

CURRICULUM MAP

SUBJECT: The Tragedy of Romeo and Juliet by William Shakespeare

GRADE9

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
From 3-4 weeks	<p>-What happens when passion overcomes reason? and/ or Is the play a tragedy of fate or of character?</p> <p>-How does Shakespeare’s use of language and dramatic devices add to the content/ plot/ characterization of the play?</p>	<p>Read and analyze each of the five acts- emphasizing important scenes.</p> <p>Have students recite lines or speeches. For example: balcony scene, prologue to Act I</p> <p>Emphasize key or important lines or speeches. Importance depends on character, theme, dramatic devices, figurative language.</p> <p>Develop an understanding of the poetry (blank verse, rhyme scheme, couplets, etc).</p> <p>Develop an understanding of figurative language (simile, metaphor, personification).</p> <p>Examine the roles of fate and free will in characters and situations.</p> <p>Analyze characterization (foils,</p>	<p>8.31 Analyze the logic and use of evidence in an author’s argument.</p> <p>9.6 Relate a literary work to primary source documents of its literary period or historical setting.</p> <p>11.5 Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.</p> <p>12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.</p> <p>14.5 Identify, respond to, and analyze the effects of sound, form, figurative language,</p>	<p>Prentice Hall Literature 9</p> <p>Movie: Zeffirelli version; other versions</p> <p>Work sheets</p> <p>Myths and Their Meaning: West Side Story, Pyramus and Thisbe</p>	<p>-Students will write an essay on if Romeo and Juliet is a tragedy of fate or character or analyzing Shakespeare’s dramatic devices.</p> <p>-Students will make oral presentations on certain scenes, speeches, analyzing literary devices or character development.</p> <p>- Students will complete assessments on comprehension of plot in each act.</p> <p>-Students may create posters dealing with literary devices,</p>

		<p>flat/round).          Analyze importance of dramatic devices (aside, monologue, soliloquy)          Analyze and interpret other literary devices such as oxymoron's and foreshadowing</p>	<p>graphics, and dramatic structure of poems: sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance); form (ballad, sonnet, heroic couplets); figurative language (personification, metaphor, simile, hyperbole, symbolism); and dramatic structure.</p>		<p>dramatic devices, or emphasizing character.          -Throughout the unit students will respond to journals where they will be asked to connect to the text, thus improving their comprehension of the play.          -Students will present analysis of scenes that emphasize literary, or dramatic devices, or characterization.          - Students are asked to create "foils" of themselves in order to understand the concept of dramatic foils, and may write an essay describing the use of character foils and their own foil.          - Students are asked to respond to questions about cause and effect.</p>
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CURRICULUM MAP

SUBJECT ODYSSEY GRADE: 9

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/ UNIT DESCRIPTION/ ACTIVITIES	SKILLS (STANDARDS/ LEARNING OUTCOMES)	MATERIALS RESOURCES	ASSESSMENT (Objective/Subjective
3-4 weeks	<ol style="list-style-type: none"> <li>1. How does Odysseus’ journey reflect the traits of an epic hero?</li> <li>2. How do Odysseus’ travels reflect a journey every person takes?</li> <li>3. Is Odysseus a good leader?</li> </ol>	<ol style="list-style-type: none"> <li>1. Selected chapters of Parts 1 and 2 of <u>The Odyssey</u> May include but not limited to : Group reading, discussions and/or presentations of selections of <u>The Odyssey</u> to explore, identify: A. traits of epic hero and epic poem B. antagonist and protagonist C. hero/heroine D. Identity themes E. Greek myths F. Epithets and appositives</li> </ol>	<p>16: Analyze the character, structure, and themes of classical Greek drama and epic poetry. 10. Demonstrate an understanding of characteristics of different genres</p> <p>21.8 Revise writing by attending to topic/idea development, organization etc.</p> <p>19.26 write well organized essays that have a clear focus, logical development, effective use of</p>	<p>Textbooks Relevant poetry Relevant movies Maps Supplemental episodes of <u>The Odyssey</u> Supplemental texts including but not limited to <u>Myths and Their Meanings</u></p>	<p>Essay on either of the essential questions. And/or Comprehension tests and quizzes And/or Journals Also may include but is not limited to:</p> <ol style="list-style-type: none"> <li>1. Class will create several episodes of original epic poem that reflect the traits of epic hero and epic poem.</li> <li>2. Ship’s log that reflects Odysseus’ thoughts and feelings.</li> <li>3. map of Odysseus’ journey</li> <li>4. Illustration of selected episodes.</li> </ol>

			detail and variety in sentence structure.		5. Greek god project
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CURRICULUM MAP

SUBJECT: Oedipus the King

GRADE: 9

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT (Objective/Subjective)
1-2 Weeks	<p>Is OTK a tragedy of fate or a tragedy of character?</p> <p>Do you think OTK is a good leader?</p> <p>Should Oed. be to blame for his downfall?</p>	<ul style="list-style-type: none"> <li>- Pity Oed. journal</li> <li>- Aristotle’s <u>Poetics</u> def. of a tragedy and terminology (catharsis, anagnorisis, peripetia, hamartia)</li> <li>-Oed. Complex</li> <li>-Greek Theater</li> <li>- dramatic irony, situational irony, verbal irony</li> <li>- fate versus free will</li> <li>- blind/ sight references</li> <li>-purpose, importance of chorus</li> <li>- Oed. family tree, relationships for “Antigone”</li> </ul>	<p>8.29: Identify and analyze patterns of imagery or symbolism</p> <p>8.30: Identify and interpret themes and give supporting evidence from a text.</p> <p>9.6: Relate a literary work to primary source documents of its literary period or historical setting (Aristotle)</p> <p>11.5: Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes</p> <p>12.5: Locate and analyze such elements in fiction as point of view, foreshadowing, and irony</p> <p>15.7: Evaluate how an author’s choice of words advances the theme or purpose of a work</p> <p>16.11: Analyze the characters, structure, and themes of classical Greek drama and epic poetry.</p> <p>17.7: Identify and analyze how</p>	<p><u>Oedipus the King</u> books</p> <p>OTK movie</p> <p>Frasier episode “Mamma Mia”</p> <p>“My Oedipus Complex” short story by Frank O’Connor</p>	<p>Essay: Is OTK a tragedy of fate or character?</p> <p>Do you blame Oedipus for his downfall?</p> <p>What kind of a leader/ person is Oedipus?</p> <p>Quizzes on content</p> <p>Test on play</p>

			<p>dramatic conventions support, interpret, and enhance dramatic text</p> <p>18.5: Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions and create scoring guides with categories and criteria for assessment of presentations.</p> <p>19.26: Write well-organized essays that have a clear focus, logical development, effective use of detail, and variety in sentence structure</p> <p>21.8: Revise writing by attending to topic/idea development, organization etc.</p>		
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