

Shamokin Area 10th 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	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Play <i>The Tragedy of Julius Caesar</i> by William Shakespeare	Class Discussion	- Introductory Notes - Theater – Galleries, Groundlings, Patrons
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	Determine theme or central idea of a text and analyze its development over the course of the text.	Fully-Dramatized Recording of William Shakespeare's Julius Caesar—Arkangel Production	- Handouts/Classwork - Vocabulary Acquisition - Notes - Analysis - Questions	- Tragedy - Blank Verse - Iambic Pentameter - Propaganda
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	- Analyze how complex characters are developed over the course of the text. - Determine the meaning of words and phrases as they are used in a text.	No Fear Shakespeare	- Essays/Rubric - Propaganda Posters/iMovie Project	- Literary Terms - Hero - Tragic Hero - Historical Characters
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	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.	Teacher Created Information	- Quizzes - Tests	- Character - Plot - Theme - Imagery - Allusion
Fiction Comprehension	CC.1.4.9.K CC.1.4.9.L CC.1.4.9.M CC.1.4.9.N	Analyze the representation of a subject or a key scene in two different artistic mediums.	Notes Analysis	- Bell Ringers - TDAs	- Internal Conflict - Supporting Roles - Foreshadowing - Symbolism
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	Analyze how an author draws on and transforms source material.	Renaissance Place	Renaissance Place	- Irony/Dramatic Irony - Setting - Motive
Understanding of Tragedy Organization	CC.1.5.9.A CC.1.5.9.B CC.1.5.9.C	Analyze documents of historical and literary significance.			- Flat Character - Round Character - Metaphor - Extended

and Essay Structure	CC.1.5.9.D CC.1.5.9.G	• Write arguments to support claims in an analysis of substantive topics or texts. • Write informative or explanatory texts to convey complex ideas, concepts, and information. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Produce clear and coherent writing. • Develop and strengthen writing as needed. • Use technology to produce, publish, and update individual writing products. • Draw evidence from literary texts to support analysis. • Write routinely over extended and shorter time frames. • Participate effectively in a range of collaborative discussions. • Evaluate a speaker's POV, reasoning, and use of evidence and rhetoric. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization,			Metaphor ○ Puns ○ Drama ○ Hyperbole ○ Soliloquy ○ Monologue ○ Aside ○ Act/Scene ○ Comic Relief ○ Tragic Flaw ○ Catastrophe ○ Simile ○ Iamb ○ External Conflict ○ Stoicism • Text Vocabulary ○ Replication ○ Servile ○ Infirmary ○ Portentous ○ Prodigious ○ Augmented ○ Entreated ○ Insurrection ○ Resolution ○ Wrathfully ○ Imminent ○ Confounded ○ Spectacle ○ Prophecy ○ Strife ○ Discourse ○ Interred ○ Legacies ○ Chastisement ○ Rash ○ Mirth
Narrative Writing					
Use of Technology					
Accelerated Reader					

		punctuation, and spelling when writing. • Apply knowledge of language to understand functions in different contexts. • Determine or clarify the meaning of unknown and multiple-meaning words and phrases. • Demonstrate understanding of figurative language, word relationships, and nuances. • Acquire and use accurately general academic and domain-specific words and phrases.			○ Fawned ○ Presage ○ Demeanor ○ Disconsolate ○ Misconstrued ○ Meditates
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