**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025. **By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the English/Language Arts curriculum maps.

Designed with the teacher in mind, the English/Language Arts (ELA) curriculum maps focus on literacy teaching and learning, which include instruction in reading, writing, speaking and listening, and language. This map presents a framework for organizing instruction around the TN State Standards (CCRS) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the ELA Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Literacy Curriculum Maps**Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

**(1) Regular practice with complex text and its academic language.**

1. **Reading, writing, and speaking grounded in evidence from text, both literary and informational.**
2. **Building knowledge through content-rich nonfiction.**

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

|  |  |
| --- | --- |
| **The TNCore Literacy Standards** | |
| **The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):**  [**http://www.tncore.org/english\_language\_arts.aspx**](http://www.tncore.org/english_language_arts.aspx) | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| **Student Achievement Partners Text Complexity Collection:** [**http://achievethecore.org/page/642/text-complexity-collection**](http://achievethecore.org/page/642/text-complexity-collection) | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| **Student Achievement Partners Academic Work Finder:** [**http://achievethecore.org/page/1027/academic-word-finder**](http://achievethecore.org/page/1027/academic-word-finder)  **Links to Support Vocabulary Instruction & Development**  <http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>  <https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>  <https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>  <http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf> | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| **Student Achievement Partners Text-Dependent Questions Resources:** [**http://achievethecore.org/page/710/text-dependent-question-resources**](http://achievethecore.org/page/710/text-dependent-question-resources) | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| **Student Achievement Partners Text Set Projects Sequenced:** [**http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction**](http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction) | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

**Using the Curriculum Maps**

* Begin by examining the text(s) selected for each quarter. Read the selections becoming familiar with both the text(s) and the “big idea.”
* Locate the TDOE Standards in the left column. Analyze the language of the standards, and match each standard to an evidence statement in the center column.
* Consult your *Pearson Literature* Teachers’ Edition (TE) and other cited references to map out your week(s) of instruction.
* Plan your weekly and daily objectives, using the evidence statements to help.
* Study the suggested writing prompts/performance tasks and match them to your objectives.
* Plan the questions you will ask each day using the Fisher/ Frye Pyramid. Be sure that the questions you ask will lead students to success on your selected performance assessments.
* Examine the other standards and skills you will need to address—writing, vocabulary, language, and speaking and listening skills.
* Using your *Pearson* TE and other resources cited in the curriculum map, plan your week using the SCS lesson plan template. Remember to include differentiated activities for teacher-led small group instruction and literacy stations.

**Using the WIDA MPIs**

WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards. By referencing the provided MPIs and those MPIs within the given links, teachers can craft "I can" statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

|  | **Tennessee State Standards** | **Evidence Statements** | **Content** |
| --- | --- | --- | --- |
| Weeks 1-3  Preparing to Read Antigone (pgs 808-809) (1200L)  **Focus Text: Antigone (pgs 814 – 858) (NP)**  Santa Claus Meets Sophocles (pg 865) (1810L)  A “Prequel” to Antigone (pg 866) (1390L)  From An Enemy of the People by Henrik Ibsen (pgs. 870-876) (NP)  Focus question: To what extent does experience determine what we perceive? | | | |
| **Performance Task**: Write an essay in which you analyze how the character of Creon from Sophocles’ Antigone—a “man of simplicity and banal happiness”—reflects conflicting motivations of political and social order through his decision to sentence Antigone to death? Articulate how Creon’s commitment to acts he finds loathsome, and Antigone's insistence on facing the power of the state, interact to advance the plot of this tragedy and develop the theme of the play. Be sure to cite strong and thorough textual evidence to support your claims. [RL 10.3]. | | | |
| **Week 1** |  |  |  |
| **Building knowledge through content-rich nonfiction**  **and**  **Reading Complex Texts** | **RL.9-10.2:** Determine a theme or central ideas of a text and analyze 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: 9-10.3:** Analyze how complex characters develop of the course of a text, interact with other characters, and advance the plot or develop the theme.  **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events with it and manipulate time create such effects as mystery, tension, or surprise.    **RL.9-10.6**: Analyze a particular point of view or cultural experience.  Review  **RL. 9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, | Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. RL.1  Provides a statement of a theme or central idea of a text. RL.2  Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. RL.2  Provides an objective summary of a text. RL.2 Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text. RL.3  Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.5  Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. RL.6 | **\*Extended Study: *Antigone*, Sophocles**   * Preparing to Read *Antigone (*pg.809) * Background for the play (pg 813) * [**Excerpt from I Am Malala**](https://www.orionbooks.co.uk/assets/OrionPublishingGroup/downloads/Extracts/I-Am-Malala-by-Malala-Yousafzai-and-Christina-Lamb-Extract.pdf)**,** Autobiography   **Text Dependent Questions** for *I Am Malala*   1. What details offered in the first three paragraphs set the scene for the idea that something happened that changed Malala’s life? (Vocab and Text Structure) 2. What is significant about the repeated question, “Who is Malala?” (Key details). 3. I Am Malala, is the autobiography of the teenage girl from Pakistan who, like Antigone, was willing to risk her life to defend her beliefs by standing up to the Taliban, who prohibited girls from attending school. What details in this excerpt set the scene for this action? (Author’s Purpose).  * From *Antigone* (prologue through scene 2) (pgs 815-832)   **Text Dependent Questions**   1. What conflict between Antigone and Creon does Antigone explain in the opening lines? (Vocab and Text Structure/Key Details) 2. What order does Creon plan to give regarding Polyneices’ body? (General Understanding) 3. What details about Antigone’s speech give the reader reason to sympathize with Antigone? (Opinions, Arguments, and Intertextual Connections/Author Purpose) 4. What conflict is introduced when Antigone says “I will bury the brother I love” in line 69? Explain. (Inferences/Vocab and Text Structure) 5. What does Antigone ask Ismene to decide? (Key Details) 6. What image of Polyneices is offered with the description of his “jaws sated with” blood? (Inferences/Key Details) 7. How do Creon’s words in lines 42-39 show that he is Antigone’s antagonist? (Inferences/Vocab and Text Structure) 8. What words, actions, or reactions reveal Antigone as the protagonist of this play? (Inferences/Vocab and Text Structure) 9. What does Creon’s fear of people scheming against him reveal about his conflict with Antigone? (Inferences) 10. At line 132, Creon discusses money “sententiously”. What does this reveal about his character? (Inferences/Vocab and Text Structure) 11. How do you think Antigone reacted to her capture? What lines support your suggestion? (Inferences) 12. What details in Scene 2 solidify Antigone’s role as protagonist and Creon’s role as antagonist? (Key Details) 13. What does Creon decide will be done with Antigone? What are the stated and implied reasons for this action? (Key Details/Inferences) 14. What fact, revealed in scene 2, may force Haimon to become involved in the conflict between Creon and Antigone? (Key Details) 15. What does Antigone mean when she says “your edict, King, was strong/But all your strength is weakness”? (Inferences/Vocab and Text Structure)   **Close Reading Selection: Ode II (page 831-832)**   1. What do you think it means that a man who has never tasted God’s vengeance is “fortunate”? (Inferences) 2. In line 4, a simile is used. What is the simile? What is being compared? (Vocab and Text Structure) 3. Who is the “last flower” of Oedipus’ line? (General Understanding) 4. What might be an example of the “mortal arrogance” described here? What does it mean to “transcend”? (Vocab and Text Structure) 5. What do you think is meant by the lines: “The straying dreams of men/May bring the ghosts of joy”? (Vocab and Text Structure/Inferences) 6. What key theme is reflected in the lines 94-106 and 142-150 of Ode II? (Inferences/Author Purpose) |
| **Regular practice with complex text and its academic language** | **Language**  **L.10.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based *on grades 9-10 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  **L.10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **Tier 3 Academic Vocabulary**  **Acquire and Use Academic Vocabulary**  Academic vocabulary is the language you encounter in textbooks’ and on standardized tests. Review the word list below. Some students may need to use  Plot Symbol  Characterization  Protagonist  Antagonist  Summary  Tragedy  Participle  Gerund  Anticipate  Background  Bias  Distortion  Individual  Insight  Interpretation  Manipulate  perspective  Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. L.4  Demonstrates the ability to determine the **meaning** of words and phrases as they are used in a text (e.g., figurative, connotative, technical) and/or provides an analysis of the impact of specific word choice on meaning and/or tone. L.4  Provides a statement demonstrating accurate meaning and use of grade-appropriate general academic words and phrases. L.6 | **Tier 2 Vocabulary**  Review word roots and prefixes.  Sated  Sententiously  Deflects  Edict  Brazen  Waver  Gathering Vocabulary Knowledge  Expectations  Identity  Impression  Knowledge  Stereotype  1. Write the definitions of the words you know.  2. Consult a dictionary to confirm the definitions of the words you know. Revise your definitions if necessary.  3. Using a print or an online dictionary, look up the meanings of the words you do not know. Then, write the meanings.  4.Use all the words in a brief paragraph in which you describe how the experience has changed the way you perceive something or someone.  [www.prenticehall](http://www.prenticehall) (pearsonsuccessnet.com)  Gather Vocabulary Knowledge  1. With the class, review the steps in the activity o the student page. Have students complete the activity independently, with partners, or in small groups.  2. Before students complete the last step, review the words and their meanings as a class. (Definitions appear below on the left.) The, have students complete their paragraphs.  [www.PHLitOnline.com](http://www.PHLitOnline.com) |
| **Writing to Texts** | **Writing**  **W.9-10. 4** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. | **Writing**  **Written Expression Evidence Statements**  **Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements4 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience**.**  **Organization:** The student response demonstrates purposeful coherence, clarity, and cohesion5 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone6, and/or domain-specific vocabulary.  **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage. | **Writing Content**   * Cite strong and thorough textual evidence * Select and integrate quotations, details, and examples * Use appropriate organizational pattern * Write strong thesis statements * Plan, draft, revise, edit, and rewrite * Use appropriate style and tone for purpose   **Responding to Informational Text:**  **Analysis Writing: Look at the prologue for *I am Malala*, and** analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **Analysis Writing:** Analyze the ways in which Antigone and Malala are similar and write an essay that evaluates the way each character’s background and Point of View drives their motivations.  **Explanatory Text:**  in *Antigone,* Sophocles explores  the universal theme of conflict between the individual and society. Write an essay exploring how this theme is shaped and refined by specific details. Cite evidence from the text to support your claims.  **Routine Writing:** discuss how the conflict presented between Creon and Antigone helps establish their roles as the antagonist and protagonist respectively, and help advance the plot of the play. Cite evidence to support your claims. |
| **Reading, writing and speaking grounded in evidence from text, both literary and informational** | **Speaking and Listening**  **SL.9-10.1**. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternative views), clear goals and deadlines, and individual roles as needed.  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.  **SL.9-10.2**. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  **SL.9-10.3.** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | **Speaking and Listening**  Students will be able to effectively participate in collaborative discussions (we do, they do) Students will be able to refer to textual evidence as ideas are exchanged. Students will be able to question posed ideas and themes when agreeing and/or disagreeing with text summaries. SL. 1  Students will be able to evaluate a speaker’s evidence and reasoning. SL.1  Students will build speaking and listening skills through Accountable Talk toward peer-led Socratic Seminars. SL.3 | **Speaking and Listening**   * Accountable Talk * Class discussion * Present an oral report on the influence of Greek mythology on contemporary literature and language. Include at least three examples of English words that are related to Greek myths. |
| **W**  **I**  **D**  **A** | English Language Development Standard 1 | English language learners communicate for Social and Instructional purposes within the school setting | Social and Instructional language |
| English Language Development Standard 2 | English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts | The language of Language Arts |
| Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings.  Standards 2 address the language of the content-driven classroom and of textbooks, which typically is characterized by a more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions). | | |
| **Week 2** |  |  |  |
