ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: ci@sccoe.org and your group members.

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| **Title of Unit** | Julius Caesar |
| **Grade Level** | 10th grade |
| **Time** | 4 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Students will create a newspaper from the day Caesar died that includes a summary of events, editorial and an article about another person who is a victim of betrayal. |
| **Targeted ELA/ Literacy CCSS** | RL2 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 3 Analyze how complex characters (e.g., those with multiple or conflictingmotivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL 6 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. RI 8 Delineate and evaluate the argument and specific claims in a text, assessingwhether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** |  |
| **Targeted ELD Standards** | Grade 9:**Part I: Interacting in Meaningful Ways** 2. Interacting with others in written English in various communicative forms(print, communicative technology, and multimedia) (Emerging-Expanding- Bridging)3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges(Emerging-Expanding-Bridging) 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language(Emerging-Expanding-Bridging)C. Productive10. Writing literary and informational texts to present,describe, and explain ideas and information, using appropriate technology(Emerging-Expanding-Bridging)11. Justifying own arguments and evaluating others’ arguments in writing (Emerging-Expanding-Bridging)**Part II: Learning About How English Works**A. Structuring Cohesive Texts1. Understanding text structure(Emerging-Expanding-Bridging) |
| **Big Ideas** | In Shakespeare’s writing, he reveals elements of human nature. |
| **Essential Questions** | Would you compromise your moral self for success? Can you ever justify betrayal? What does it mean to *read* a text?  |
| **Content** | * comparison of themes across texts
* analysis of arguments across texts
* written argument
* themes of Julius Caesar
* close readings
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| **Skills** | * analyze key scenes in Julius Caesar in a graphic organizer
* use information from close readings and graphic organizers to discuss key scenes of the play
* compare a character in Julius Caesar to other characters in movie clips and short stories
* summarize events in the play
* analyze Brutus’ argument for killing Caesar
* use Publisher to create a newspaper/ newsletter layout
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| **Vocabulary** **(Academic and Content)** | **Academic:**   **Content:**compare hubrissummarize themevalid argument act scene |
| **Activities** | 1. Use Close Reading strategies to read and analyze key scenes of the play with use of annotations 2. Discussion Questions3. “twitter war” between two characters.- 2 characters discussing the plot against Caesar in twitter format 4. Vocabulary Activities Create personal lists Marzano activities 5. Grammar: Using quotes and Punctuation: Daily warm ups Write Ahead Lessons Online resources6. act out scenes of play   |
| **Formative Assessments** | complete graphic organizers:<http://iteachicoachiblog.blogspot.com/2012/03/shakespeare-common-core-style.html>vocabulary activities:<https://www.vocabulary.com/lists/27032>group discussionsdaily writing prompts |
| **21st Century Skills Targeted** **(E- Encouraged; T- Directly taught)** | \_\_\_T\_\_ Communication \_\_\_T\_\_ Collaboration \_\_\_T\_\_ Creativity\_\_\_\_\_ Critical Thinking\_\_\_\_\_ Research\_\_\_T\_\_ Technology\_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_X\_\_\_ Self-Assessment\_\_\_\_\_ Peer Assessment |
| **Resources****(print and multimedia)** | No Fear Shakespeare: Julius Caesar No Fear Shakespeare:<http://nfs.sparknotes.com/juliuscaesar/><http://iteachicoachiblog.blogspot.com/2012/03/shakespeare-common-core-style.html>complete common core unit DVD, 1953 *Julius Caesar**(*Suggest having students follow along as the actors perform key scenes from the play) Supplemental Resources: Shmoop resources for *Julius Caesar*:<http://www.shmoop.com/julius-caesar/>Sparknotes:<http://www.sparknotes.com/shakespeare/juliuscaesar/themes.html> all kinds of resources such as discussion questions, themes, story synopsis and short movie version (animated) Vocabulary<https://www.vocabulary.com/lists/27032> list as well as “quiz” format that could be used individually or as a classGrammar<http://www.dailygrammar.com/archive.html> <http://englishgrammar101.com/> |