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](mailto: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 conflicting  motivations) 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, assessing  whether 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. Productive  10. 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 Texts  1. 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 |
| **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 |
| **Vocabulary**  **(Academic and Content)** | **Academic:**   **Content:**  compare hubris  summarize theme  valid argument act  scene |
| **Activities** | 1. Use Close Reading strategies to read and analyze key scenes of the play with use of annotations    2. Discussion Questions  3. “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 resources  6. 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 discussions  daily 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 class  Grammar  <http://www.dailygrammar.com/archive.html>    <http://englishgrammar101.com/> |