| **Building knowledge through content-rich nonfiction**  **and**  **Reading Complex Texts** | **RL. 9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,  **RL.9-10.2:** Determine a theme or central ideas of a text and analyze 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: 9-10.3:** Analyze how complex characters develop of the course of a text, interact with other characters, and advance the plot or develop the theme.  **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events with it and manipulate time create such effects as mystery, tension, or surprise.    **RL.9-10.6**: Analyze a particular point of view or cultural experience. | Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. RL.1  Provides a statement of a theme or central idea of a text. RL.2  Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. RL.2  Provides an objective summary of a text. RL.2 Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text. RL.3  Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.5  Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. RL.6 | **\*Extended Study: *Antigone,* Sophocles**  from*Antigone* (Scenes 3 through 5)  **Text Dependent Questions:**   1. What flaw in Creon’s character do lines 28-29 reveal? (Vocab and Text Structure) 2. What basic limitation of human beings does Haimon describe in scene 3? (Key Details) 3. To what vile thing is Haimon referring in line 120? (Vocab and Text Structure/Key Details) 4. How do Haimon’s words in line 125 warn of the fatal consequences of Creon’s decision? (Vocab and Text Structure/Inferences) 5. How does Creon respond to Haimon’s arguments? (Key Details) 6. How do Creon’s decisions about Polyneices and Antigone blur the boundaries between the dead and the living? (Inferences/Author Purpose) 7. What punishment for Antigone does Creon announce? (Key Details) 8. In lines 45-48 which does the chorus say is responsible for Antigone’s doom-fate or her own choices? Do you agree? (Key Details/Opinions, Arguments, Intertextual Connections) 9. What ideas in Creon’s speech to Teiresias in scene 5 reflect the king’s tragic flaw? (Inferences) 10. In the Paean, from whom does the Chorus ask for help? (Key Details)   **Close Reading Selection: *Exodus*  (pg 854)**   1. According to the messenger, what role has Fate had in the turn of events? (Key Details) 2. What contrast in Creon’s character does the messenger suggest? What evidence is there that he intends for this to support his argument about fate? (Vocab and Text Structure/Key Details) 3. What is the news that the messenger brings in line 19-25? (Key Details) 4. What does Eurydice mean when she says “grief and I are no strangers”? (Vocab and Text Structure/Inferences) 5. Why do you think Creon feels guilty for the deaths of his wife and son? (Inferences) 6. What does it mean that there is “no happiness where there is no wisdom? What wisdom did Creon lack? (Inferences) 7. What central theme do lines 94-106 and 142-150 reveal? Explain the importance. (Inferences/ Opinions, Arguments, and Intertextual Connections/Author Purpose) |
| **Regular practice with complex text and its academic language** | **Language**  **L.10.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content.  **L.10.4.C:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  **L.10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening. | **Tier 3 – Academic Vocabulary**  Theme  Bias  Tragedy  Plot  Conflict  Antagonist  Protagonist  Summarize  Identify examples of figurative language and the associated meaning.  Review word roots and prefixes. (-fer-) | **Tier 2 - Vocabulary**  Deference  Contempt  Vile  Piety  Lamentation  Rash |
| **Writing**  **to Texts** | **Writing**  **W.9-10. 4** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. | **Written Expression Evidence Statements**  **Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements4 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience**.**  **Organization:** The student response demonstrates purposeful coherence, clarity, and cohesion5 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone6, and/or domain-specific vocabulary.  **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage. | **Writing Fundamentals**   * Cite strong and thorough textual evidence * Select and integrate quotations, details, and examples * Use appropriate organizational pattern * Write strong thesis statements * Plan, draft, revise, edit, and rewrite * Use appropriate style and tone for purpose * **Routine Writing:** Write an objective summary of each text. * **Analysis Writing:** In the play, Creon puts the state above family loyalty –and loses his family. Write an essay in which you analyze how the development of Creon’s character in this way reveals the thematic conflict of fate vs. free will. Consider: is Creon’s fate just punishment for his decisions? Was there a single right course of action for him to take? Be sure to cite strong and thorough textual evidence to support your claims. * **Write an objective summary of the** text on page 862, highlighting Creon’s opinion of Oedipus. Consider the ways in which the conflict between these two characters helps further the plot. * **Assessment:** using the passage on page 862, discuss the ways in which Oedipus fits the model of a tragic hero (review the text on 863 if necessary). Consider specifically, how Oedipus’ character is developed over the course of the text through detail, dialogue, and his interaction with other characters. Cite evidence to support your claims. |
| **Reading, writing and speaking grounded in evidence from text, both literary and informational** | **Speaking and Listening**  **SL.10.1.b**: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  **SL.10.1.d:** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | **Speaking and Listening**  Students will be able to effectively participate in collaborative discussions (we do, they do) Students will be able to refer to textual evidence as ideas are exchanged. Students will be able to question posed ideas and themes when agreeing and/or disagreeing with text summaries. SL.1  Students will be able to evaluate a speaker’s evidence and reasoning. SL.1  Students will build speaking and listening skills through Accountable Talk toward peer-led Socratic Seminars. SL.3 | **Speaking and Listening**   * Accountable Talk * Discussion * Hold a mock trial in which both sides in the dispute between Antigone and Creon are presented before the class. Select students to play various roles, judge, etc. (see pg 861). |
| **Week 3** |  |  |  |
| **Building knowledge through content-rich nonfiction**  **and**  **Reading Complex Texts** | **Literature and Informational Text(s)**  **RI. 9-10. 2.** Determine a central idea of a text and analyze 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.  **RI. 9-10. 3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  **RI. 9-10. 4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  **RI.9-10.5.** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | Provides an analysis of the development of central ideas(s) over the course of the text. RI. 2  Provides an analysis of how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed.  