments-Short answer essay question/Writing assignment from each act</p> <p>Summative assessments-1) Character analysis-Introducing the Young Men of Verona, 2) Graphic organizer-Best Laid Plans, 3) News article/script-The Scoop, 4) Letter writing-Dear Abbot</p> <p>*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)</p>					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
1	1. Short answer essay question/Writing assignment can be used to check comprehension for formative assessment and exit passes.				
2	2. Dear Abbot-Students are paired up-each writing one letter—either Romeo, Juliet, or Friar Laurence OR a response from the Abbot. Two scoring guides will be turned in—one attached to each letter with the appropriate letter circled in the criteria section. Then both letters with scoring guides should be stapled together. Students can receive two grades—one for their letter and one from an average of both grades of the letters				
3	3. Best Laid Plans-Students may want to research graphic organizers or specifically flow charts in magazines or business organizations on the internet. Could be a presentation of poster or power point to the class.				
4	4. Young Men of Verona-Students should meet in groups as to which young man for which they are writing a letter of introduction. Brainstorming should ensue of personality traits, reasonable purpose, and letter writer. This should not take more than 30 minutes.				
5	5. The Scoop-Students could present a webcast, newscast, or entertainment news video (Perez Hilton style) , etc. to include and expand use of technology.				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	1. Short answer essay questions/writing assignments. During the study of <u>Romeo and Juliet</u>, the student will answer short answer essay question /writing assignment using a scoring guide provided for assessment. Can be used as a formative assessment to check comprehension or exit passes.				

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/Fiction Writing Romeo and Juliet

Course Code: English 1

2	2. Dear Abbot. During the study of <u>Romeo and Juliet</u> , the student will compose a letter.
3	3. Best Laid Plans. During the study of <u>Romeo and Juliet</u> , the student will create a graphic organizer.
4	4. Young Men of Verona. During the study of <u>Romeo and Juliet</u> , the student will compose a character sketch.
5	5. The Scoop. During the study of <u>Romeo and Juliet</u> , the student will compose a news article/script.
UNIT RESOURCES: (include internet addresses for linking) <ol style="list-style-type: none">1. <u>Romeo and Juliet</u> by William Shakespeare2. <u>Shakespeare Set Free</u>-Folger Shakespeare Library, Washington Square Press, NY, 1993.3. <u>Folger Festivals Handbook</u>-Folger Library, Washington, D.C., 1993.	