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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	Conclude Romeo and Juliet	February 19-23, 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 - Janua		Days of the Week	Lesson Components	Co-Teaching Strategy	General Educator - SPANN	Exceptional Educator - ACEY				
Standards		Monday	Bell Ringer and Anticipatory Set	Student Driven	Students will log into SAVVAS via Google Classroom to take a quiz on Acts 3-4 of Romeo and Juliet.					
	RL.9.1 RL.9.2 RL.9.3 RL.9.4 RL.9.5 RL.9.8 L.9.4 W.9.1		Guided (Whole Group)	One Teach/One Observe	If students complete the quiz in enough time, the whole class will begin Act 5 of the play.					
			Independent Practice/Group Work	Student Driven	Students will work to complete Act 4 study questions.					
			Closure	One Teach/One Observe	Review and remind about test Thursday.					
			Assessment	Formative	Students will take a quiz on Acts 3-4 of Romeo and Juliet.					
Student Outcomes (I can)		Tuesday	Bell Ringer and Anticipatory Set	One Teach/One Observe	The teacher will provide a paper copy of the final project assignment. Students will retrieve folders and textbooks; they will look over assignment.					
м	I can demonstrate proficient understanding of Acts 3-4 of Romeo and Juliet.		Guided (Whole Group)	One Teach/One Assist	GE will provide an overview explanation of the final project. Students will ask questions as needed. GE will guide students through the reading of Act 5.					
	Romeo and Juliet.		Independent Practice/Group Work	Student Driven	Students will begin work on final set of study questions for the play.					
т	I can read and understand		Closure	One Teach/One Observe	Video review of the scenes.					
	Shakespearean text.	Wednesday	Assessment Bell Ringer and Anticipatory Set	Student Driven	Participation and observation. Students will retrieve textbooks and folders to work for 10 mintues on Act 5 questions.					
w	I can read nonfiction texts and apply knowledge of Shakespeare to my comprehension.		Guided (Whole Group)	One Teach/One Assist	GE will guide students through a reading of "Romeo and Juliet Is a Terrible Play,and David Leveaux Can't Change That" and "In Defense of Romeo and Juliet: It's Not Childish, It's 'About' Childishness' from the textbook. GE will provide discussion points.					
Th	I can demonstrate proficiency in standards covered during Unit 4.		Independent Practice/Group Work	Student Driven	Students will answer the SAVVAS questions for the two passages previously read. Upon completion, students will continue answering Act 5 questions.					

	1		Closure		One Teach/One Observe	Review for tomorrow's test.	
F	I can analyze text.		Assessment	+	Formative	Participation and observation.	
		Thursday	Bell Ringer and Anticipatory Set		Student Driven	Students will retrieve chromebooks and login to Edulastic (Pear Assessment) to take the unit 4 test.	
			Guided (Whole Group)		Student Driven	Unit test	
			Independent Practice/Group Work		Student Driven	Early finishers will complete Act 5 questions on their own.	
			Closure		One Teach/One Assist	Discussion of final project.	
			Assessment	┖	Summative	Unit test	
	Notes	Friday	Bell Ringer and Anticipatory Set		Student Driven	Students will work on Act 5 questions.	
			Guided (Whole Group)		One Teach/One Assist	GE will guide students through a reading of Act 5. The goal is to complete Act 5 today so that students can quiz and turn in quesitons on Monday. Extended time students will be accommodated, so this goal may stretch into next week.	
			Independent Practice/Group Work		Student Driven	Students will begin working on their final projects.	
			Closure		One Teach/One Assist	Review expectations for projects.	
			Assessment		Formative	Participation and observation.	
			M T W Th				
Co-Teaching Approach Description		Parallel Teaching	In parallel teaching, the team splits the class int time. Parallel teaching works well to differentiate				
		Team Teaching	Team teaching can be defined as a group of two learning activities for the same group of learners				
		Station Teaching	Station teaching is when co-teaching partners to information is delivered in two or more stations, have the opportunity to rotate from one station to				
		One Teach/One Observe	One teacher has primary instructional responsit or the (instructing) teacher.				
		Alternative Teaching	One teacher works with students who need a co students. Alternative Teaching Definition: Alternation learning the same information.				
		One Teach/One Assist	This strategy is an extension of One Teach, One other assists students with their work, monitors			ructional responsibility, while the	