

**Shamokin Area 10<sup>th</sup> Grade English Curriculum – Play (*The Tragedy of Julius Caesar*)**

Focus	Common Core Standards	Objectives	Resources	Assessments Formative/Performance	Academic Vocabulary
Textual Evidence	CC.1.3.9.A CC.1.3.9.B CC.1.3.9.C CC.1.3.9.D	<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>	Play <i>The Tragedy of Julius Caesar</i> by William Shakespeare	<ul style="list-style-type: none"> <li>Class Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Introductory Notes               <ul style="list-style-type: none"> <li>Theater – Galleries, Groundlings, Patrons</li> <li>Tragedy</li> <li>Blank Verse</li> <li>Iambic Pentameter</li> <li>Propaganda</li> </ul> </li> </ul>
Analysis of Character, Plot, and Theme	CC.1.3.9.E CC.1.3.9.F CC.1.3.9.G CC.1.3.9.H CC.1.3.9.I	<ul style="list-style-type: none"> <li>Determine theme or central idea of a text and analyze its development over the course of the text.</li> </ul>	Fully-Dramatized Recording of William Shakespeare's Julius Caesar—Arkangel Production	<ul style="list-style-type: none"> <li>Handouts/Classwork               <ul style="list-style-type: none"> <li>Vocabulary Acquisition</li> <li>Notes</li> <li>Analysis</li> <li>Questions</li> </ul> </li> </ul>	
Analysis of Dramatic Elements	CC.1.3.9.J CC.1.3.9.K CC.1.4.9.B CC.1.4.9.C CC.1.4.9.D	<ul style="list-style-type: none"> <li>Analyze how complex characters are developed over the course of the text.</li> <li>Determine the meaning of words and phrases as they are used in a text.</li> </ul>	No Fear Shakespeare	<ul style="list-style-type: none"> <li>Essays/Rubric</li> <li>Propaganda Posters/iMovie Project</li> </ul>	<ul style="list-style-type: none"> <li>Literary Terms               <ul style="list-style-type: none"> <li>Hero</li> <li>Tragic Hero</li> <li>Historical Characters</li> <li>Character</li> <li>Plot</li> <li>Theme</li> <li>Imagery</li> <li>Allusion</li> <li>Internal Conflict</li> <li>Supporting Roles</li> <li>Foreshadowing</li> <li>Symbolism</li> <li>Irony/Dramatic Irony</li> <li>Setting</li> <li>Motive</li> <li>Flat Character</li> <li>Round Character</li> <li>Metaphor</li> <li>Extended</li> </ul> </li> </ul>
Analysis of Literary Elements	CC.1.4.9.E CC.1.4.9.F CC.1.4.9.G CC.1.4.9.H CC.1.4.9.J	<ul style="list-style-type: none"> <li>Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</li> </ul>	Teacher Created Information	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Tests</li> </ul>	
Fiction Comprehension	CC.1.4.9.K CC.1.4.9.L CC.1.4.9.M CC.1.4.9.N	<ul style="list-style-type: none"> <li>Analyze the representation of a subject or a key scene in two different artistic mediums.</li> </ul>	<ul style="list-style-type: none"> <li>Notes</li> <li>Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Bell Ringers</li> <li>TDAs</li> </ul>	
Vocabulary Acquisition from Text	CC.1.4.9.O CC.1.4.9.P CC.1.4.9.Q CC.1.4.9.R CC.1.4.9.S	<ul style="list-style-type: none"> <li>Analyze how an author draws on and transforms source material.</li> </ul>	Renaissance Place	<ul style="list-style-type: none"> <li>Renaissance Place</li> </ul>	
Understanding of Tragedy Organization	CC.1.5.9.A CC.1.5.9.B CC.1.5.9.C	<ul style="list-style-type: none"> <li>Analyze documents of historical and literary significance.</li> </ul>			

and Essay Structure	CC.1.5.9.D CC.1.5.9.G	<ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts.</li> <li>• Write informative or explanatory texts to convey complex ideas, concepts, and information.</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>• Produce clear and coherent writing.</li> <li>• Develop and strengthen writing as needed.</li> <li>• Use technology to produce, publish, and update individual writing products.</li> <li>• Draw evidence from literary texts to support analysis.</li> <li>• Write routinely over extended and shorter time frames.</li> <li>• Participate effectively in a range of collaborative discussions.</li> <li>• Evaluate a speaker's POV, reasoning, and use of evidence and rhetoric.</li> <li>• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• Demonstrate command of the conventions of standard English capitalization,</li> </ul>			<p>Metaphor</p> <ul style="list-style-type: none"> <li>○ Puns</li> <li>○ Drama</li> <li>○ Hyperbole</li> <li>○ Soliloquy</li> <li>○ Monologue</li> <li>○ Aside</li> <li>○ Act/Scene</li> <li>○ Comic Relief</li> <li>○ Tragic Flaw</li> <li>○ Catastrophe</li> <li>○ Simile</li> <li>○ Iamb</li> <li>○ External Conflict</li> <li>○ Stoicism</li> </ul> <p>• Text Vocabulary</p> <ul style="list-style-type: none"> <li>○ Replication</li> <li>○ Servile</li> <li>○ Infirmary</li> <li>○ Portentous</li> <li>○ Prodigious</li> <li>○ Augmented</li> <li>○ Entreated</li> <li>○ Insurrection</li> <li>○ Resolution</li> <li>○ Wrathfully</li> <li>○ Imminent</li> <li>○ Confounded</li> <li>○ Spectacle</li> <li>○ Prophecy</li> <li>○ Strife</li> <li>○ Discourse</li> <li>○ Interred</li> <li>○ Legacies</li> <li>○ Chastisement</li> <li>○ Rash</li> <li>○ Mirth</li> </ul>
Narrative Writing					
Use of Technology					
Accelerated Reader					

		<p>punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of language to understand functions in different contexts.</li> <li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances.</li> <li>• Acquire and use accurately general academic and domain-specific words and phrases.</li> </ul>			<ul style="list-style-type: none"> <li>○ Fawned</li> <li>○ Presage</li> <li>○ Demeanor</li> <li>○ Disconsolate</li> <li>○ Misconstrued</li> <li>○ Meditates</li> </ul>
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