RI. 3  Provides an analysis of how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them. RI. 3  Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. RI. 3  Demonstrates the ability to determine the meaning of figurative words and phrases. RI. 4  Demonstrates the ability to determine the meaning of connotative words and phrases. RI. 4  Demonstrates the ability to determine the meaning of technical words and phrases. RI. 4  Provides a detailed analysis of how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (1)  RI.5. | **Reading for Information**   * “Santa Claus meets Sophocles” * “A Prequel to *Antigone*”   **Text Dependent Questions**   1. In what ways are the two reviewers’ critiques of the actors’ performances similar? (Vocab and Text Structure/Author Purpose/Key Details) 2. When you synthesize information from both reviews, what is one conclusion you can draw about the actors’ performance. Explain. (Inferences) 3. What words from “Santa Claus Meets Sophocles” create an informal tone? (Vocab and Text Structure) 4. What is Murray’s opinion of Wellman’s version of the play? What details from the review suggest this? (Inferences) 5. What does Murray mean when he says Wellman’s play lacks “immediacy”? (Inferences/Vocab and Text Structure) 6. In what way is the production reviewed by Sommers an example of collaboration? (Key Details/Vocab and Text Structure)   **\*Connecting Themes**  **Close reading selection: From *An Enemy of the People* by Henrik Ibsen (pgs. 870-876)**  **Text Dependent Questions:**   1. How does Dr. Stockmann’s reference to the “exorbitant fees” help reveal his attitude towards the situation? What is the situation? What is his attitude? (Vocab and Text Structure/Inferences) 2. What details of the issue raised by Dr. Stockmann are characteristic of life in modern, industrial times? (Opinions, Arguments, and Intertextual Connections) 3. What problem does Dr. Stockmann’s town face? (Key Details) 4. What ideas in the mayor’s speech might provoke feelings of guilt in most people? (Opinions, Arguments, and Intertextual Connections) 5. What situations in modern life does Peter’s suggestion call to mind? (Opinions, Arguments, and Intertextual Connections) 6. Which details of the scene emphasize the universal theme of “brother against brother”? (Vocab and Text Structure/Author Purpose) 7. What does the discussion about baths reveal about Mayor Stockmann’s new predicament? (Key Details/Inferences) 8. Do you think that this conversation will change Dr. Stockmann’s perception of the mayor as both a brother and a leader? (Opinions, Arguments, Intertextual Connections) |
| **Regular practice with complex text and its academic language** | **Language**  **L.10.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content.  **L.10.4.C:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.  **L.10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening. | **Language – Tier 3 Academic Vocabulary**  Theme  Motive  Dilemma  Plot Symbol  Characterization   * Review word roots and prefixes. | **Tier 2 - Vocabulary**  Exorbitant  Impending  Adamant  Impetuously |
| **Writing**  **to Texts** | **Writing**  **W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  b. Develop claim(s) and counter claims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  **W.9-10. 4** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. | **Evidence Statements**  **Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements4 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience**.**  **Organization:** The student response demonstrates purposeful coherence, clarity, and cohesion5 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.   * The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone6, and/or domain-specific vocabulary.   **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage | **Writing Content**   * Cite strong and thorough textual evidence * Select and integrate quotations, details, and examples * Use appropriate organizational pattern * Write strong thesis statements * Plan, draft, revise, edit, and rewrite * Use appropriate style and tone for purpose   **Routine Writing:** Write an Objective summary of the text.  **Analysis Writing**: Write an argumentative essay in which you compare and contrast the development of a complex character from “An Enemy of the People” with a character from *Antigone*. Consider how each character is developed through detail, dialogue, and their interaction with other characters. Be sure to cite specific evidence from the text and follow conventions of standard written English.  **Narrative Writing**: write a reflective essay that describes a personal experience (pg. 878). Be sure to engage and orient the reader by setting out a problem, situation, or observation, to use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, and use precise words and phrases, to convey a vivid picture of the experience. Finally, provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W10.3 a-d]  **Explanatory Writing: compare Creon’s reasoning in Scene 1 (lines 8-53) with Major Stockmann’s, quoting from both plays in support of your answer. Analyze how each character’s point of view reflects the larger cultural experience of the time, and cite evidence to support your claims [RL.10.6]** |
| **Weeks 1-3**  **MICA** | **Sample MICA Items on RL 9-10.2, 9-10.4, and 9-10.5**  [https://micatime.com/](https://micatime.com/Exam/Create)  Create an exam using the paired texts “A City Night Piece” and “Composed upon Westminster Bridge,” including Question IDs 44461, 44464, 4443, 44459, and 44454. | | |
| **Week 4** |  |  |  |
| **Writing Workshop** | **Writing**  **W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  b. Develop claim(s) and counter claims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  **W.9-10. 4** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. | **Writing**  **Written Expression Evidence Statements**  **Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements4 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience**.**  **Organization:** The student response demonstrates purposeful coherence, clarity, and cohesion5 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone6, and/or domain-specific vocabulary.  **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage | **Literary Research**  **Research and Connected Readings**  [Conflict Between Individual and Society](http://fee.org/freeman/detail/the-individual-and-society), Foulkes  [“One Woman Against the State”](http://classicalwisdom.com/sophocles-antigone-one-woman-against-the-state/)  [“Individual Principles and Communal Obligation”](https://business.highbeam.com/4373/article-1G1-187012511/between-individual-principles-and-communal-obligation)  [“Antigone”](http://sks.sirs.swb.orc.scoolaid.net/cgi-bin/hst-article-display?id=SNY5419-0-7538&artno=0000177280&type=ART&shfilter=U&key=Antigone%20%28Drama%29&title=Sophocles%27%20%22Antigone%22&res=Y&ren=Y&gov=Y&lnk=Y&ic=N)  Students will produce coherent writings in response to the performance task prompt.  Students will:   * Cite strong and thorough textual evidence * Select and integrate quotations, details, and examples * Use appropriate organizational pattern * Write strong thesis statements * Plan, draft, revise, edit, and rewrite * Use appropriate style and tone for purpose   Students respond to the following **Performance Tasks:** Write an essay in which you analyze how the character of Creon from Sophocles’ Antigone—a “man of simplicity and banal happiness”—reflects conflicting motivations of political and social order through his decision to sentence Antigone to death? Articulate how Creon’s commitment to acts he finds loathsome, and Antigone's insistence on facing the power of the state, interact to advance the plot of this tragedy and develop the theme of the play [RL 10.3]. Be sure to cite strong and thorough textual evidence to support your claims. |
| **Week 4**  **MICA** | **Sample MICA Item for W 9-10.2.**  [https://micatime.com/](https://micatime.com/Exam/Create)  As part of the writing workshop, consider creating an exam using the articles “Isabella Stewart Gardner Heist: 25 Years of Theories” and “National Treasures Recovering Artwork Owned by the U.S. Government” using ID 43998. This is the only writing item currently available for English II in MICA; some teachers may have  used this item in Q3. Please note - this prompt is in response to informational texts, not literary texts.  Question IDs 44829 and 43904 provide editing items. | | |
| **Week 5-7**  ***Julius Caesar* by William Shakespeare (pgs 884-1003) (NP)** | | | |
