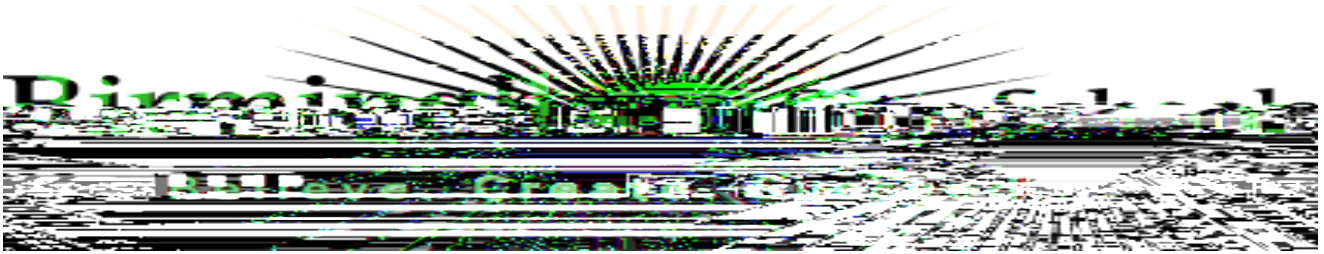


10 Grade English Language Arts
4th Nine Weeks Curriculum Guide
Week 4

Suggested Pacing: 3-



Vocabulary: What key terms will students need to know to understand?

Key Vocabulary

Amiss [ˈmɪs] adj. wrong, improper

Battlement [ˈbætəl mnt] n. a parapet having a series of indentations along its upper edge, used for defense

Construe: (v) interpret

Countenance [ˈkaʊntənns] n. face, features

encompass[en kəm p s] v. to form a circle around

ere [ər] prep. before

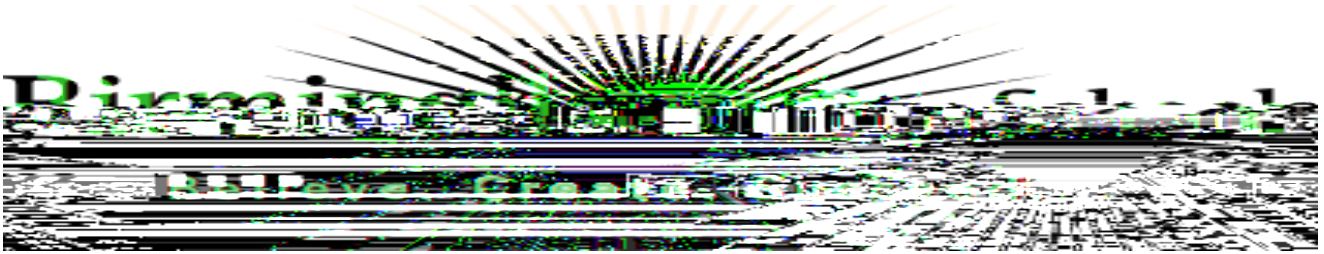
fawn [foʊn]v. to seek notice or favor by acting in a servile manner

infirmity [ɪn fɪr m te]n. physical weakness; feebleness

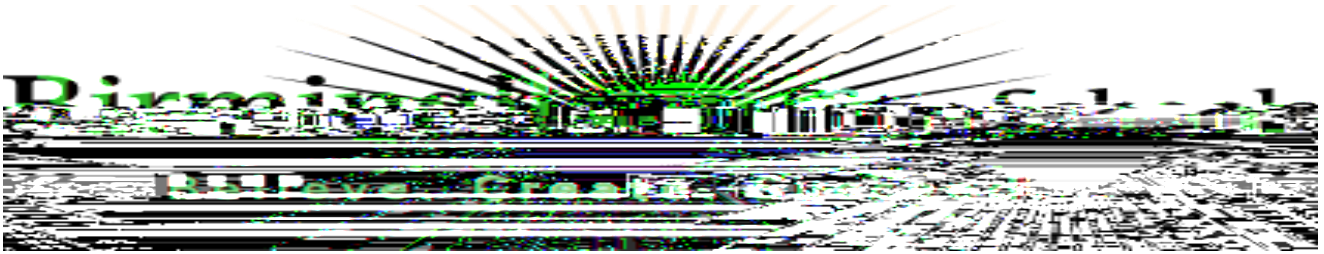
mettle [ˈmetl] n. spirit and courage

Portentous (adj) ominous foreboding; of momentous significance.

Ac1 90.024 437.59 Tm(P)-3uC1 90.024 452.35 Tm(mettl)-3(e)4(J-61 1ic Vn

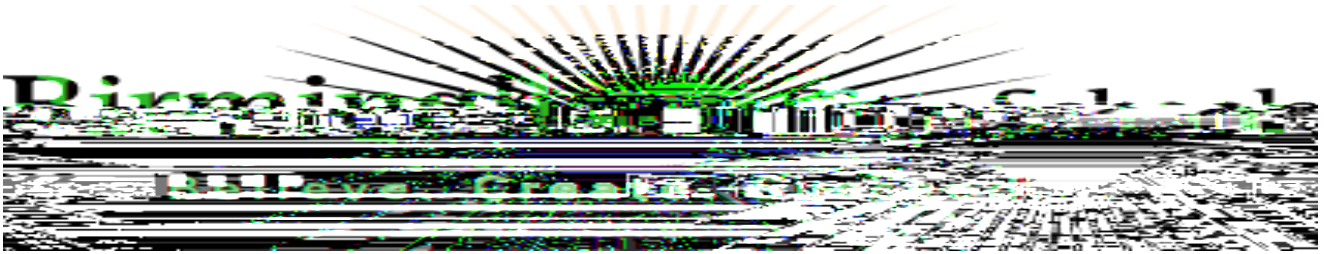


Group discussion and participation
Literary Circles
Graphic Organizers
Quickwrite
Think Pair Share
Socratic Seminar
Journal Reflections
3-2-1



During Reading

Activity One (Day 1): Teacher and students will review PowerPoint presentation and review the anticipation guide. Teachers can also preview the short video biography of William Shakespeare via Biography.com.



Materials:

Julius Caesar

Handouts

Pencil/Pen

Highlighters

Differentiation/Accommodations:

Re-Teaching

Small Group Instruction

Scaffolding Instruction

Tiered Instruction

Explicit Vocabulary

Instruction

Reading along with audio CD

Differentiated projects

Note-taking Graphic Organizers

Technology Integration:

YouTube

Power notes CD (Holt M



The teacher should utilize formative assessments throughout the lesson to direct instruction

The teacher should use before literacy strategies to: activate prior knowledge, preview the text skimming and scanning, set a purpose for reading and make predictions

The teacher should use during literacy strategies to: maintain an active interaction with the text, identify, analyze and construct the main idea, determine important ideas, draw conclusions, make inferences, monitor understanding, generate questions, and summarize

The teacher should use after literacy strategies to: determine main idea, draw conclusions, make inferences, monitor understanding through formative assessments, generate questions and build schemata