

Grade 9

Distance Learning Module 6: Week of: 5/11/2020-5/15/2020

## Literature & Writing - Modified from [Unit 5 - Romeo and Juliet & the Teenage Brain/Book Clubs](#)

### Targeted Goals from Stage 1: Desired Results

#### Content Knowledge:

- A sonnet is a poem of fourteen lines using any number of formal rhyme schemes. The English type typically has ten syllables per line.
- Iambic pentameter is a line of verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable.
- A prologue is an opening to a story that establishes context and gives background information.

**Vocabulary:** prologue, foreshadow, figurative language, sonnet, iambic pentameter

#### Skills:

- Understanding the structure of a sonnet.
- Recognizing how characters are defined by the decisions they make.
- Analyzing theme and foreshadowing.
- Identifying metaphorical language.

**Expectation:** This week you will continue to tackle challenging texts and begin to analyze character’s decision making in connection with the teenage brain research that has been provided.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Goal set / set up weekly sheet 2. Read Act 3 by end of the day Thurs	Weekly Reading Summary/Analysis Sheet	Weekly Reading Summary/Analysis Sheet due Friday
Tuesday: 1. ML - Track a character’s behaviors, actions and thoughts “How does what I know about the teenage brain and development help me understand these actions, thoughts or behaviors	Acts I & II- Romeo and Juliet's behavior worksheet	Teachers can check in on Weekly Summary/Analysis sheet  Act I-II Behavior Tracker

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<p>in a different way?" Teacher model, then students complete worksheet for Acts 1-2.</p> <p>2. Reading (RJ/IR)</p>		
<p>Wednesday:</p> <ol style="list-style-type: none"> <li>1. Ted Talk teen behavior</li> <li>2. QW response</li> <li>3. Reading (RJ/IR)</li> </ol>	<p>Ted Talk teen behavior</p> <p>QW response</p>	<p>Teachers can check in on Weekly Summary/Analysis sheet</p> <p>Quickwrite response</p>
<p>Thursday:</p> <ol style="list-style-type: none"> <li>1. Work on reading Act III</li> <li>2. Exit ticket - What strategies are you using to tackle this difficult text? Is it getting any easier? Are you noticing connections to the teenage brain in act III?</li> <li>3. Class discussion board - Should teens engage in romantic relationships? What are the positive effects? The negative effects?</li> <li>4. Reading (RJ/IR)</li> </ol>	<p>Exit ticket</p>	<p>Teachers can check in on Weekly Summary/Analysis sheet</p> <p>Class Discussion Board</p> <p>Exit Ticket</p>
<p>Friday:</p> <ol style="list-style-type: none"> <li>1. Reading sheet (IR book)</li> <li>2. Movie - Act 3</li> </ol>	<p>Movie - Act 3</p> <p>Romeo and Juliet Timeline</p>	<p>Weekly Summary/Analysis Sheet due</p>

**Week criteria for success** (attach student checklists or rubrics): See above daily checks

**Supportive resources and tutorials for the week** (plans for re-teaching): small group instruction on chunks of the text as needed.

No Fear Shakespeare version of Romeo and Juliet with modern translation