| **Performance Task:**  (Option 1) Determine the central theme of Shakespeare’s *Julius Caesar*, and write an essay that analyzes in detail how this theme developed over the course of the play, including how it is shaped and refined by specific details. Cite evidence from the text to support your claims [R.L 10.2]  (Option 2) Consider how the character of Brutus from the Tragedy of Julius Caesar – a man who displays selflessness and courage – reflects conflicting motivations through his interactions with other characters in the play. Write an essay in which you articulate how Brutus’ inability to see himself realistically contributes to his downfall, and how his conflicting loyalty develops theme citing evidence to support your claims [RL.10.3]  (Option 3) Write an essay in which you analyze the nature of Brutus's tragic flaw. Identify his errors in judgment or weaknesses in character and indicate how this flaw brings about his causes his death and affects all of Roman society. Who better fits the definition of tragic hero, Caesar or Brutus? Support your statements with examples and quotations from the play [RL 10.3] | | | |
| **Week 5** |  |  |  |
| **Building knowledge through content-rich nonfiction**  **and**  **Reading Complex Texts** | **RL. 9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,  **RL.9-10.2:** Determine a theme or central ideas of a text and analyze 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: 9-10.3:** Analyze how complex characters develop of the course of a text, interact with other characters, and advance the plot or develop the theme.  **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events with it and manipulate time create such effects as mystery, tension, or surprise.    **RL.9-10.6**: Analyze a particular point of view or cultural experience. | Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text.RL.1  Provides a statement of a theme or central idea of a text. RL.2  Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. RL.2  Provides an objective summary of a text. RL.2  Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text. RL.3  Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.5  Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. RL.6 | **Extended Study: *Julius Caesar***   * Preparing to read (pg 884) * Theater in Elizabethan England (pg 886) * Background to the play (pg 889) * William Shakespeare (pg 890) * Act I and II (pg 893-939)   **Text Dependent Questions for the selection**  Act I   1. What kind of people are on the streets in this passage? Why do you think they are there? Give support from the text. (Key Details/Inferences) 2. What is a possible better setting for this scene? Give support for your answer. (Opinions, Arguments and Intertextual Connections) 3. How do Marullus and Flavius not fit in with the others on the street? Cite evidence from the text. (Inferences) 4. Does Marullus feel the same emotions as the people that are described in the passage? Cite evidence to support your answer. (Inferences/Key Details)   Act II   1. Summarize, in a sentence or two, Brutus’s speech in the first scene (II.i.10-34). At this point, has Brutus decided to ally himself with Cassius and try to topple Caesar? (Key Details) 2. Do you think Brutus and Cassius have sufficient grounds to topple Caesar, even though much of their apprehension seems to be based on premonitions rather than Caesar’s bad deeds? Give textual support. (Opinions, Arguments, and Intertextual Connections) 3. What are Brutus’s deepest feelings about his plan to murder Caesar? Cite evidence. (Key Details) 4. Brutus says, “Oh, that we then could come by (influence) Caesar’s spirit/And not dismember Caesar! But, alas,/Caesar must bleed for it!” (II.i.169-171). Brutus still has reservations about the murder. Why, then, must Caesar still “bleed for” his abuse—or potential abuse--of power? How do you know? Cite evidence. (Inferences) 5. Why do you think Caesar has grown “superstitious of late”? (II.i.195). Explain the quote and show how Caesar’s character may be changing. (Inferences) 6. Do you think Brutus is lying to his wife, Portia, when he tells her he is “not well in health”? (II.i.257). Explain your thinking. (Opinions, Arguments, and Intertextual Connections) 7. Calpurnia tells her husband, Caesar, “When beggars die, there are no comets seen; the heavens themselves blaze forth the death of princes” (II.ii.30-31). Explain in reference to Caesar’s rule of Rome. (Inferences/Key Details) 8. Caesar says, “Cowards die many times before their deaths; the valiant taste of death but once” (II.ii.32-33). Explain what is going on at this point in the play and relate it to Caesar’s characterization. (Key Details) 9. Why is it significant that Caesar tells one of his murderers, Decius, “I love you”? (II.ii.74). (Opinions, Arguments, and Intertextual Connections) 10. Do you think the conspirators are motivated by “emulation” (envy) as Artemidorus says they are? Why or why not? (II.iii.11) (Opinions, Arguments, and Intertextual Connections)   **Close Reading Selection: Act II, Scene ii**   1. What does Calpurnia ask of Caesar? (General Understanding) 2. Read the scenefrom Caesar’s entrance through line 56. Identify all examples of omens. What does Caesar’s own interpretation of his augurs’ omen show about the straightforwardness of augury? (Key Details) 3. What mood is created by the description of Calpurnia’s dream? (Vocab and Text Structure) 4. How does Caesar react to Calpurnia dream? What does this reveal about his character? (Inferences) 5. Who is Caesar more dangerous than in line 45? (Vocab and Text Structure) 6. In what way is Caesar’s later decision to stay home a contradiction to his earlier remarks? (Vocab and Text Structure) 7. Which images from Calpurnia’s dream, symbolize the betrayal of Caesar by his countrymen? (Vocab and Text Structure) 8. What lines best reveal the closeness of the relationship between Caesar and his wife? Why is this significant to the development of Caesar’s character? (Vocab and Text Structure/Author Purpose) |
| **Regular practice with complex text and its academic language** | **Language**  **L.10.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases  **L.10.4.C:** Consult general and specialized reference materials (  **L.10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. | **Language – Tier 3 Academic Vocabulary**  Tragedy  Impression  Source  Characterization  Setting  Mood  Tone  Blank Verse  Imagery  Root/Suffix study: - -ile  Root/Prefix study en-  Archaic word forms: (thou, thee, thy, burneth, ;tis, doth, dost, sham’st) | **Tier 2 - Vocabulary**  Replication  Servile  Spare  Infirmity  Portentous  Prodigious  Augmented  Entreated  Insurrection  Resolution  Wrathfully  Imminent |
| **Writing**  **to Texts** | **Writing**  **W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.  b. Develop claim(s) and counter claims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented.  **W.9-10. 4** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. | **Writing**  **Written Expression Evidence Statements**  **Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements4 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience**.**  **Organization:** The student response demonstrates purposeful coherence, clarity, and cohesion5 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone6, and/or domain-specific vocabulary.  **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage | **Writing Content**   * Cite strong and thorough textual evidence * Select and integrate quotations, details, and examples * Use appropriate organizational pattern * Write strong thesis statements * Plan, draft, revise, edit, and rewrite * Use appropriate style and tone for purpose   **Responding to Literature**   * Write an objective summary of each Act   **Timed Write: Julius Caesar Writing Prompt:**  “Men at some time are master of their fates:  The fault, dear Brutus, is not in our stars,  But in ourselves, that we are underlings.”  -Cassius, Julius Caesar, Act 1, Scene ii  Assignment: Consider the above lines spoken by Cassius in Act 1 of Julius Caesar. Given what we know about Cassius so far, what evidence is there of a larger motivation behind his words and his overall philosophy regarding fate? Consider how Cassius’ motives, as well as his ability to manipulate other characters, further the plot. |
