

CURRICULUM MAP

SUBJECT: *The Tragedy of Julius Caesar* by William Shakespeare GRADE: English 10

WEEK	ESSENTIAL QUESTION	CONTENT	SKILLS	MATERIALS/ RESOURCES	ASSESSMENT
<p>3-4 Weeks</p> <p><i>All dates are Approximate and may vary based on the level of students.</i></p>	<p>How does literature help us understand ourselves?</p> <p>How does Shakespeare speak to a 21st Century audience?</p>	<p>Research the historical background of the story, as well as Shakespeare’s time, to better understand the play.</p> <p>Identify literary elements in <i>The Tragedy of Julius Caesar</i>.</p> <p>Identify characters and plot, and analyze how Shakespeare used historical figures in the play.</p> <p>Use <i>The Tragedy of Julius Caesar</i> to look at the themes of power and ambition, and how they are</p>	<p>Standard 3: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</p> <p>Standard 9: Students will deepen their understanding of a literary work by relating it to its historical background.</p> <p>Standard 17: Students will identify, analyze, and apply knowledge of the themes, structure,</p>	<p>Text: <i>The Tragedy of Julius Caesar</i> by William Shakespeare <i>Prentice Hall Literature Platinum Edition</i></p> <p>Video: <i>Ancient Rome</i> (The History Channel)</p> <p>Video: <i>Shakespeare’s Life and Times</i> (The History Channel)</p> <p>Handout: From Plutarch’s <i>Parallel Lives</i>)</p>	<p>Quizzes Tests: Acts I-V and Literary Terms</p> <p>5-Paragraph Essay: Tragic hero, character analysis, or compare/contrast characters</p> <p>Other Writing Topics:</p> <p>Using a speech Act I as a model, write 10-12 lines of blank verse w/ metrical pattern marked.</p> <p>Using Act II as the setting, write a short scene in which Calpurnia explains her dreams</p>

		<p>relevant today.</p> <p>Identify the tragic hero of the play.</p>	<p>and elements of drama and provide evidence from the text to support their understanding.</p> <p>Standard 24: Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain and use it to answer their own questions.</p> <p>Standard 27: Students will create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.</p>		<p>and fears to Portia. Portia must respond truthfully but not reveal what she knows about the plot to assassinate Caesar.</p> <p>Using Act III as the setting, select a piece of music that would be appropriate for the assassination scene. Write a brief explanation of why the music is appropriate.</p> <p>Using Act IV as your setting, rewrite in contemporary language the discussion between Brutus and Cassius IV, iii, 196-230. Write the dialogue in keeping with each man's character.</p>
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CURRICULUM MAP

SUBJECT: *Lord of the Flies* by William Golding GRADE: English10

MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ACTIVITIES)	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/RESOURCES	ASSESSMENT (Objective/Subjective)
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2-3 Weeks	<p>Are humans inherently good or evil?</p> <p>What happens in a society with the rules and laws of civilization?</p>	<p>Identify and discuss symbols in allegorical literature</p> <p>Trace plot elements</p> <p>Identify and discuss theme</p> <p>Identify and discuss stylistic elements</p>	<p>Standard 2: Students will pose questions, listen to the ideas of others and contribute their own information or ideas in group discussions in order to acquire new knowledge</p> <p>Standard 11: Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</p> <p>Standard 12: Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding</p>	<p><i>Lord of the Flies</i> by William Golding</p> <p>Two film versions of <i>Lord of the Flies</i> (1963 and 1990)</p>	<p>Unit test</p> <p>Culminating essay</p> <p>Creative projects/Sample Topics:</p> <p>Create a model/structure/mini replica of the island.</p> <p>Create a fictitious journal that expresses the experiences of one of the characters on the island.</p> <p>Create a multi-colored collage depicting certain aspects of the novel's allegorical nature</p>
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CURRICULUM MAP		SUBJECT: The Catcher in the Rye		GRADE: 10	
MONTH	ESSENTIAL QUESTION	CONTENT (CHAPTER/UNIT DESCRIPTION/ ACTIVITIES	SKILLS (STANDARDS/LEARNING OUTCOMES)	MATERIALS/ RESOURCES	ASSESSMENT

<p>weeks</p>	<p>story still relevant to today's teenagers?</p> <p>Should <u>TCITR</u> be censored/banned?</p>	<p>symbols</p> <p>Identify and discuss theme</p> <p>Identify and discuss stylistic elements</p> <p>Read and discuss related non-fiction articles</p> <p>Trace plot elements</p> <p>Compare and contrast Holden's story with contemporary fiction or video</p>	<p>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions in order to acquire new knowledge.</p> <p>Standard 11: Students will identify, analyze and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</p> <p>Standard 12: Students will identify, analyze and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p> <p>Standard 19: Students will write with a clear focus, coherent organization and sufficient detail.</p> <p>Standard 27: Students will</p>	<p><u>Rye</u> by J.D. Salinger</p> <p>“Experiencing the Death of a Sibling as an Adolescent” www.counselingstouis.net/page13.html</p> <p><u>Finding Forrester</u> DVD</p>	<p>Consider Holden Caulfield as an icon of the American teen. Is Holden's story as relevant today as it once may have been?</p> <p>Should <u>The Catcher in the Rye</u> be banned or censored in today's high schools?</p> <p>Creative Projects/Sample Topics:</p> <p>Make mixed tape or CD for Holden Caulfield if he were around today. In a letter to Holden, explain in-depth why you think he would like it, using evidence from the themes, symbols, and situations that Holden and the novel explained.</p> <p>Create a PowerPoint presentation in which you trace Holden's travels from Pencey Prep to/around New York City. Explain the connection of each to the themes in the novel.</p>
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