



10 Grade English Language Arts
4th Nine Weeks Curriculum Guide
Week 5

Suggested Pacing: 3-5 Day Lesson (50 minutes or 90 minutes block sessions)

Essential Question(s)

1. **Think of effective leaders ² either public figures or people whom you know. What qualities do they have in common?**
2. **What makes a person persuasive?**
3. **:KDW FDQ ZH OHDUQ DERXW FKDUDFWHUV IURP WKHLU VS**
4. **What insights into human nature can we gain by reading Shakespeare?**

CCRS Standards:

- x Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]
- x Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. [RL.9-10.2]
- x 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. [RL.9-10.3]
- x Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). [RL.9-10.4]
- x Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- x 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).

Learning Objectives:

- x Students will gain knowledge and understanding of the drama Julius Caesar
- x Students will gain knowledge and understanding of the elements of drama and poetry
- x Students will gain an appreciation for the life and works of Williams Shakespeare



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

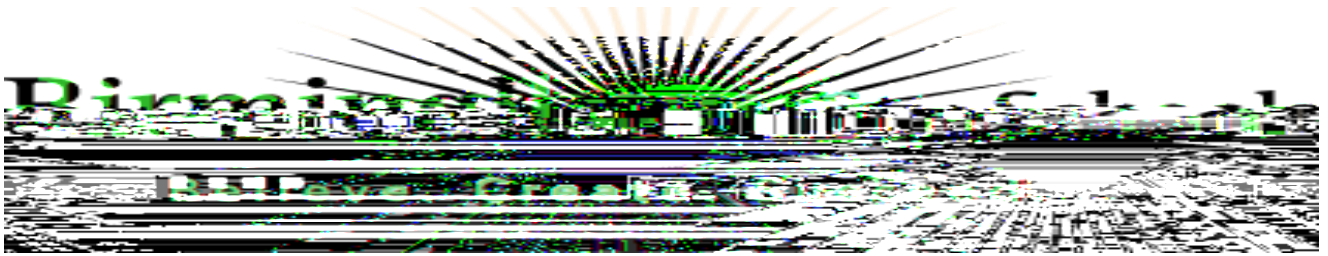
Key Vocabulary

- x Adder
- x Redress
- x Affability
- x Sufferance
- x Harlot
- x Base
- x Visage
- x Interpose
- x Lottery
- x Exploit
- x Valiant
- x Entrails
- x Amiss
- x Augurers
- x Lusty
- x Ere
- x comment

Academic Vocabulary

- x Soliloquy
- x Aside
- x Play
- x Drama
- x Tragic hero
- x Rhetoric
- x Persuasion
- x Conflict
- x Leader
- x Friend
- x Superstition





This curriculum guide is designed to support teachers in the implementation of the Alabama Course of Study Standards. You are encouraged to use this document to support your planning and daily instructional practices. It is not a substitution for lesson plans.



Lifelong Learning (Research Paper):

Research Equality Issues: Much progress has been made for equality between the sexes since the late 1800s, but there are still areas of inequality in modern life. With a partner, research an area of gender inequality, such as differences LQ SD\ ZRPHQ¶V VSRUWV RU FDUHHU DGYDQ
OR Teacher-Approved Topic

Student will submit a first draft copy of their research paper.

Materials:

Julius Caesar
Handouts
Pencil/Pen
Highlighters

Differentiation/Accommodations:

- 9 Re-Teaching
- 9 Small Group Instruction
- 9 Scaffolding Instruction
- 9 Tiered Instruction
- 9 Explicit Vocabulary
- 9 Instruction
- 9 Reading along with audio CD
- 9 Differentiated projects
- 9 Note

