Assessment Plan

**Grades for this assignment come from the quiz: false**[**Click here to go to the quiz**](https://utah.instructure.com/courses/153602/quizzes/%7B%7B%20quiz_id%20%7D%7D)

**This assignment is linked to the discussion, false. Grading will be based on posts in the topic.**[**Click here to go to the discussion**](https://utah.instructure.com/courses/153602/discussion_topics/%7B%7B%20discussion_topic_id%20%7D%7D)

**Section 1:**

**Philosophy Concerning Assessment:**

Assessing students is a necessary part of education. It is how teachers gage if students are learning and drives how, when and what is taught. Assessment, evaluation and grading are all tools to see what a student has learned. Assessment is not meant to be a punishment. It is an opportunity to understand student progress or the lack thereof. Assessment is a marker for both student and teacher to see how well students are achieving the learning objectives.

 Classes, lessons and evaluations should be designed with the purpose of allowing students to succeed and show what they have learned and understand. Grades should not just reflect the final outcome but also the effort that was put into what is being evaluated. Grades should never come as a surprise to students and their own self-evaluation should be included when determining their grade. Assessment should allow not only the teacher but also the student to see how far they have come in their understanding.

**Policies Concerning Assessment:**

* I don’t give grades… Grades are earned. Expectations for assignments, essays, exams and projects will always be clearly stated. Students should be able to determine the grade they will receive based on the rubric given.
* Late work is accepted… however; it will be docked points…If an assignment is worth giving out it is something that is worth turning in. I do not assign work just to fill time but to help students in their learning.
* Grades may be buoyed by additional evidence…If students are unhappy with the grade they earn they may conference with me outside class time to discuss additional work that can be done to show mastery of concepts. There is a two week grace period on this. Students must work to keep up with the pace of the class.
* No one test, project, or evaluation will make up the sum of the grade… Student Grades will reflect: Effort, Preparedness, Participation, Growth, Achievement and Attitude.
* Assessments will be given in varying formats including but not limited to: Written essays, tests, portfolios, Interviews, Classroom Discussion, and Projects. This is done to allow students various ways of demonstrating their learning and to encourage them to try out new forms of learning.
* Assessment practices will adapt to allow for inclusiveness for students with learning disabilities and for students who come from backgrounds where English is a Second Language.

**Section 2:**

**Unit: Romeo and Juliet**

**Themes:** Love vs. Hate, Individual vs. Society, Inevitable Fate, Causes of Violence.

**Texts:** Written Play found in Classroom Textbooks, West Side Story, Movie clips from various versions of Romeo and Juliet.

**Goals for Student Learning:**

* **Reading: Literature Standard 3**
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
1. Students will be able to designate between round and flat characters and explain the differences between the two.
2. Students will choose two of the round characters in Romeo and Juliet and be able to explain how the characters can have multiple or conflicting motivations.
3. Students will be able to identify how characters change or develop over the course of a story.
4. Students will be able to analyze the interactions of characters.
5. Students will be able to explain how characters advance the plot or develop the theme.
* **Reading: Literature Standard 5**
Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
1. Students will be able to analyze how an author uses structure to create effects such as mystery, tension, or surprise. They will understand the structure of a play and the responsibility of the producer in using the language to complete the structure
2. Students will be able to analyze how an author uses events to create effects such as mystery, tension, or surprise. They will be able to complete a plot diagram of the play highlighting which events lead to and build up to the climax.
3. Students will be able to analyze how an author uses time to create effects such as mystery, tension, or surprise. They will explore the passage of time in the play and consider how it shapes events, and influences choices. Specifically in the shortness of time Juliet and Romeo know one another, the time before Juliet is to marry Paris, the timing of the sleeping draught etc.
* **Reading: Literature Standard 9**
Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
1. Students will recognize references to other well-known works that the author uses throughout a text, and then take it one step further to see how now people are taking lines, ideas and plot from Romeo and Juliet and referencing them in their work today.
2. Students will analyze how an author has transformed well-known texts into his own work. Students will attempt to do this in their own writing as well.
3. Students will explore the power in connecting and drawing upon other famous works. They will connect a specific author's work to a prior well-known text.
* **Speaking and Listening Standard 1**
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
1. Students will participate in a variety of discussions, building on others' ideas, while expressing their own ideas clearly and convincingly. The play will be read as a class. Students will work together and participate in the reading and in the classroom discussions that follow.
2. Students will work with peers to create rules and set clear goals for group discussions and decision making. Group project and presentations will be required for the monologues and important speeches of the play students will be asked to work in collaboration to complete these assignments.
3. Students will support their position in a discussion but can also make new connections based on evidence and others' reasoning.
4. Students will respond thoughtfully to others' views and summarize points that they agree or disagree with.
5. Students will clarify, verify, or challenge ideas and conclusions presented in a discussion.
* **Language Standard 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.

1. Students will identify how language works in different situations.
2. Students will identify ways that language choices influence meaning or style
3. Students will identify ways that language choices help them understand what they read and hear.