| **Week 6** |  |  |  |
| **Building knowledge through content-rich nonfiction**  **and**  **Reading Complex Texts** | **RL. 9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,  **RL.9-10.2:** Determine a theme or central ideas of a text and analyze 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: 9-10.3:** Analyze how complex characters develop of the course of a text, interact with other characters, and advance the plot or develop the theme.  **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events with it and manipulate time create such effects as mystery, tension, or surprise.    **RL.9-10.6**: Analyze a particular point of view or cultural experience. | Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. RL.2  Provides a statement of a theme or central idea of a text. RL.2  Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. RL.2  Provides an objective summary of a text. RL.2 Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text. RL.3  Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.5  Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. RL.6 | **Extended Study: *Julius Caesar*, Shakespeare**   * Acts 3 and 4 (pgs 941-982)   **Text Dependent Questions:**  Act III   1. Look at the line: “Et tu (you, too?), Brute? Then fall, Caesar!” says Caesar, dying (III.i.77). What do his dying words say about Caesar’s regard for Brutus’s opinion? Do you think he might have meant anything else by the question? (Inferences/Opinions, Arguments, and Intertextual Connections) 2. On Caesar’s demise, Brutus says, “Ambition’s debt is paid” (III.i.83) Explain the meaning of this statement uttered by Brutus on Caesar’s demise. (Inferences) 3. Why does Antony befriend Brutus, Cassius, and the other conspirators? Cite evidence. (Inferences) 4. Explain what Brutus means when he talks about Caesar’s ambition. According to his argument, when is “death” a suitable punishment for “ambition”? (III.ii.29) (Key Details) 5. “I have done no more to Caesar than you shall do to Brutus,” says Brutus in his funeral speech.   Does Brutus expect to be murdered, too? (III.ii.45-47). Why or why not? (Inferences)   1. Perceiving that he has raised the ire of the crowd to bloodthirstiness, Antony’s sarcasm turns mellow; when, at III.ii.215, he reiterates that the conspirators “are wise and honorable”, he seems to mean it and urges the people to listen carefully to the reasons given by the conspirators for the murder. What was Antony’s true purpose in the eulogy? Did he achieve it or not, given the fact that the crowd does, in fact, go off to kill Brutus? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections)   Act IV   1. What is the thematic significance of Portia’s death? That is, why do you think the playwright thought it just that the lead conspirator and usurper, Brutus, should lose his wife as a result of his having participated in the conspiracy? (IV.iii.146-158) (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections). 2. Brutus says, “There is a tide in the affairs of men which, taken at the flood, leads on to fortune; omitted, all the voyage of their life is bound in shallows and miseries” (IV.iii.217-220). Explain the meaning and significance of this statement to the war between the legions of Antony and Brutus. (Inferences/Author Purpose)   **Close Reading Selection: Act III, Scene ii (lines 74-108)**  **Text Dependent Questions for Close Reading Selection**   1. Who is Anthony addressing in this speech? Why does he address the audience in this manner? How does this differ from the way Brutus addresses the crowd? (Inferences) 2. How is line 86 an appeal to ethos? What is Mark Anthony’s intention with this appeal? (Vocab and Text Structure/Author Purpose) 3. What rhetorical device is used in line 92? Why is this a powerful appeal? What effect does it have on the audience? (Vocab and Text Structure/Inferences) 4. What tone does Anthony take with the audience beginning in line 102? Why is this an effective tactic for winning their support? (Vocab and Text Structure/Author Purpose) 5. What is the irony in line “I speak not to disprove what Brutus spoke”? What does this reveal about Mark Anthony? (Inferences/Author Purpose) 6. The repetition of the word “honourable” in association with Brutus suggests what about Mark Anthony’s opinion of Brutus? (Vocab and Text Structure/Inferences) 7. Given that Brutus truly believes that killing Caesar was for the “good” of Rome, likely owing to persuasions by Cassius, and that Mark Anthony attempts to refute this, what does this speech suggest Brutus’ tragic flaw might be? What lines from this selection support this? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) |
| **Regular practice with complex text and its academic language** | **Language**  **L.10.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases  **L.10.4.C:** Consult general and specialized reference materials (  **L.10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. | **Language – Tier 3 - Academic Vocabulary**  Tragedy  Impression  Source  Characterization  Setting  Mood  Tone  Blank Verse  Imagery  Dialogue  Soliloquy  Aside  Monologue  Internal Conflict  External Conflict  Hero  Root/Suffix study: - -ile  Root/Prefix study en-  Archaic word forms: (thou, thee, thy, burneth, ;tis, doth, dost, sham’st) | **Tier 2 - Vocabulary**  Confounded  Spectacle  Prophesy  Strife  Discourse  Interred  Legacies  Condemned  Chastisement  Rash  Mirth  Presume |
| **Writing**  **to Texts** | **Writing**  **W.9-10. 4** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. | **Writing**  **Written Expression Evidence Statements**  **Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements4 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience**.**  **Organization:** The student response demonstrates purposeful coherence, clarity, and cohesion5 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone6, and/or domain-specific vocabulary.  **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage | **Writing Content**   * Cite strong and thorough textual evidence * Select and integrate quotations, details, and examples * Use appropriate organizational pattern * Write strong thesis statements * Plan, draft, revise, edit, and rewrite * Use appropriate style and tone for purpose * Write an objective summary of each Act in the play * **Analysis Essay:** Examine Acts 1-3 of the play, then write an essay in which you analyze how an author’s choices concerning how to structure a text, introduce the characters, and develop the murder plot, creates suspense and tension within the play. Cite evidence to support your claims. * **Rhetorical Analysis**: analyze the speeches by Brutus and Mark Anthony following Caesar’s death. Analyze the cumulative impact of specific word choices (rhetorical devices and logical fallacies) on meaning and tone, with focus on how they are used to manipulate the audience. Evaluate the overall effectiveness of each speech, citing evidence to support your claims [RL10.4] * **Argumentative Text:** imagine that you are a journalist at the time of Caesar’s murder and write an editorial to express your opinion on Rome’s future. Engage and orient the reader by setting out the problem, situation, or observation, establishing your point of view, and introducing the characters. Be sure to create a smooth progression of experiences or events and cite examples to support your opinion [W10.3.a] |
