

Unit Name		General Educator Name	Exceptional Educator Name	Subject	Topic	Dates
The Tragedy of Romeo and Juliet - SAVVAS Unit 4		Lori Spann	Randee Acey	ENGLISH 9	R&J Act I	January 22-26, 2024
Essential Question(s)		Do we determine our own direction in life and in love, or are we simply at the mercy of fate? Should the opinions of others affect our choices in life? How are Shakespeare's texts still relevant today?				
SPANN Term 3 World Literature - January						
Standards						
RL.9.1 RL.9.2 RL.9.3 RL.9.4 RL.9.5 RL.9.8 L.9.4 W.9.1		Days of the Week	Lesson Components	Co-Teaching Strategy	General Educator - SPANN	Exceptional Educator - ACEY
		Monday	Bell Ringer and Anticipatory Set	Student Driven	Students will retrieve textbooks and folders to begin working on Act I, scene 1 study questions.	
			Guided (Whole Group)	One Teach/One Observe	GE will review Act I, scene 1 with students before guiding an interactive reading of scene 2. Students will act out lines and participate in the reading/annotations. GE will review literary devices found in the text: oxymorons, foil, aside, etc.	
			Independent Practice/Group Work	One Teach/One Assist	Students will independently work to complete Act I, scenes 1-2 questions in unit folders. GE will circulate to answer questions as needed.	
			Closure	Student Driven	Students will ensure all missing work is complete.	
Assessment	Formative: Student participation.		Observation and documentation of reading/acting participation.			
Student Outcomes (I can)						
M	I can read and analyze Shakespeare's Romeo and Juliet, Act I, scenes 1-2.	NOTE: First and second blocks will be taking the Mock ACT, so fourth and fifth blocks will end up a day ahead of first and second.	Bell Ringer and Anticipatory Set	Student Driven	Students will retrieve textbooks and folders to participate in class. Students will spend 10-15 minutes ensuring all missing work is complete.	
	Guided (Whole Group)		One Teach/One Assist	GE will show students the film version of the scenes previously viewed before beginning Act I, scenes 3-4. Students will interactively read the parts and participate in discussion of character traits seen so far in the text.		
T	I can participate in a Mock ACT; I can read and analyze Shakespeare's Romeo and Juliet, Act I, scene 3.		Independent Practice/Group Work	One Teach/One Assist	Students will independently work to complete Act I, scenes 3-4 questions in unit folders. GE will circulate to answer questions as needed.	
			Closure	One Teach/One Assist	GE will review readings and show film versions of the scenes.	
		Assessment	Formative: Student participation.	Teacher observaton and documentation of reading/acting.		
		Wednesday	Bell Ringer and Anticipatory Set	One Teach/One Assist	GE will distribute character profile pages for student folders. Students will begin gathering evidence for student profiles.	

W	I can read and analyze scenes from Shakespeare's Romeo and Juliet.			Guided (Whole Group)	One Teach/One Assist	GE will review scenes 1-4 before introducing scene 5. Students will analyze the Queen Mab speech in scene 4 and document characterization of Mercutio. Students will interactively read scene 5, spending extended time discussing the sonnet structure of Romeo and Juliet's first encounter.	
Th	I can read and analyze relevant nonfiction for Shakespeare's Romeo and Juliet.			Independent Practice/Group Work	One Teach/One Assist	Students will independently complete character profiles and answer questions from Act I, scene 5.	
				Closure	One Teach/One Assist	GE will show the film version of the remainder of Act I, assuming students have completed the reading.	
F	I can analyze literary devices found in Shakespeare's Romeo and Juliet.			Assessment	Formative: Student participation and completion of materials for Act I.	Teacher observation and documentation of reading/acting.	
Materials (who is responsible)		Thursday	Bell Ringer and Anticipatory Set	Student Driven	Students will retrieve chromebooks to complete the Commonlit assignment "Should We Scoff at the Idea of Love at First Sight?".		
Textbooks, chromebooks, quiz, notes			Guided (Whole Group)	One Teach/One Assist	GE will review the text and enourage students to participate in a whole-class discussion of the topic.		
			Independent Practice/Group Work	Student Driven	Independently, students will work to complete all paper assignments for Act I.		
			Closure	One Teach/One Observe	GE will review expectations for folder assignments.		
			Assessment	Formative: Student participation.	GE observation of student participation; student folder check and Commonlit assignments.		
Notes		Friday	Bell Ringer and Anticipatory Set	One Teach/One Assist	Students will retrieve textbooks and new packets for Act II.		
		NOTE: First and second blocks will likely still be a day behind, covering the start of Act II on Monday.	Guided (Whole Group)	One Teach/One Assist	GE will show students the film version of the remainder of Act I from two different films, providing opportunity to compare/contrast the ways in which filmmakers portray Shakespeare's words. GE will introduce Act II. Students will read Act II, scenes 1-2.		
			Independent Practice/Group Work	One Teach/One Assist	Studetns will work independently on study questions and characterizations for Act II, scenes 1-2. GE will circulate and answer student questions as needed.		
			Closure	One Teach/One Assist	Review.		
			Assessment	Formative: Student participation	Teacher observaton and documentation of reading/acting; student folders.		
			Homework	M	Prep for Mock ACT.		

		T	Stay caught up.	
		W	Stay caught up.	
		Th	Stay caught up.	
		F	None.	
Co-Teaching Approach Description	Parallel Teaching	In parallel teaching, the team splits the class into two groups and each teacher teaches the same information at the same time. Parallel teaching works well to differentiate instruction when the content being taught is particularly challenging.		
	Team Teaching	Team teaching can be defined as a group of two or more teachers working together to plan, conduct and evaluate the learning activities for the same group of learners.		
	Station Teaching	Station teaching is when co-teaching partners take the instructional content and divide it into segments, where the information is delivered in two or more stations. Each station will have a diverse group of students, and all students will have the opportunity to rotate from one station to the next.		
	One Teach/One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.		
	Alternative Teaching	One teacher works with students who need a concept re-taught while the other teacher extends the concept for remaining students. Alternative Teaching Definition: Alternative teaching strategies provide students with different approaches to learning the same information.		
	One Teach/One Assist	This strategy is an extension of One Teach, One Observe. One teacher has primary instructional responsibility, while the other assists students with their work, monitors behaviors, or corrects assignments.		