**Essential Questions for the Unit:**

1. What effect does the accelerated time scheme have on the play’s development? Is it plausible that a love story of this magnitude could take place so quickly? Does the play seem to take place over as little time as it actually occupies?
2. Compare and contrast the characters of Romeo and Juliet. How do they develop throughout the play? What makes them fall in love with one another? What motivates them? Do they change throughout the play? How?
3. Discuss the relationships between parents and children in *Romeo and Juliet.* How do Romeo and Juliet interact with their parents? Are they rebellious, in the modern sense? How do their parents feel about them?
4. At what point do things go irretrievably wrong. Was there a moment where things could have gone differently and changed the story for a happy ending? How does the suicidal impulse that both Romeo and Juliet exhibit relate to the overall theme of young love? Does Shakespeare seem to consider a self-destructive tendency inextricably connected with love, or is it a separate issue? Why do you think so?
5. How do family and friend influence us? Do they influence what we believe, who we like, what we do? Explore this.
6. Why is “Romeo and Juliet” the most quoted and remade story of all time. What is it about the story that speaks to those of all generations?

**Performance Tasks:**

* 10 examples of how Romeo and Juliet are referenced today.
* Create an Elizabethan theatre mask that explains hate and love.
* Group Presentation Exploring a theme of the Play: PowerPoint, Skit, Movie, Interview
* Take home survey for child and guardian exploring what they hope for in their future spouse/ son or daughter in law. Comparison of the two views.
* Compare the literary play with a theatrical version: West Side story, Leonardo Version, etc.

**Other Evidence:**

* Graphic Organizers
	+ KWL Chart- what do they already know about the play/Shakespeare/tragedies
	+ Plot Diagram- Essential points of the play.
	+ Story Map- Create a timeline of events.
	+ Character Connections Graphic Organizer
	+ Vocabulary List with definitions.
* Video Guides and Audio Helps
	+ Clips from movies as we read the play
	+ The reduced Shakespeare company
	+ Spark notes video
	+ West side story
	+ Leonardo version of Romeo and Juliet
* Oral Presentation
	+ Memorize a monologue/ dialog
	+ Do you believe in love at first sight? Class discussion/ debate
	+ Reading of the play in class.
* Journal Entries
	+ Do you think friends or family are more important? Why?
	+ Is it ever okay to keep secrets from your parents? When? Why?
	+ What is the difference between love and infatuation? How can you tell one from the other?
	+ When Romeo and Juliet meet at the party they fall in "love at first sight". Considering their age, is this real love? What is your opinion of "love at first sight?"
	+ What qualities do you look for in friends? Which of these qualities did Benvolio and Mercutio share? Which of the two would you prefer to have as a friend?
	+ Romeo and Juliet see each other despite the fact they know their parents would disapprove. Would their relationship have ended differently if they had tried to reason with their respective parents?
	+ Juliet is never seen with any friends of her own age. If she had a close friend, what would Juliet say about Romeo and their relationship to her? (This can be a letter, a telephone conversation or a dialogue).
	+ If Romeo and Juliet were modern teenagers, they would be unlikely to turn to a monk and a nurse for advice/help. Who would their modern mentors be and why?
	+ Design a family crest for Romeo and Juliet based on crests and heraldry. Provide short written explanation of the symbols and the relevance of each one to Romeo and Juliet.
	+ Write the letter that Romeo left for his father. Remember to include his feelings about the feud, his family and Juliet.
	+ Write an interview with either Lord Capulet or Lord Montague that would take place after the deaths of their children. Include questions that would reflect his personality, his relationship with other characters and his feelings at the moment.
* In Class activities:
	+ Find your Partner- review characters in the play with actions they do or characteristics.
	+ Love questionnaire- What does love mean to you. What makes a good relationship?
	+ Family Feud Game Capulet’s vs. Montague’s- Review and practice for test
* Miscellaneous:
	+ Set the Stage – Students create a stage for how they would produce this play
	+ Create a Cast- students choose famous/familiar people to fill the roles of each character in the play. Must defend choice.
	+ Alternate Ending idea- Choose a critical point in the story and change what happens. How does it change the rest of the story?
	+ Themes in Romeo and Juliet that are reflected in the music they listen to.
	+ Family Feud Game Capulet’s vs. Montague’s- Review and practice for test
	+ Quiz: Character Matching
	+ Unit test

**Student Self-Assessment and Reflection**

* Summarize the scene/act How well do you understand
* Class Discussions
	+ Love vs. Infatuation
	+ What makes a good relationship
	+ Which character do you most relate to?
* Self-reflection journals
* Write a test question… Happy hour.
* Role-Play
* Picture Cued description what happened before and after this part
* Check list of ideas/themes/characters.
* Self-assessment on final project. Check off list of requirements.

**Section 4:**

**Differentiated Assessment:**

* The assessments planned for this unit vary in their formats. There is everything from music to play acting to give students the opportunity to succeed. Materials and examples of projects will be provided.
* Students are going to be put into groups for the presentation so that students who feel uncomfortable presenting or reading in English can help out in a different way and still get full participation credit for the assignment.
* There are numerous visual aids including movies, graphic organizers and lists with essential vocabulary. Versions of no fear Shakespeare may also be provided to simplify the language for those who are at a more basic level.
* Address explicitly how the assessment tasks are differentiated for varied types of learners (include ELLs, special education, gifted/talented. Think about the students in your own classes - explain how these assessments will accommodate their needs!
* Memorization of a monologue can instead be a dialog so that students can memorize shorter pieces of dialog and have cues for what to say. This will also help ELLs have practice speaking in English and to learn new words.