| **Weeks 4-6**  **MICA** | **Sample MICA Items on RL 9-10.2.**  [https://micatime.com/](https://micatime.com/Exam/Create)  Create an exam using the excerpt from “Julius Caesar, Act III, scene 2,” Question IDs 43911 and 43912.  For practice with standards **RL.9-10.3, RL.9-10.4, and RL.9-10.5,** consider creating an exam using the excerpt from “Crime and Punishment,” including Question IDs 44745, 44751, 44766, 44756, and 44759. | | |
| **Week 7** |  |  |  |
| **Building knowledge through content-rich nonfiction**  **and**  **Reading Complex Texts** | **RL. 9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **RL.9-10.2:** Determine a theme or central ideas of a text and analyze 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: 9-10.3:** Analyze how complex characters develop of the course of a text, interact with other characters, and advance the plot or develop the theme.  **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events with it and manipulate time create such effects as mystery, tension, or surprise.    **RL.9-10.6**: Analyze a particular point of view or cultural experience. | Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. RL.1  Provides a statement of a theme or central idea of a text. RL.2  Provides an analysis of how a theme or central idea emerges and is shaped and refined by specific details over the course of the text. RL.2  Provides an objective summary of a text. RL.2 Provides an analysis of how complex characters (those with multiple or conflicting motivations) develop over the course of a text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of the text. RL.3  Provides an analysis of how complex characters (those with multiple or conflicting motivations) advance the plot over the course of the text. RL.3  Provides an analysis of how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. RL.5  Provides an analysis of a particular point of view or cultural experience reflected in a work of literature from outside the United States. RL.6 | **\*Extended Study: *Julius Caesar,* Shakespeare**   * Act V (pg 984-1003) * Supplemental text: <http://www.acceity.org/2010/02/rhetoric-and-the-masses-caesar/> * Supplemental text: <http://bardweb.net/content/readings/caesar/index.html> * [“Why Some People are most Likely to Succeed”,](http://content.time.com/time/magazine/article/0,9171,1126746,00.html) Kluger   **Text Dependent Questions**   1. Consider: “O Julius Caesar! Thou art mighty yet. Thy spirit walks abroad and turns our swords in our own proper entrails” (V.iii.94-96) What truth about wars might this speech by Brutus be said to acknowledge? (Inferences) 2. What event does this speech (“O Julius Caesar …”) presage or foreshadow? (V.iii.94-96) (Inferences/Author Purpose) 3. Mark Antony’s speech establishes, once and for all, that Brutus’s intentions were honorable, and his sincerity in working for the ultimate good of the Roman people genuine. What, then, does Octavius mean when he suggests that the victorious forces of Antony “use” his memory by staging a “respectful” burial? What significance might such a funeral have for the Roman state? (V.v.76-81) (Inferences/Author 4. Purpose/Opinions, Arguments, and Intertextual Connections) 5. Do you think Shakespeare believed that the murder of Caesar was in the best interests of the Roman people? To answer this question, reflect upon the facts of the play: who lives? (were their acts just?), who dies? (were their acts unjust?), and how do the speeches associated with their deaths shed light on the way the playwright would judge them and their actions? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 6. Since Brutus himself is said to have been “the noblest Roman of all” (V.v.68), why do you think Shakespeare kills him off before the play’s conclusion? That is, is Shakespeare conveying any message, moral or practical, by killing him off? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections)   **Close Reading Selection: Act V, Scene v**   1. What request does Brutus make of Clitus? What is his response? (Key Details) 2. What does Brutus ask Volumnius to do? What reasons does he give? What is Volumnius's response? (Key Details) 3. How have Brutus’ experiences led him to the conclusion that he must die? Do you agree with his conclusions/reasoning? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 4. How does the image of Brutus weeping in lines 10-19 add depth and complexity to his character? Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 5. What does Strato do for Brutus? What does Strato ask Brutus to do first? Why? 6. What tragic flaw of Brutus’ is revealed in lines 33-35? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 7. What do the different ways that Brutus and Cassius meet death show about their characters? What earlier lines does this interpretation of Brutus support? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 8. How do Antony and Octavius honor Brutus? How does this reflect the cultural values of the time? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections)   **Concluding Questions**   1. How does Shakespeare portray the common man in the play? How does this portrayal make you feel about the actions of the conspirators? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 2. How does Shakespeare portray the noblemen in the play? How does this portrayal make you feel about them? Why? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 3. In every disagreement between the two, Brutus never gives in to Cassius; he must always have his way. What does this say about Brutus? Why does Cassius always yield? (Inferences) 4. Compare Portia and Calpurnia. From your comparison, do you think Shakespeare's characterization of the two women was flattering or disparaging? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 5. Outline the steps that Cassius takes to convince Brutus to join the conspiracy. Do you think Brutus would have joined had he realized how Cassius manipulated him? (Key Details/ Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 6. What does it say about Brutus that Cassius's plan was successful? What does it say about Cassius that he used such steps to attract Brutus? (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 7. Brutus is cast as a very idealistic leader in the play while Cassius is cast as being highly pragmatic. Of the two, which do you think is the better leader? Defend your answer. (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 8. At the end of the play, Antony refers to Brutus as “the noblest Roman of them all.” Do you agree with his assessment? Was Brutus noble? Defend your answer. (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 9. At the play's conclusion, it is clear that Octavius will be the new ruler of Rome. What type of leader do you think he will be? Defend your answer. (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) 10. The play is entitled *Julius Caesar* even though Caesar is dead by Act III. Do you think this is an appropriate title? If not, choose a more appropriate title. Defend your answer. (Inferences/Author Purpose/Opinions, Arguments, and Intertextual Connections) |
| **Regular practice with complex text and its academic language** | **Language**  **L.10.4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases  **L.10.4.C:** Consult general and specialized reference materials (  **L.10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. | **Language – Tier 3 - Academic Vocabulary**  Tragedy  Impression  Source  Characterization  Setting  Mood  Tone  Blank Verse  Imagery  Dialogue  Soliloquy  Aside  Monologue  Internal Conflict  External Conflict  Hero  Root/Suffix study: - -ile  Root/Prefix study en-  Root study –stru-  Archaic word forms: (thou, thee, thy, burneth, ;tis, doth, dost, sham’st) | **Tier 2 - Vocabulary**  Fawned  Presage  Demeanor  Disconsolate  Misconstrued  Mediates |
