 **Honors English I**

**Learning Guide**

**Unit #8:**

**Character Analysis**

***Dr. Jekyll and Mr. Hyde,***

***Romeo and Juliet* and *A Tale of Two Cities***

|  |  |  |
| --- | --- | --- |
| **SELF-ASSESSMENT** |  | **Use these to score yourself:** |
| **Student** | **Teacher** | **Learning Targets** |  | **4** | I understand it, I can do it, and I can comfortably explain it to another learner. |
|  |  | RL.9.3 I can analyze how complex characters develop, interact with other characters, and advance the plot over the course of a text. |  | **3** | I am confident that I understand it and think I can use it in my learning. |
|  |  | RL.9.10 I can read and comprehend literature |  | **2** | I am not quite there yet. I still have questions, and I need help figuring them out. |
|  |  | W.9.10 I can write for a range of tasks, purposes, and audiences. |  | **1** | I need a lot of help, and I am confused about what I am supposed to do. |
|  |  | SL.9.1,3 I can come to a decision through discussion, reasoning, evaulating, and responding. |  |  |
|  |  | SL.9.6 I can adapt my speech to a variety of contexts and tasks. |
|  |  | L.9.4,6 I can determine and clarify the meaning of words and phrases, and I can acquire and use accurately academic and domain-specific words and phrases. |

|  |  |  |  |
| --- | --- | --- | --- |
| **KEY VOCABULARY** | **Definition** | **Example** | **Expression** |
| complex |  |  |  |
| develop |  |  |  |
| interaction |  |  |  |
| plot |  |  |  |
| tragedy |  |  |  |
| imagery |  |  |  |
| the human condition |  |  |  |
| sonnet |  |  |  |
| prologue |  |  |  |
| epilogue |  |  |  |

|  |
| --- |
| **ASSESSMENT CRITERIA** |
| Unit test on Romeo and Juliet |
| Unit test on A Tale of Two Cities |
| Original Eulogy |
| Unit test on Dr. Jekyl and Mr. Hyde |
|  |
|  |