| **Reading, writing and speaking grounded in evidence from text, both literary and informational** | **Speaking and Listening**  **SL.10.1.B**: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.  **SL.10.1.D:** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. | **Speaking and Listening**  **SL. 10.1.** Students will be able to effectively participate in collaborative discussions (we do, they do) Students will be able to refer to textual evidence as ideas are exchanged. Students will be able to question posed ideas and themes when agreeing and/or disagreeing with text summaries.  **SL.10.1.** Students will be able to evaluate a speaker’s evidence and reasoning.  **SL.10.3**. Students will build speaking and listening skills through Accountable Talk toward peer-led Socratic Seminars. | **Speaking and Listening**   * Discussion * Analyze Rhetoric in *Julius Caesar***:**   <http://www.americanrhetoric.com/MovieSpeeches/moviespeechjuliuscaesarantony.html> |
| **Writing**  **to Texts** | **Writing**  **W.9-10. 4** Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.  a. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic. | **Writing**  **Written Expression Evidence Statements**  **Development of Ideas:** The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements4 by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience**.**  **Organization:** The student response demonstrates purposeful coherence, clarity, and cohesion5 and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas.  The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone6, and/or domain-specific vocabulary.  **Knowledge of Language and Conventions:** The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage. | **Writing Content**   * Cite strong and thorough textual evidence * Select and integrate quotations, details, and examples * Use appropriate organizational pattern * Write strong thesis statements * Plan, draft, revise, edit, and rewrite * Use appropriate style and tone for purpose * Write an objective summary of each Act. * **Explanatory Writing**: write an obituary for a character who dies in the play. Determine the character’s impact and legacy by analyzing how the character is developed over the course of the play, how that character interacts with other characters, and how the various characters respond to his/her passing. [RL.10.3]. [W.10.3]   **Responding to Informational Text**   * **Analysis Writing: I**n Kluger’s article**,** he synthesizes multiple research studies that examine traits that drive people’s ambitions. Determine the main idea(s) behind Kluger’s claim and how that claim is developed through specific details and example. Then identify one character from the play and analyze how that character is developed in a way (through dialogue, details, and relationships with other characters) that reveals one of the traits described by Kluger. [RI.10.2/RL10.3]. |
| **Week 8** |  |  |  |
| **Writing Workshop** |  |  | **Students complete work on Performance Task by revising previous writings.**  **Performance Task:**  (Option 1) Determine the central theme of Shakespeare’s *Julius Caesar*, and write an essay that analyzes in detail how this theme developed over the course of the play, including how it is shaped and refined by specific details. Cite evidence from the text to support your claims [R.L 10.2]  (Option 2) Consider how the character of Brutus from the *Tragedy of Julius Caesar* – a man who displays selflessness and courage – reflects conflicting motivations through his interactions with other characters in the play. Write an essay in which you articulate how Brutus’ inability to see himself realistically contributes to his downfall, and how his conflicting loyalty develops theme citing evidence to support your claims [RL.10.3]  (Option 3) Write an essay in which you analyze the nature of Brutus's tragic flaw. Identify his errors in judgment or weaknesses in character and indicate how this flaw brings about his causes his death and affects all of Roman society. Who better fits the definition of tragic hero, Caesar or Brutus? Support your statements with examples and quotations from the play [RL 10.3]  **Writing Workshop**   1. Review task and rubric 2. Reflect and Attend 3. Peer-review/peer exchange 4. Edits: thesis/introduction, development, conventions, conclusions, sources and documentation 5. Revisions 6. Publish (type) writings |
| **Week 9** |  |  |  |
| **Comprehensive Assessment** | \*During this week, students will take a comprehensive exam (semester exam). At the discretion of the teacher and building ILT, teachers who teach classes with a TNReady Part II test, may choose to assess their students using one of the following Culminating Project Tasks.  Culminating Project Task [W.10.2, W.10.4. W. 10.7-10][RL/RI 10.1.][SL.10.1][RI.10.7]  **Option One: Research**  The story of Julius Caesar’s life and assassination has been told both historically and fictionally, and in a number of different mediums. Historical sources focus on the facts of the assassination, while fictional works focus more on the characters and the drama of the story. Analyze and compare accounts of Caesar’s personality, life and assassination in this work of historical fiction against a historical account of the events, and determine which details are emphasized in each account. Then prepare a multi-media presentation of your findings/research (video, PowerPoint, etc.) that includes the following:   * Research Question and Overall Claim * Overview of Research with citations * Analysis of Research * Alternative Perspectives * Conclusions * Text, graphics, audio, video.   \*Teachers may choose to have students work in teams or assign different areas of Caesar’s life to different groups so as to avoid repeated research. Students might then present their research to the class. In closing, students might synthesize what they learned from all sources in a culminating essay/writing piece.  **Option Two: Cutting the Speech**  A. When working with Shakespeare texts, [www.folger.edu](http://www.folger.edu) is a formidable online resource for teachers. For the Shakespearean drama, Julius Caesar, students have studied the development of theme across the text. Using Mark Antony’s funeral speech from Act III, students will perform a close reading of the text, will evaluate the text by fitting it into one of the central themes, and then cut the text by 50%. The goal is to shorten the text without losing any of the meaning or the speech’s natural fit into one of the recognized themes. Students will perform the monologue for the class. **TN State Standards: R.1, R.2, R.4, SL.1, SL.4, W.1, W.9**  **Editing as Close-Reading: Cutting and Performing Complex Texts**  B. Students will perform a close reading of a scene from *Julius Caesar* (or another complex text such as *Antigone*). Students will evaluate how the scene is important to a central theme, and could include other important literary elements. In addition, students will discuss how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **TN State Standards:** R.1, R.3, R.4, SL.1  Students will perform a scene from *Julius Caesar* in Reader’s Theatre style. After selecting the scene to be performed, students will connect to  The text using the close reading technique. Students will evaluate how the scene is important to a central theme, and if necessary, will include  other literary elements. In addition, students will discuss how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. TN State Standards: RL 1, RL 3, RL 4, SL 1 | | |